

ACAP

Austin Competency Analysis Profile

Master Teacher

Conducted

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Preface

Austin Community College would like to express our sincere appreciation to our business, industry, labor, and community partners who donated their time and expertise toward the identification and validation of competencies in the following Austin Competency Analysis Profile.

Introduction

The ACAP (Austin Competency Analysis Profile) initiative comes out of the Instructional Development Services of Instructional Resources and Technology at Austin Community College. This initiative is ACC's primary source for Competency-Based Curriculum development, providing a connection between our academic and workforce programs and the needs of business and industry.

The ACAP is a process for analyzing an occupation to develop curriculum. The product is a competency list, employability skills, and academic skill levels that have been developed and validated by subject matter experts who perform the occupation. This list will be used to develop programs that address the needs of business and industry by equipping current and aspiring supervisors with the entry skills required in a workplace environment.

ACAP Process Overview

What are Austin Competency Analysis Profiles (ACAPs)?

Austin Competency Analysis Profiles (ACAPs) are competency lists for academic and workforce programs verified by expert workers, or Subject Matter Experts. These lists evolve from a well-established job analysis process involving business, industry, labor, and community agency representatives from throughout the Austin area.

How is an Austin Competency Analysis Profile used?

Each ACAP identifies the occupational and employability skills (or competencies) needed to enter a given occupation or occupational area. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency.

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items. Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

Target Job Titles

ACAP: Master Teacher

Faculty

Adjunct Faculty

Occupational Competencies

The following Occupational Competencies have been identified and verified by a panel of subject matter experts. This panel of experts has determined that these skills will adequately prepare faculty in becoming a Master Teacher. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes faculty need to perform each competency. These *Competencies* and *Competency Builders* are designed to be the basis for curriculum development to ensure business and industry input that is relative and meaningful to the workplace. These *Competencies* are intended to include all basic, necessary skills for this occupational area, but may be supplemented with additional competencies as faculty and advisory committee members see the need to do so.

Key Terms:

Competency—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Entry Level—position of employment that requires no previous experience, but may require some training and/or specific skills, knowledge, or attitudes.

ACAP: Master Teacher

Unit 1 Policies and Procedures
Unit 2 Community Building
Unit 3 Culturally Responsive Teaching
Unit 4 Andragogy
Unit 5 Technology
Unit 6 Professional Development

Sources:

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Competencies

ACAP: Master Teacher

Unit 1 Policies and Procedures

Competency 1.1 Implement laws and regulations that apply to education

Competency Builders:

- 1.1.1. Locate and adhere to current government guidelines and accommodations (e.g. FERPA, ADA)
- 1.1.2. Explain to students the policy including rights and responsibilities associated with the government policies
- 1.1.3. Locate and adhere to Copyright and Fair Use guidelines

Competency 1.2 Implement college and departmental policies

Competency Builders:

- 1.2.1 Locate and adhere to current college policies
- 1.2.2 Explain to students the policy including rights and responsibilities associated with the college policies

Unit 2 Community Building

Competency 2.1 Define class community

Competency Builders:

- 2.1.1. Set the tone for community building (e.g. defining faculty accessibility and availability, describing the class values, stating instructor expectations, and establishing clear boundaries of acceptable behaviors, time management)
- 2.1.2. Inform students of etiquette and netiquette expected for all class participation and attendance
- 2.1.3. Establish standards for instructor-student and student-student communication (e.g. within what timeframe can the student expect a response to queries)

Competency 2.2 Foster community, interaction, and communication

Competency Builders:

- 2.2.1. Create and model an atmosphere of student-faculty and student-student interactions on the first day (e.g. facilitate introductions and/or icebreakers)
- 2.2.2. Establish an atmosphere of collaborative learning (e.g. study groups, group projects, mentoring)
- 2.2.3. Utilize a variety of instructional strategies to promote interaction and engagement between instructor and students and among students (e.g. classroom discussions, classroom observation, peer evaluation, discussion boards, wikis, blogs, chat, Google Docs, Google Sites, social media)
- 2.2.4. Assign interactive activities to facilitate collaborative learning
- 2.2.5. Facilitate class discussion (e.g. solicit input from students with lower levels of participation)

Competency 2.3 Foster a growth mindset

Competency Builders:

- 2.3.1. Create a risk – tolerant learning environment
- 2.3.2. Introduce students to the concept of the malleable mind
- 2.3.3. Motivate students to persist in the face of obstacles
- 2.3.4. Model language and behaviors that reflect growth mindset (e.g. practice makes perfect)
- 2.3.5. Model self-regulation

- 2.3.6. Identify metacognitive strategies that promote reflection and persistence
- 2.3.7. Guide students to self-regulate their learning and time management

Unit 3 Culturally Responsive Teaching

Competency 3.1 Create learning environments that are inclusive of all students and set high expectations of individual students

Competency Builders:

- 3.1.1. Recognize and respect the diversity of the students in your classroom (e.g. early college start, non-traditional, international students, and students of various ethnic/culture/social economic/academic preparedness background)
- 3.1.2. Examine personal and cultural biases and stereotypes
- 3.1.3. Guide students to examine personal and cultural biases and stereotypes
- 3.1.4. Model the kinds of understanding and wisdom that students should seek to develop
- 3.1.5. Explain connections across curricula and the broader community

Competency 3.2 Provide resources for on campus and community support

Competency Builders:

- 3.2.1 Identify various student support services
- 3.2.2 Provide information on student success support services to students – as necessary (e.g. Puente, Men-of-color, Foster Care Alumni, and Counselors)
- 3.2.3 Connect students with campus specific support services and personnel

Unit 4 Andragogy

Competency 4.1 **Align course activities (including readings, assignments and assessments) to learning objectives/competencies in department approved master syllabi**
Competency Builders:

- 4.1.1. Develop outcomes and objectives for the course in addition to those in the master syllabi, if applicable
- 4.1.2. Lists outcomes and objectives in syllabus, on the learning management website/instructor website, and on the college website (e.g. Lighthouse).
- 4.1.3. Design learning activities and specify their alignment with learning objectives
- 4.1.4. Incorporate scaffolding activities or materials to prepare students for the coursework

Competency 4.2 **Adapt delivery and pacing of course content as needed/desired**
Competency Builders:

- 4.2.1. Utilize best practices in student learning to deliver engaging and well-prepared content
- 4.2.2. Solicit and incorporate feedback from students and colleagues throughout the semester and future course offerings
- 4.2.3. Employ alternative instructional strategies and/or technologies to address student learning

Competency 4.3 **Organize course content**

Competency Builders:

- 4.3.1. Organize course materials (e.g. by topics, learning activities, or chronological order).
- 4.3.2. Present course content and activities in logical sequence
- 4.3.3. Select appropriate methods for disseminating course content (e.g. Learning Management Systems, Google Apps)

Competency 4.4 Employ a variety of instructional methodologies that promotes student engagement and success

Competency Builders:

- 4.4.1. Employ appropriate methodologies for diverse learners
- 4.4.2. Select appropriate instructional technology for learning activities and materials
- 4.4.3. Deliver instruction that advances student learning
- 4.4.4. Include activities that promote active learning

Competency 4.5 Provide instructions and strategies for completing coursework

Competency Builders:

- 4.5.1. Communicate to students, throughout the course, how specific learning activities and assignments are aligned to course and program outcomes/objectives.
- 4.5.2. Communicate due dates and submission policies
- 4.5.3. Present criteria, rubrics, grading schema, and examples for successful performance on activities and assessments, as appropriate

Competency 4.6 Provide frequent explanatory feedback on student performance

Competency Builders:

- 4.6.1. Communicate standards for instructor's response to students (e.g. how will feedback be delivered to the student, within what timeframe can the student expect feedback)
- 4.6.2. Deliver timely feedback to students several times during the semester (e.g. personalized course reports, including statistics, standing, ranking, and achievement of objective and outcomes).
- 4.6.3. Incorporate activities for self- and peer-assessment when appropriate
- 4.6.4. Identify how grades will be communicated with students

Unit 5 Technology

Competency 5.1 Utilize a variety of instructional technologies/media to foster learning and communication

Competency Builders:

- 5.1.1 Incorporate instructional technologies/media available through the College or other sources (e.g. Blackboard, SoftChalk, Google Apps, Captivate, Camtasia, Adobe Connect, video, images, audio, animations, and interactive learning objects)
- 5.1.2 Utilize resources for receiving information and/or training on instructional technologies (e.g. MOOCs, Lynda.com)
- 5.1.3 Assign activities to familiarize students with instructional technologies
- 5.1.4 Identify technology support resources for students
- 5.1.5 Include a contingency plan in case technology fails either instructor or student (e.g. back-up grades, Blackboard outage, Website outage, limitations of technology)

Competency 5.2 Ensure accessibility of course materials to students with disabilities

Competency Builders:

- 5.2.1. Collaborate with ACC Accessibility Specialists to identify appropriate accommodations for students.
- 5.2.2. Identify processes and ACC student support resources for ensuring accessibility
- 5.2.3. Verify class materials meet accessibility recommendations from the Student Accessibility Services (SAS) (e.g. WAVE)
- 5.2.4. Provide course materials in alternative formats when possible

Unit 6 Professional Development

Competency 6.1 Maintain professional development in your discipline

Competency Builders:

- 6.1.1 Keep abreast of current best practices and developments in the field of study
- 6.1.2 Participate in professional and teaching and learning communities
- 6.1.3 Contribute to communities
- 6.1.4 Collaborate with colleagues inside and outside of the discipline

Competency 6.2 Maintain professional development in teaching practice

Competency Builders:

- 6.2.1 Identify and analyze best practices for teaching and learning
- 6.2.2 Contribute to teaching and learning communities
- 6.2.3 Review best practices at other institutions
- 6.2.4 Evaluate personal teaching practices and effectiveness

Glossary

ACAP–*Austin Competency Analysis Profile*–a well-established job analysis process unique to Austin Community College involving business, industry, labor, and community agency representatives from throughout the Austin area.

Advanced Competencies–the occupation and academic competencies needed to advance in a given occupation.

Competency–an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders–the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Core Competencies–the essential occupational and academic competencies needed to enter and remain in a given occupation.

Employability Competencies–underlying skills, abilities, and knowledge as they relate to work ethics, work habits, and personal growth and development.

Entry Level–refers to the requirements necessary for someone entering into the occupation (without previous on the job experience).

Performance Level–refers to the level at which an employee would need to function effectively having gained on-the-job knowledge.

SME–*Subject Matter Expert*–incumbent worker in a given occupation that is knowledgeable about the job.

Target Job Titles–titles that may be assigned to the types of jobs aligned with an ACAP. Possible titles of jobs for which students would qualify with certificates or degrees in the programs based on an ACAP.