

WASHINGTON STATE

Skill Standards for Professional-Technical College Instructors

2024 Edition



Table of Contents

WASHINGTON STATE

Skill Standards for Professional-Technical College Instructors

2024 Edition, Volume I

Executive Summary, Project Development & Process, Skill Standards

Acknowledgments

The project leadership team would like to express gratitude to the following organizations and individuals for significant contributions to the 2024 edition of the statewide Skill Standards for Professional-Technical Instructors. Unwavering commitment, leadership, and support throughout the project have been instrumental in achieving this important milestone. We are grateful for the collaborative spirit and dedication that was displayed by all those involved, and we look forward to continuing to work together in the future.

- Washington Association for Community and Technical Colleges (WACTC) and the Board of Presidents Equity Committee
- Washington State Instruction Commission (IC)
- Washington State Workforce Education Council (WEC)
- Washington State Board for Community and Technical Colleges (SBCTC)
- Washington State Professional Educator Standards Board
- Washington State Community and Technical Colleges Leadership Teams
- Robin Utz, Deputy Director, U.S. Department of Education Office of Career, Technical, and Adult Education
- 2023 Consulting Team
  - Angela Trego, Ph.D., PE, PMP, FHEA
  - Dominique Foley Wilson, RanDom Business Services, LLC
  - Ricardo Ibarra, Trio Group
  - Rita Cameron Wedding, Ph.D., Professor of Women's and Ethnic Studies, CA State University-Sacramento
  - The Allison Group: Alan Hardcastle, Sally Zeiger Hanson, Terryll Bailey
- 2024 Consulting Team
  - Dominique Foley Wilson, RanDom Business Services, LLC
  - Nicole D. Franklin, Enhanced Interactions, LLC
  - Ricardo Ibarra, Trio Group
  - The Allison Group: Alan Hardcastle, Sally Zeiger Hanson, Terryll Bailey
- 2022 and 2023 skill standards and DEI faculty focus group members (page 62)

Project Funding

The contents of this publication were developed with funds allocated by the U.S. Department of Education under the Carl D. Perkins Career and Technical Education Act. These contents do not necessarily represent the policy of the agency, nor should endorsement by the Federal government be assumed.

Attribution

Copies of Document

Copies of the document can be downloaded at no cost at www.skillstandardswa.org

More Information

For more information about this document and the project, please contact the Careers in Education Center of Excellence at www.careersined.org or the Center of Excellence for Marine Manufacturing & Technology at www.washingtonmaritimecareers.org

Current and Legacy Participant Acknowledgment

The project leadership team, lead facilitators, and steering committee extend their heartfelt appreciation to the faculty focus group members for their insightful and impactful contributions to the 2024 skill standards project. The triumvirate of focus groups was comprised of faculty members from 24 WA community and technical colleges.

Notably, we acknowledge the members of the 2000 original group of educators who thoughtfully and thoroughly laid the Professional-Technical Skill Standards foundation and developed its companion Resource Guide. The framework of this original document remained relevant and held steadfast in the 2012 and 2024 editions. Respectfully,

2021-2023 Project Leadership Team

Claire Korschinowski, Clover Park Technical College; Dean of Instruction, Project Chair

Jaclyn Jacot, Spokane Community College Spokane Community College; Dean, Extended Learning and Workforce Initiatives, WEC Liaison

Ann Avary, Skagit Valley College;
Director, Center of Excellence for Marine Manufacturing & Technology, Project Management and Logistics

Jamie Wells, Green River College;
Director, Center of Excellence for Careers in Education, Project Management and Logistics

William Belden, State Board for Community and Technical Colleges; Policy Associate, SBCTC Liaison

2023-2024 Project Leadership Team

Dani Trimble, Lower Columbia College; Director of Workforce and Career Services,
WEC Executive Committee Chair

Kathy Alston, Green River College; Dean for Transitional Studies, Workforce and Wellness

Claire Korschinowski, Clover Park Technical College; Dean of Instruction

Ann Avary, Skagit Valley College;
Director, Center of Excellence for Marine Manufacturing & Technology, Project Management and Logistics

Jamie Wells, Green River College;
Director, Center of Excellence for Careers in Education, Project Management and Logistics

William Belden, State Board for Community and Technical Colleges; Policy Associate, SBCTC Liaison

Skill Standards Project Steering Committee

Amy Warren, South Puget Sound Community College

Armetta Burney, Clark College

Cathy “Kit” Alston, Green River College

Daneen Berry-Guerin, Big Bend College

Jacob Jackson, Renton Technical College

Skye Field, Yakima Valley College

Trish Newbold, Whatcom Community College

Project Stakeholders

Stakeholders throughout the project included:

- Washington State Board for Community and Technical Colleges (SBCTC)
- Washington State Workforce Education Council (WEC)
- Washington State Instruction Commission (IC)
- Washington Association for Community and Technical Colleges (WACTC)
- 34 community and technical colleges
- ~4400 professional-technical faculty members
- Students enrolled in community and technical college professional-technical programs statewide
- National DEI consultants, technical consultants, lead facilitators
- Three faculty focus groups of 10-21 instructors each.

Executive Summary

This report documents the findings and recommendations of the comprehensive review and update of the statewide Skill Standards for Professional-Technical Instructors, in addition to the infusion therein of diversity, equity, and inclusion (DEI) competencies.

Deliverables and their status as of March 1, 2024:

Deliverable	Status
Review and redevelop 2012 Skill Standards including all eight critical work functions.	✓ Completed
Identify and map DEI competencies for Critical Work Function D per amended scope of work authorized by steering committee in response to focus group feedback.	✓ Completed
Develop a framework and next-steps rubric for further identification and alignment of DEI competencies.	✓ Completed
Formally verify the updated skill standards through a system-wide faculty survey conducted by an external research team.	✓ Completed
Provide recommendations on how to improve the development and use of skill standards including DEI competencies.	✓ Completed
Using integrated Critical Work Function D as the framework, identify and document DEI competencies for inclusion into Critical Work Functions A-C and E-H.	✓ Completed
Develop and deploy a system-wide confirmation survey for faculty to respond to the DEI principles and strategies as created by Phase II and IV faculty focus groups; analyze outcomes and ID high level themes and opportunities.	✓ Completed
Update the 2023 Professional-Technical Skill Standards to reflect this current work. This will include updated recommendations and relevant observations, where applicable; updated Executive Summary.	✓ Completed
Create a website where the Skill Standards are readily available and accessible to users system-wide.	✓ Completed
Submit draft 2024 Professional-Technical Skill Standards to Workforce Education Council for review and approval.	✓ Completed
2024 Professional-Technical Skill Standards approved by Workforce Education Council and Instruction Commission.	✓ Completed

The original Washington State Skill Standards for Professional-Technical College Instructors document was created in 2000. The 2012 update project replicated the original process and refreshed the original document.

The Instruction Commission (IC) directed the Workforce Education Council (WEC) in 2020 to perform a comprehensive review and redevelopment of the 2012 skill standards document to represent core work requirements and baseline occupational skills of a fully competent first-year instructor with the inclusion of a diversity, equity, and inclusion (DEI) component – an unprecedented undertaking.

Two focus groups were convened in 2022 and undertook a thorough review and timely update of the 2012 document: a 20-member skill standards focus group, and a 21-member DEI focus group (page 62). The skill standards focus group overhauled Critical Work Functions A-H and their attendant key activities, performance indicators, technical knowledge, and employability skills. The DEI focus group aligned DEI competencies to Critical Work Function D and recommended engaging DEI experts to guide the completion of the work. In 2023, a new focus group ensued and completed the scope of the work, the results of which can be viewed beginning on page 13.

This report reflects the findings and recommendations as gleaned from the three faculty focus groups and the process. It is intended to help inform the next steps and support a smooth transition into the follow-on phases of the work. The recommendations may be found in page 108.

Recommendations from 2022 fell into two broad categories:

- Skill standards use, acceptance, and support throughout the system – at all levels, and
- Development and implementation of DEI competencies using a proven framework based on the Critical Work Function D emergent DEI themes.

Recommendations from 2023 emphasized the need for systemic change with a focus on DEI implementation – including training, accountability, resource allocation, and practical application in daily practices and curriculum. The approach should be comprehensive, involving all stakeholders from top administration to faculty, with continuous assessment and adaptation.

Throughout the project, briefings were regularly provided to the Workforce Education Council Executive Committee, the Instruction Commission, and other stakeholders, as well as a series of webinars to share information and updates.

Notable Firsts

In addition to contracted deliverables, this project trailblazed into uncharted territory, doubled down and expanded on past work, and achieved some singular accomplishments that significantly differentiate the 2024 edition from its forerunners. These include:

- Introduction of a competitive process for focus group member selection,
- Identification and alignment of DEI competencies into one critical work function, resulting in a proof-of-concept,
- Emergence of DEI themes and language,
- Identification and alignment of DEI competencies into all critical work functions,
- Identification and insertion of achievement levels for technical knowledge,
- Identification and insertion of achievement levels for performance indicators,
- Review and adoption of Department of Education Perkins Collaborative Resource Network Framework of Employability Skills,
- Evaluation and insertion of weighted levels of competency to employability skills for each key activity,
- Facilitation and implementation in a totally virtual format for easy and accessible participation, demonstrating the system's commitment to innovation and adaptability,
- Achievement of statistically significant response rates for the focus group, verification, and confirmation surveys (across the three surveys, 100% of the colleges were represented), and
- Development of a unique website to house the skill standards at www.skillstandardswa.org.

These achievements evolved organically because of the focus groups' thoughtful analysis of skill standards utility and a nimble facilitation process.

Future Modification of the Professional-Technical Skill Standards:

The process used to verify the skill standards employed a systematic approach and was designed specifically to ensure the rigor of the standards completed for this project. Future efforts to modify, improve or integrate additional skill standards elements will require a re-verification of updated standards.

It is expected that other instructional and workplace-relevant dimensions may be incorporated in future updates of these standards.

Adding new content or any modifications will fundamentally alter the content and structure of the standards. In such cases, there are several important considerations:

- **Modifying the skill standards should follow the same developmental process** described in detail in the documentation provided for this project, to ensure that the design and methods used to update or modify the standards are consistent and reliable.
- **When the skill standards were developed originally, the process was defined by a collaborative model in which experienced faculty were engaged to share their knowledge and skills** and come to consensus regarding the functions and tasks required of professional-technical instructors. It is highly recommended that **this collaborative model should be retained in any future efforts to modify or update the standards.**
- **Modification of the standards will require re-designing and repeating the verification process, including a survey of professional-technical instructors**, to ensure the fidelity and integrity of the new standards and any changes they include.

Background and Motivation

History

An integral element of skill standards development is the Developing a Curriculum (DACUM) process, which determines the competencies that should be addressed in a training curriculum for a specific occupation. It serves as the foundational building block of competency-based training programs. The DACUM process includes research and analysis of a particular occupation. The process engages subject matter experts who can describe and define their occupation by virtue of their deep expertise. This results in clear definitions of duties, tasks, and related information a worker needs for the chosen occupation; which influences the performance indicators and technical knowledge components of the skill standards.

Skill standards are performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in the workplace. They provide measurable benchmarks of skill and performance achievement, answering the questions: What do workers need to know to succeed in today's workplace? How do we know when workers are performing well?

Washington State was an early leader in the development and use of industry-defined skill standards, contributing to the development of a national model, and creating skill standards to align the needs of industry with the provision of workforce education and training. The state continues to lead with a commitment to embedding diversity, equity, and inclusion (DEI) principles into the 2024 Skill Standards.

The original Skill Standards for Professional-Technical College Instructors was produced in 2000 using specific research-based processes required by the Washington State Board for Community and Technical Colleges (SBCTC). The 2012 update project replicated the original process and updated the original document to ensure that the skill standards reflected the then-current skills, knowledge, technologies, and practices of community and technical college instructors. The 2012 Skill Standards document may be found on the Skill Standards WA website at www.skillstandardswa.org

Project Development and Process

Project Leadership and Phases

The formation of the project leadership team (PLT) ensued in 2020, chaired by Claire Korschinowski, Dean of Instruction at Clover Park Technical College, along with Jaclyn Jacot, Workforce Education Council (WEC) Liaison and Dean of Extended Learning and Workforce Initiatives at Spokane Community College. WEC also enlisted project management support from two statewide Centers of Excellence including Jamie Wells, Director of the Center of Excellence for Careers in Education, hosted at Green River College, along with Ann Avary, Director of the Northwest Center of Excellence for Marine Manufacturing & Technology, hosted at Skagit Valley College. William Belden, Policy Associate at the State Board for Community and Technical College, joined the team as SBCTC liaison. In 2023, Dani Trimble, Director of Workforce and Career Services at Lower Columbia College assumed chairmanship of the committee.

The project steering committee was also formed during this time comprised of eight workforce deans from Big Bend Community College, Clark College, Green River College, Pierce College, Renton Technical College, South Puget Sound Community College, Whatcom Community College, and Yakima Valley College. The members met regularly throughout the duration of the project to approve the original scope of work, an amended scope of work for the DEI focus group, all project plans, statements of work, timelines, revisions, and budgets.

Phase I of the project included research, planning, and design and occurred from fall 2020 through spring 2021.

Phase II executed the plan and included focus group recruitment, selection, and facilitations; skill standards review and DEI competency mapping and alignment.

- The Skill Standards Focus Group reviewed and updated all eight critical work functions.
- The DEI Focus Group completed the identification and integration of DEI competencies into Critical Work Function D as a proof of concept. This provided the framework for continuation of the work into Phase III. This change in scope of work was reviewed and approved by the Steering Committee.

Phase III ran from summer 2022 through spring 2023 and consisted of a statewide educator verification survey of the 2023 skill standards, final data analysis with findings and report, system communication, and deployment. In this phase, the report with the updated skill standards was approved by WEC at the 2023 spring meeting. Following approval, the project then prepared for phase IV, where DEI competencies were identified and integrated for Critical Work Functions A-C and E-H, following the framework created in phase II utilizing Critical Work Function D.

Phase IV engaged DEI subject matter experts and 10 faculty members from the original phase II focus groups to complete the infusion of DEI principles and competencies into the skill standards. The final report was updated, submitted for acceptance to WEC, then submitted to IC for recommended approval, with anticipated release in 2024.

Project Activities and Milestones

Date	Milestone
November 2020	Project leadership team formed.
January/February 2021	Project steering committee formed. Project framework created and approved by the steering committee to include: • Overall process, • Communications strategy for system stakeholders, • Verification surveys, and • Reporting.
January 2021	Continuous stakeholder engagement and information dissemination begins and continues throughout the entire project.
March 2021	First Perkins grant received to support the development of the project and DEI frameworks.
April 2021	Steering committee approves scope of work. DEI Framework created.
August 2021	Project receives second Perkins grant to support work.
September 2021	Focus group facilitators are identified.
October 2021	Skill standards and DEI focus group application process begins: • Application survey disseminated system-wide, and • Informational webinars conducted.
December 2021	Two faculty focus groups are formed, the steering committee led the review and selection process.
January 2022	Skill standards and DEI focus group work begins. Project leadership team initiates a weekly communication for the focus groups.
February 2022	Steering committee approves the amended scope of work for the DEI focus group to reflect work on one critical work function which will serve as a possible model for work going forward.
April 2022	Received amended Perkins grant to secure additional funding required to support the extended facilitation schedule for both focus groups.
May 2022	Skill standards and DEI focus groups conclude their work: • Critical Work Functions A-H are updated by skill standards focus group and are weighted to show competencies and performance indicators for a new or first-year professional-technical instructor, mid-level instructor, and experienced instructor, and • DEI competencies for Critical Work Function D are mapped and weighted by the DEI focus group.
September 2022	Third Perkins grant secured to support the work of development of DEI framework for continuation of the work, in addition to phase II analysis and phase III report writing.
October 2022	Defined the scope of work for phase III analysis, verification survey process, and report writing.

Date	Milestone
November/ December 2022	Official project verification survey developed. Approval to deploy verification survey in January 2023.
December 2022	The project timeline modified to reflect the desire to have WEC member voting take place in March/ early April 2023 to facilitate more expedient transmittal to IC.
January/February 2023	Verification survey deployed, resulting in 745 faculty responses, representing all 34 community and technical colleges.
January 2023	Jamie Wells and Ann Avary provide comprehensive project briefing to Instruction Commission highlighting the work completed and plan for the development of a DEI framework and continuation of the work.
February 2023	Verification survey data provided to The Allison Group for review and analysis.
February/March/ April 2023	System outreach is conducted via four webinars to disseminate project information, present a potential DEI framework, and answer all questions in an interactive format.
Late February/ Early March 2023	Report writing, activity mapping begin. Surveys collected from faculty focus group members.
March 2023	Verification survey results provided to consultants for incorporation into final report and recommendation sets. DEI framework developed as a potential model/proof-of-concept to support the continuation of the work in subsequent phase IV. WEC voting member questions developed.
April 2023	Timeline adjustment to reflect increased scope of verification survey analysis and report development. This changed was triggered by the exceptionally robust faculty participation in the survey system-wide. Adjustment reflects: • Due to the adjustment in timeline, the WEC vote was moved to the Spring WEC meeting, April 27 and 28, 2023 at Clover Park Technical College, and • Dissemination of the working report to WEC members April 19, 2023, in advance of Spring meeting. During their spring meeting, WEC voted to approve the updated skill standards in addition to Critical Work Function D (CWF D), with integrated DEI competencies. WEC also voted to support contracting with subject matter experts to work with community and technical college system faculty to integrate DEI competencies into the remaining critical work functions utilizing CWF D as the proof of concept. The Instruction Commission reviewed these motions and decisions at their spring meeting, deciding to wait on any formal vote until the remaining CWF's were integrated with DEI competencies.
May 2023	Phase III closeout process commences. Project leadership works with a subject matter expert to develop a rationale for the co- creation of a DEI framework in the next phase of work.
June 2023	Phase IV planning begins; implemented phase II recommendation to enlist DEI subject matter experts.

Date	Milestone
July 2023	Project team begins outreach to phase II faculty focus group members to request their participation in phase IV of the project, serving on a small faculty advisory team to review and provide input regarding the identification and alignment of DEI competencies to Critical Work Functions A-C and E-H. Critical Work Function D served as the guiding blueprint/model for the phase IV work.
August/ September 2023	Phase IV facilitators begin preliminary work to identify DEI competencies for Critical Work Functions A-C and E-H. This work informed and supported faculty focus group facilitations.
September 2023	Faculty focus group work begins with facilitators utilizing Canvas as the asynchronous work platform. Ten faculty representing colleges system-wide and representing multiple programs formed the phase IV focus group. Faculty participated in seven work sessions with facilitators in September, October, and November 2023.
November/ December 2023	Confirmation survey developed for professional-technical faculty system-wide.
January 2024	Confirmation survey launched January 11; confirmation survey closed January 30. This included direct engagement with college leadership teams to encourage faculty participation. The survey was open to all professional-technical faculty. The target response rate was 50 completed surveys system-wide; the actual response was 291 completed surveys system-wide.
February 2024	Analysis of confirmation survey narrative responses commences; analysis is conducted concurrently by two groups of subject matter experts. High-level themes are identified; report preparation begins. Skill Standards website created as a response to faculty inputs and recommendations: www.skillstandardswa.org. February 14, 2024 – System informational webinar conducted by project leadership team. Skill Standards for Professional-Technical Faculty 2024 Edition presented to Workforce Education Council at spring meeting February 29–March 1, 2024 at Highline College. 97% of colleges voted to approve the standards and recommend system-wide adoption by a vote of the Instruction Commission. Approved skill standards are transmitted to the Instruction Commission for recommended adoption at April 18–19, 2024 spring meeting at Columbia Basin College.
March 2024	Phase IV project closeout begins. Final report volumes I-V, skill standards website, and phase IV reporting complete.
April 2024	Updated Skill Standards approved by the Instruction Commission during their spring 2024 meeting at Columbia Basin College.

The final deliverable for this project is an updated 2024 Skill Standards for Professional-Technical Instructors that includes diversity, equity, and inclusion competencies for eight critical work functions. It has been vetted by community and technical college instructors system-wide.

Skill Standards for Professional-Technical Instructors

Critical Work Functions	Key Activities						
A Manage learning environments	A1 Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	A2 Set up, maintain and repair instructional systems, equipment and/or tools	A3 Develop a growth and replacement plan for systems, equipment and/or tools	A4 Lead students and supervise learning environments	A5 Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	A6 Evaluate and monitor the safety of the instructional areas and practices	A7 Identify, evaluate, and implement new instructional strategies and technologies
B Develop outcomes, assessments, and curricula	B1 Identify, evaluate, and modify outcomes	B2 Create, evaluate, and modify curriculum	B3 Create, evaluate, and modify assessments	B4 Implement curriculum and assessments.	B5 Integrate curriculum with other faculty in the department and in other instructional areas/ institutions		
C Develop and review programs	C1 Develop, review, and update program course plan to align with maps and Guided Pathways Principles	C2 Recruit and work with advisory committee and employers to meet changing needs of the program and industry	C3 Identify, evaluate, and modify program outcomes and assessments	C4 Identify and develop core and support courses	C5 Maintain (or obtain) program accreditation	C6 Research, identify and evaluate trends and implement current industry standards	C7 Coordinate program development with other college programs and institutions
D Provide student instruction	D1 Prepare and/or gather current instructional materials	D2 Provide individual and group instruction	D3 Initiate, develop, and implement student assessments	D4 Modify instructional material and methods based on student and industry assessments and feedback	D5 Promote professionalism in the learning environment		

Critical Work Functions	Key Activities						
E Provide support and guidance to students	E1 Provide students with access to instructor	E2 Provide information or referrals to meet student needs	E3 Provide students with career advising and assist with job placement	E4 Provide academic advising	E5 Serve as student activity advisor as applicable		
F Perform administrative and program management functions	F1 Perform documentation and record keeping duties	F2 Lead and manage instructional and program assistants	F3 Mentor, orient, and support new and part-time faculty	F4 As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	F5 Provide input for program, schedules, and college printed and electronic publications	F6 Develop and manage budgets	F7 Research and assist with writing and implementing grants and targeting financial resources
G Create and maintain a professional environment	G1 Collaborate with college staff, faculty, students, and internship/externship site personnel	G2 Work with program advisory committee	G3 Maintain current knowledge of the field	G4 Participate in professional networking	G5 Develop a professional development plan		
H Promote the program and collaborate with college administration on student recruitment	H1 Participate in campus, high school and/or community organization activities and educational partnerships	H2 Consult on promotional planning	H3 Provide program information for prospective students	H4 Consult on implementation of recruiting activities			

Critical Work Function A: Manage learning environments

Key Activity A1: Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Adequate supplies and materials are maintained with a focus on overcoming barriers to entry, ensuring that all students have access to the necessary resources. (B)
2. Considering diverse learning styles, cultural relevancy, and the need for equitable access, equipment, systems, tools, supplies, and materials are properly identified and justified. (B)
3. Recommendations from the advisory committee are accurately documented and considered, ensuring a broad range of perspectives and cultural acknowledgments. (I)
4. With a focus on addressing diverse learning styles and needs for comfortable and inclusive learning environments, ergonomic requirements are considered as appropriate. (I)
5. Emphasizing the importance of culturally responsive assessment and feedback, equipment and/or system's impact on student learning is accurately documented in accordance with current college policies and procedures. (I)
6. Equity-based requisitions, budgets, and/or grant requests are submitted in a timely manner and in accordance with current college policies and procedures. (M)
7. The system, equipment, and tool options are thoroughly researched with a focus on diverse instructional resources and selecting options that support equitable, anti-racism, anti-bias, and cross-cultural instructional practices. (M)
8. Alternative sources of funds and systems/equipment are actively pursued as appropriate, with a commitment to overcoming barriers to entry and ensuring equitable access. (M)

Technical Knowledge

1. Knowledge of ergonomics, with an understanding of how ergonomic considerations can support diverse learning styles and provide equitable access. (B)
2. Knowledge of college policies and procedures. (B)
3. Knowledge of online instruction and Learning Management Systems, with an understanding of how these systems can be leveraged to overcome barriers to entry and support diverse learning styles. (B)
4. Knowledge of equipment requisitions procedures. (I)
5. Knowledge of advisory committee protocols, with an emphasis on diversity within advisory committees and considering recommendations through a cultural acknowledgment lens. (I)
6. Knowledge of equipment and tool options and the ability to access relevant sources of information, with a commitment to selecting options that align with equitable access and support diverse learning styles. (I)
7. Knowledge of procedures for submitting budget and/or grant requests. (M)
8. Ability to access alternative sources of funds and equipment/systems. (M)
9. Knowledge of student learning and the ability to determine the impact of equipment/systems, with an emphasis on culturally responsive assessment and feedback. (M)

Critical Work Function A: Manage learning environments

Key Activity A2: Set up, maintain and repair instructional systems, equipment and/or tools

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Systems and equipment are selected, set up, and presented on platforms to ensure equitable access by all students. (B)
2. Systems and equipment setup is completed in accordance with manufacturer's specifications. (B)
3. All safety procedures are completely followed. (B)
4. Maintenance schedules are properly followed. (B)
5. Equipment and tools are properly secured. (B)
6. Equipment, tools, and systems are kept clean and properly maintained. (B)
7. New systems and equipment are set up to be compatible with existing equipment/systems, learning environments, and adaptive to diverse learning styles, as appropriate. (I)
8. All maintenance records and warranty requirements are maintained in an organized manner and kept current. (I)
9. Equipment, tools, and systems malfunctions and repair needs are promptly diagnosed and repaired as appropriate and/or departments or personnel are informed. (I)

Technical Knowledge

1. Knowledge of sources of information regarding manufacturer's specifications. (B)
2. Knowledge of existing technical support resources available at the institution. (B)
3. Knowledge of maintenance schedules and procedures and the use of tools required for maintenance of equipment and systems. (B)
4. Knowledge and/or ability to clean and secure program-specific tools. (B)
5. Ability to diagnose and repair systems, equipment and tools. (B)
6. Knowledge of safety procedures. (I)
7. Understand and eliminate barriers to student access of systems and equipment. (M)
8. Knowledge of warranty and maintenance records requirements. (M)
9. Ability to evaluate compatibility issues and/or benefits between new and existing program-specific equipment, and the impact on diverse learning styles. (M)

Critical Work Function A: Manage learning environments

Key Activity A3: Develop a growth and replacement plan for systems, equipment and/or tools

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Safety issues are carefully considered and acknowledge the unique safety concerns of individuals from diverse backgrounds. (B)
2. Technology changes and industry compatibility are accurately assessed, with a focus on equity and inclusion. (I)
3. Student, program, and industry needs are correctly identified, acknowledging the unique needs of individuals from diverse backgrounds. Present inventory is accurately assessed for equitable access. (I)
4. Funding sources and timelines are correctly identified. (M)
5. Facilities, technological support, and equipment maintenance schedules are accurately assessed, with an equity focus that ensures all participants have access to well-maintained resources. (M)
6. Cost-effective recommendations are included in the plan, with an emphasis on equity and diverse learning styles. (M)
7. The plan includes a culturally responsive implementation schedule, personnel training, and responsibilities and assessment mechanisms. (M)

Technical Knowledge

1. Ability to access equipment maintenance, repair information, and technical support. (B)
2. Ability to perform basic service operations on standard tools and equipment that considers diverse learning styles and backgrounds. (B)
3. Knowledge of funding sources and availability and how to access them. (I)
4. Knowledge of current industry, environmental regulations, student, program, and safety requirements. (I)
5. Knowledge of assessment tools within the industry compared to the classroom setting, that support culturally responsive assessment and feedback. (I)
6. Ability to perform cost/benefit analysis with a focus on equity. (I)
7. Knowledge of system or program requirements and facility and system capabilities, with a commitment to equity by ensuring that systems and facilities are accessible and adaptable to diverse needs. (M)

Critical Work Function A: Manage learning environments

Key Activity A4: Lead students and supervise learning environments

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. All safety procedures are properly followed and requirements are completely met. (B)
2. Students and all classroom personnel are thoroughly informed of safety procedures, using appropriate platforms, languages, and methods of delivery. (B)
3. Work ethics, mutual respect and leadership are modeled with reflection on cross-cultural and equity principles. (B)
4. Classroom management is observable and instructions from instructor are followed in a timely manner. (B)
5. Instructors engage students in an equitable fashion, acknowledging diverse cultures, learning styles, and life experiences. (B)
6. Environmental distractions are minimized. (B)
7. Various strategies and approaches are incorporated into instructional delivery and are adaptable to diverse ways of learning. (I)
8. Facilities needs and requests are submitted in accordance with college policies and procedures. (I)
9. Assignments and schedules that promote equitable access to technology and resources are established for lab/shop activities. (I)
10. Rigor of the curriculum is maintained, with an ability to make reasonable accommodations. (I)
11. Off-campus sites and activities are assessed for venue accessibility, supervision of students' experience, and cross-cultural consideration. (M)

Technical Knowledge

1. Knowledge of safety requirements and procedures and all OSHA/WISHA (Occupational Safety and Health Administration/Washington Industrial Safety and Health Act) and hazardous materials procedures. (B)
2. Work ethics, mutual respect and leadership are modeled with emphasis on cross-cultural and equity principles. (B)
3. Knowledge of applicable laws and regulations regarding the learning environment. (B)
4. Knowledge of and ability to utilize instructional media and equipment, with adaptability to diverse ways of learning. (B)
5. Ability to minimize environmental distractions. (B)
6. Ability to assess comprehensiveness of curriculum using equity-oriented practices. (B)
7. Knowledge of facilities and equipment requisition procedures and timelines. (I)
8. Knowledge of culturally responsive and inclusive management and supervision of students for off-campus sites and activities. (M)

Critical Work Function A: Manage learning environments

Key Activity A5: Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Off-campus sites are regularly visited to determine suitability for student learning, with a focus on overcoming barriers to entry for all students, considering diverse learning styles in site assessments, and ensuring cultural relevancy in the selection process. (B)
2. Off-campus learning environments and their site supervisors meet established criteria, inclusivity and accessibility. (B)
3. Internships/externships are coordinated in an effective, inclusive, and accessible manner. (B)
4. Off-campus learning sites are identified and properly recruited in accordance with the established course outcomes, ensuring equitable access to these opportunities, overcoming barriers to entry in recruitment, and recognizing diverse advisory committees' input in the selection process. (I)
5. Meetings about the roles, responsibilities, and inclusiveness of site personnel, students, and instructors are held with site supervisors. (I)
6. Off-campus sites are researched and evaluated for distinctive accessibility and inclusivity-oriented needs. (I)
7. Work-based learning environments are comprehensively evaluated in an ongoing manner in accordance with program specification and inclusive access. (M)

Technical Knowledge

1. Knowledge of off-campus sites and site requirements of students. (B)
2. Knowledge of roles and responsibilities of site supervisors, instructors, preceptors, and students. (B)
3. Knowledge of work-based learning environment evaluation procedures, policies, labor law requirements, training agreements, accessibility, and other criteria. (B)
4. Knowledge of internship/externship procedures, including accessibility and inclusivity considerations. (B)
5. Knowledge of criteria for selection of off-campus sites, and site supervisors and/or preceptors, with emphasis on accessibility and inclusivity. (I)
6. Ability to partner with off-campus sites which meet established criteria, with an emphasis on accessible and inclusive settings. (I)

Critical Work Function A: Manage learning environments

Key Activity A6: Evaluate and monitor the safety of the instructional areas and practices

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Students and staff are oriented to safety procedures per college policies and federal and state guidelines. (B)
2. Safety rules and regulations are followed. (B)
3. Incidents are appropriately reported and documented in a timely fashion. (B)
4. Staff and students have current CPR (Cardiopulmonary Resuscitation) and First Aid credentials, as required. (B)
5. Safety procedures are posted per Labor and Industry guidelines. (B)
6. College safety departments/personnel are notified to ensure that safety supplies are readily accessible. (B)
7. Safety hazards are reported immediately. (B)
8. SDS (Safety Data Sheets) are available as required in instructional areas, in multiple formats and languages whenever possible. (B)
9. OSHA/WISHA (Occupational Safety and Health Administration/Washington Industrial Safety and Health Act) requirements and hazardous materials procedures are completely followed. (B)
10. The learning environment, including external sites, is maintained in compliance with all college policies, applicable laws and regulations, and ensures student safety. (M)

Technical Knowledge

1. Knowledge of safety requirements, procedures, and all OSHA/WISHA and hazardous materials procedures in teaching environment. (B)
2. Ability to read, interpret, and apply Safety Data Sheet (SDS) data when appropriate. (B)
3. Knowledge of emergency telephone numbers/contact methods and procedures. (B)
4. Knowledge of college and applicable state safety policies and procedures. (B)
5. Ability to operate safety equipment within instructional program. (B)

Critical Work Function A: Manage learning environments

Key Activity A7: Identify, evaluate, and implement new instructional strategies and technologies

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. New instructional strategies and technologies are researched by participating in professional conferences and consulting with advisory committees, with a commitment to overcoming barriers to entry, recognizing diverse learning styles, and ensuring cultural relevancy. (I)
2. Industry and technology suppliers are properly consulted to stay current on new instructional strategies and technologies. (I)
3. Social and information networks and professional organizations are actively pursued and effectively utilized to learn about emerging strategies and technologies for the learning environment. (I)
4. New technologies are in accordance with current college policies and procedures with a continued focus on student success. (I)
5. Considering motivational techniques in evaluation processes, ensuring equitable access to evaluation methods, and providing culturally responsive assessment and feedback in methodology assessment, evaluate new methodologies related to instructional strategies and technologies. (M)

Technical Knowledge

1. Maintain knowledge of college policies and procedures. (B)
2. Maintain knowledge of sources of information regarding professional conferences. (I)
3. Maintain knowledge of social and information networks and professional organizations, including those with proven DEI emphases. (I)
4. Considering motivational techniques in evaluation processes, ensuring equitable access to evaluation methods, and providing culturally responsive assessment and feedback in methodology assessment, evaluate new methodologies related to instructional strategies and technologies. (I)
5. Demonstrate ability to implement new instructional strategies and technologies, with a commitment to cultural acknowledgment in technology implementation, recognition of diverse advisory committees' input in implementation planning, and the promotion of equitable, anti-racism, anti-bias, and cross-cultural instructional practices. (I)
6. Ability to access industry suppliers and knowledge of how to network with them. (M)

Critical Work Function B: Develop outcomes, assessments, and curricula

Key Activity B1: Identify, evaluate, and modify outcomes

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Outcomes are written with clear learner expectations, incorporating equitable assessment and feedback methods. (B)
2. Outcomes assess observable and measurable skills. (B)
3. Outcomes are properly documented in accordance with college, regulatory and accrediting body policies and procedures. (I)
4. Industry standards are thoroughly researched to identify current outcomes and competencies. (I)
5. When appropriate, outcomes are discussed and reviewed with the advisory committee. (I)
6. Outcomes and competencies are modified as necessary based on advisory committee recommendations and/or changing industry standards, regulatory and accrediting bodies. (I)
7. Course outcomes are clearly aligned with program outcomes while considering diverse instructional resources and responsive techniques to drive student success. (M)

Technical Knowledge

1. Knowledge of the purpose and components of outcomes. (B)
2. Adhere to advisory committee protocols (B)
3. Acknowledge diverse learning styles and use various instructional resources and methods to accommodate the requirements of all learners. (B)
4. Knowledge of outcomes, definitions, competencies and requirements. (B)
5. Knowledge of the implications of outcomes on assessment of learning. (B)
6. Ability to develop clear and measurable outcomes, that accommodate diverse learning styles. (I)
7. Knowledge of documentation procedures to record outcomes. (I)
8. Ability to access regulatory and accrediting bodies, professional industry organizations, and college sources of information regarding outcomes, competencies, and standards. (I)
9. Ability to translate, for diverse populations, the technical and non-technical skills into outcomes. (I)

CWF B: Develop outcomes, assessments, and curricula

Key Activity B2: Create, evaluate, and modify curriculum

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Curriculum is sequenced to overcome barriers to entry, ensuring success of achieving outcomes and competencies for students with diverse learning styles. (B)
2. Learning activities are designed to align with the current curriculum, accommodating diverse learning styles. They prioritize cultural relevancy and incorporate culturally responsive assessment and feedback methods. (B)
3. Curriculum includes a curriculum map that provides a guided path for students, considering diverse learning styles. It includes clear course descriptions, learning outcomes, and competencies that are culturally relevant and assessed through culturally responsive methods. ADA accommodations ensure equitable access for all students. The curriculum reflects cultural acknowledgment and is grounded in equitable, anti-racism, anti-bias, and cross-cultural instructional practices. (B)
4. Curriculum is regularly reviewed by advisory committee and/or accrediting bodies as required and meets all legal requirements. (B)
5. The choice of curriculum delivery method is made with a focus on overcoming barriers to entry and accommodating diverse learning styles. Cultural relevancy is considered in delivery methods and supports culturally responsive assessment and feedback. (B)
6. Curriculum aligns with accrediting bodies and college mission, and program goals are driven by workforce needs. (I)
7. Opportunities for team teaching are actively sought, leveraging diverse perspectives to overcome barriers to entry and support diverse learning styles. (I)
8. Courses are regularly evaluated for viability. (I) (Viability is often determined by enrollment)
9. The curriculum is intentionally designed to be flexible, accommodating multiple learning styles and individual student needs while proactively overcoming barriers to entry. (M)

Technical Knowledge

1. Knowledge of curriculum sequencing and prerequisites with an understanding of how to create pathways that overcome barriers to entry and cater to diverse learning styles. (B)
2. Ability to access employers and advisory committee to determine workforce needs. (B)
3. Knowledge of the system and procedures for ADA accommodation, with a focus on ensuring equitable access for all students. (B)
4. Knowledge of curriculum review requirements, procedures, and legal issues regarding curriculum. (B)
5. Ability to write competencies and performance objectives that consider diverse learning styles and cultural relevancy, ensuring they are culturally responsive in assessment and feedback. (I)
6. Knowledge of a wide variety of teaching and learning strategies suitable for diverse learners, encompassing cultural relevancy and culturally responsive assessment and feedback. Strategies incorporate motivational techniques tailored to diverse learning styles. (I)
7. Ability to adapt curricula to various delivery modalities. (I)
8. Utilize curriculum maps to develop culturally responsive course descriptions, learning outcomes, course content, content objectives, and learning assessments. (M)
9. Proficiency in team-teaching, collaborating among and across disciplines, with a focus on overcoming barriers to entry and supporting diverse learning styles. (M)
10. Motivational techniques are shared among teaching teams. (M)

Critical Work Function B: Develop outcomes, assessments, and curricula

Key Activity B3: Create, evaluate, and modify assessments

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Outcomes are assessed by a variety of measurements/tools and incorporate culturally responsive assessment and feedback. (B)
2. Assessments accurately measure student performance of specified outcomes/competencies. (B)
3. Assessments include a variety of activities including performance-based or theory-based assessments, which are culturally relevant. (I)
4. Assessment criteria are established in accordance with industry standards and/ accrediting bodies. (I)
5. Assessment tools and criteria provide relevant feedback for learner self-assessment and improvement and incorporate motivational techniques. (I)
6. Assessments are evaluated and modified based on changes in the industry, advisory committee input, objective analysis of assessment data/results, and are culturally responsive. (M)

Technical Knowledge

1. Knowledge of assessment construction and measurements. (B)
2. Knowledge of culturally responsive theory-based and performance-based assessments. (B)
3. Knowledge of industry and accrediting body standards. (B)
4. Knowledge of formal, informal, formative, and summative assessments, that acknowledge diverse learning styles. (B)
5. Ability to modify assessments based on objective analysis of assessment data/results, that incorporates diverse learning styles. (I)
6. Knowledge of feedback strategies appropriate to diverse learning styles and are culturally responsive. (I)

Critical Work Function B: Develop outcomes, assessments, and curricula

Key Activity B4: Implement curriculum and assessments

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Outcomes assessments are performed to evaluate student performance, according to appropriate industry criteria and diverse learning styles. (B)
2. Student performance is assessed in relation to published student outcomes and/or competencies. (B)
3. Industry standards are integrated within the curriculum where appropriate. (I)
4. Implementation and assessment occur in an ongoing manner to keep current with technology, trends, equity, and diverse learning approaches. (I)
5. Post-completion and employer assessments are conducted and used to improve curricula and instructional practice, with an emphasis on diverse learning styles and equity practices. (M)
6. Utilize the assessment process to obtain relevant feedback for equitable and inclusive program improvements. (M)

Technical Knowledge

1. Knowledge of industry standards. (B)
2. Knowledge of campus resources for student course evaluation, post-completion follow-up, and faculty evaluation surveys. (I)
3. Knowledge of and ability to implement equitable and inclusive curriculum improvements. (I)
4. Knowledge of current technology and trends, while promoting equitable access. (I)
5. Ability to use assessment data to implement inclusive and equitable improvements in curriculum. (I)
6. Knowledge of local employer contacts. (M)
7. Knowledge of published student outcomes and competencies. (M)

Critical Work Function B: Develop outcomes, assessments, and curricula

Key Activity B5: Integrate curriculum with other faculty in the department and in other instructional areas/institutions

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Acknowledge the prior learning and experience of students in the learning environment and apply competencies that are consistent in multi-sectioned courses and overlapping course content areas. (B)
2. Instructional resources are shared across departments and the institution. (B)
3. With a focus on equity, inclusion, and the removal of barriers, professional-technical best practices/standards are applied. (I)
4. Promote access and transparency by sharing course content and outcomes across departments, disciplines, and institutions. (M)
5. Incorporate motivational techniques and the use of diverse instructional resources in all cross-discipline team teaching activities. (M)
6. Utilize cross-discipline courses to improve equity, inclusion, and to remove barriers to learning. (M)

Technical Knowledge

1. Knowledge of program and degree requirements. (B)
2. Ability to access program and degree requirements of other programs and institutions. (B)
3. Access, compare, and reference potential instructional resources (I).
4. Acquire and maintain knowledge of intra-departmental and inter-institutional resources. (I)
5. Knowledge of standardization of competencies for multi-section courses. (I)
6. Ability to integrate cross-discipline courses that offer equitable access and incorporate diverse instructional resources. (M)

Critical Work Function C: Develop and review programs

Key Activity C1: Develop, review, and update program course plan to align with maps and Guided Pathways Principles

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. With a focus on overcoming barriers to entry and ensuring equitable access, course sequence supports student success at achieving program outcomes. (B)
2. Program meets all legal requirements. (B)
3. With a focus on overcoming barriers to entry and ensuring equitable access, the program meets workforce needs. (B)
4. With a focus on overcoming barriers to entry and ensuring equitable access, the program plan includes learning outcomes, competencies, and program assessment tools for core and industry-specific courses. (B)
5. When necessary, proper prerequisites are established. (B)
6. With a focus on overcoming barriers to entry and ensuring equitable access, the program is regularly reviewed by an advisory committee and/or accrediting bodies. (B)
7. Advising and accrediting bodies are notified of proposed changes, and appropriate approvals are obtained. (B)
8. With an emphasis on overcoming barriers to entry, flexibility is built into the program to facilitate multiple learning styles and individual student needs. (B)
9. Program aligns with accrediting bodies, college vision, and where applicable, division mission. (I)

Technical Knowledge

1. Demonstrate familiarity with various pedagogical methods to address a variety of learning styles. (B)
2. With a focus on diverse learning styles, demonstrate an ability to access sources of information and the ability to apply workforce needs to the program plan. (I)
3. Apply alternative instructional strategies to accommodate diverse learning styles. (I)
4. Knowledge of regulatory and accreditation requirements, college vision, and where applicable, division mission. (M)
5. With a focus on diversity and inclusion, review the federal and/or state regulatory, accreditation, and college requirements for curriculum. (M)
6. Utilize culturally diverse instructional resources to apply learning outcomes, competencies, assessment tools, core support, and prerequisite courses. (M)
7. Knowledge of advisory committee and/or accrediting bodies review processes, approval procedures, and legal requirements regarding program plan(s). (M)
8. Apply criteria for evaluating program viability. (M)

Critical Work Function C: Develop and review programs

Key Activity C2: Recruit and work with advisory committee and employers to meet changing needs of the program and industry

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Advisory committee meetings are held on a regular basis as required. (B)
2. Instructors attend advisory committee meetings. (B)
3. Advisory committee recommendations are solicited and are recorded in the minutes. (B)
4. Meeting minutes are filed and maintained in accordance with college policies and procedures. (B)
5. Active participation of all advisory committee members is encouraged, and culturally divergent opinions are embraced. (I)
6. With the goal of diversifying membership, new advisory committee members are recruited as positions become vacant. (M)
7. Advisory committee membership is comprised of diverse representation and meets SBCTC (State Board for Community and Technical Colleges) requirements. (M)
8. Selection and use of diverse instructional resources is reflective of current changes in industry and supported by regular contact with employers. (M)

Technical Knowledge

1. Knowledge of the employer base and the ability to access it. (B)
2. Accurately communicate the demographic diversity of the industry and demonstrate efforts to overcome barriers to entry. (B)
3. Participation in the recruitment process to create/maintain a diverse advisory committee that aligns with requirements outlined by SBCTC. (I)
4. Knowledge of college policy and procedures related to recording of advisory committee recommendations. (M)

Critical Work Function C: Develop and review programs

Key Activity C3: Identify, evaluate, and modify program outcomes and assessments

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Program outcomes are assessed by a variety of metrics, using culturally responsive assessment and feedback. (I)
2. Program outcomes are properly documented in accordance with college and accrediting body policy. (I)
3. Program outcomes are properly documented in accordance with college and/or accrediting body policy. (I)
4. Essential technical and non-technical skills are included in the program outcomes, using motivational techniques. (I)
5. Program assessment criteria are established per industry standards and/or accrediting bodies and accurately measure the performance of specified outcomes. (M)
6. Program assessments are evaluated and modified based on changes in the industry, diverse advisory committee input, and community/student needs. (M)
7. Industry standards are researched, and program outcomes are reviewed by the diverse advisory committee. (M)
8. Program outcomes are evaluated in a continuous review cycle with input from stakeholder groups, promoting cultural acknowledgment and equitable, anti-racism, anti-bias, cross-cultural instructional practices. (M)

Technical Knowledge

1. Knowledge of outcomes and assessment activities and criteria and relevant industry and accrediting body standards. (B)
2. Knowledge of advisory committee protocols. (B)
3. Knowledge of technical and non-technical skills. (B)
4. Knowledge of documentation procedures for program outcomes/competencies. (B)
5. Ability to write program outcomes/competencies, promoting cultural acknowledgment and equitable, anti-racism, anti-bias, cross-cultural instructional practices. (I)
6. Ability to integrate technical and non-technical skills into outcomes/competencies, using motivational techniques. (I)
7. Ability to write assessments that accurately measure program outcomes/competencies, promoting cultural acknowledgment and equitable, anti-racism, anti-bias, cross-cultural instructional practices. (M)
8. Ability to evaluate and modify assessments that accurately measure program outcomes/competencies, with a focus on cultural acknowledgment and equitable, anti-racism, anti-bias, cross-cultural instructional practices. (M)

Critical Work Function C: Develop and review programs

Key Activity C4: Identify and develop core and support courses

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Core and support courses meet degree and certificate requirements. (B)
2. All required curriculum modifications incorporate diverse instructional resources; approvals are obtained in a timely manner as prescribed by the institution. (I)
3. Core and support courses are reviewed by the advisory committee and subject matter experts and approved when appropriate. (M)
4. Culturally relevant and fluid articulation models in the state, advisory committees, the private/government sectors, and accreditation and/or legal requirements are used to identify core and support courses. (M)
5. Core courses and related instruction meet the requirements of the SBCTC (State Board for Community and Technical Colleges). (M)

Technical Knowledge

1. Knowledge of advisory committee protocols and their use to enhance the diversification of advisory committee membership. (I)
2. Knowledge of SBCTC and degree and certificate requirements. (I)
3. Ability to identify and access a variety of culturally relevant and diverse information resources related to course development. (I)
4. Knowledge of culturally relevant articulation models and the ability to access diverse sources of information regarding articulation. (M)
5. Knowledge of state and college approval procedures and timelines. (M)

Critical Work Function C: Develop and review programs

Key Activity C5: Maintain (or obtain) program accreditation

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Accrediting body faculty credentialing requirements are met. (B)
2. Accrediting bodies are notified of all proposed changes as required and appropriate approvals are obtained. (M)
3. Accreditation self-study is completed as required. (M)
4. Program performance data is accurately and properly collected, analyzed, and documented in accordance with the accreditation standards. (M)
5. Programs are modified to meet standards and recommendations of the accrediting bodies. (M)
6. Site reviews are conducted in accordance with the requirements of the accrediting bodies. (M)
7. Program reviews support institutional accreditation. (M)

Technical Knowledge

1. Ability to participate in on-site accreditation visits. (B)
2. Knowledge of accreditation requirements and approval procedures for accreditation. (M)
3. Ability to contact and notify accrediting bodies of proposed changes and requests for accreditation. (M)
4. Knowledge of the components of a self-study. (M)
5. Ability to complete a self-study. (M)
6. Knowledge of performance data collection, analysis, and documentation procedures. (M)
7. Ability to modify programs to meet standards or recommendations proposed by accreditation bodies. (M)

Critical Work Function C: Develop and review programs

Key Activity C6: Research, identify and evaluate trends and implement current industry standards

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Advisory committees are regularly consulted on industry standards. (B)
2. Industry standards, trends, and changes are identified, evaluated, and incorporated with advisory committee approval and with emphasis on supporting students to overcome barriers to entry. (B)
3. Employers/Industries are consulted and/or surveyed on an ongoing basis. (B)
4. Retraining and back-to-industry experiences are included in the professional development plan. (B)
5. Research is conducted on a regular basis through trade and professional sources of information, industry visits, professional meetings, and networking. (M)
6. Licensing and standard-setting bodies are consulted on an ongoing basis and encouraged to acknowledge diversity and equity in developing requirements. (M)

Technical Knowledge

1. Knowledge of advisory committee protocols. (B)
2. Knowledge of current practices and issues in the industry, and their impact on barriers to entry and equitable access. (B)
3. Ability to demonstrate the applicable and relevant skills required to implement current industry standards, with emphasis on diverse instructional techniques. (B)
4. Knowledge of applicable laws and industry standards. (B)
5. Knowledge of trade-appropriate and profession-specific sources of information with emphasis on inclusive and diverse sourcing. (B)
6. Knowledge of research theory and design that considers culturally relevant and inclusive sources. (I)
7. Ability to locate sites and funding for back-to-industry/externship opportunities. (I)

Critical Work Function C: Develop and review programs

Key Activity C7: Coordinate program development with other college programs and institutions

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. All instructional policies and guidelines are thoroughly researched and followed. (M)
2. Articulation and/or transfer agreements are established. (M)
3. Graduation data from transfer institutions is procured. (M)
4. Knowledge of related course content and outcomes in similar institutions is shared. (M)
5. Competencies are consistent in multi-sectioned courses and overlapping course content areas. (M)
6. Cross-discipline team teaching is implemented when possible. (M)
7. Instructional resources are shared across departmental and institutional areas. (M)
8. Cross-discipline courses are integrated when pertinent. (M)
9. Similar outcomes are developed with other institutions. (M)
10. Similar programs at other colleges are visited regularly. (M)

Technical Knowledge

1. Ability to access program and degree requirements of other programs and institutions. (B)
2. Knowledge of industry outcomes/competencies. (B)
3. Knowledge of program, degree requirements, and outcomes of other programs and institutions. (I)
4. Ability to access instructional resources across departments and institutions. (I)
5. Knowledge of articulation and/or transfer agreements. (M)

Critical Work Function D: Provide Student Instruction

Key Activity D1: Prepare and/or gather current instructional materials

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Instructional materials relevant to the industry and learning processes with a focus on diversity, equity, and inclusion are readily available for review by the instructor. (B)
2. Instructional materials are clearly identified, support curriculum outcomes, support DEI principles, and are completely reviewed on a regular basis. (B)
3. Instructional materials comply with or exceed state/federal requirements or guidelines as necessary. (B)
4. Instructional materials support relevant industry and accreditation standards. (B)
5. Instructional materials are customized and acknowledge DEI to meet student needs and program outcomes. (B)
6. Course description and curriculum outcomes are aligned and are relevant to student success. (B)
7. Instructional materials are selected and approved in accordance with college policies and procedures. (I)
8. Instructional materials are researched to ensure quality and currency. (I)
9. Instructional materials are vetted by DEI stakeholders to appeal to multiple learning styles and diverse learners. (I)
10. Campus resources are consulted to ensure availability of instructional materials. (I)
11. Method of delivery is taken into consideration when preparing and selecting materials. (I)
12. Entire instructional team department/colleagues/students/community/etc. is integrated in the process of fine tuning the direction of objectives. (M)

Technical Knowledge

1. Knowledge of current, relevant, and culturally appropriate instructional materials includes, but is not limited to: OER materials, guest speakers, cultural artifacts, textbooks, reference materials, audiovisuals, websites, handouts, software and simulations. (B)
2. Knowledge of foundational and current sources of information regarding instructional materials and the ability to access them. (B)
3. Ability to understand barriers that may prevent students from accessing instructional materials. (I)
4. Knowledge of the credibility of sources of instructional materials. (I)
5. Knowledge of campus and community resources and sharing with students their relevance to student engagement, retention, goals, and success. (I)
6. Knowledge of learning styles and diverse teaching methodologies and the ability to implement them. (M)
7. Knowledge of local/state/federal and industry specific requirements or guidelines regarding instructional materials. (M)
8. Ability to modify instructional materials to meet student needs, curricular outcomes, program outcomes, and modes of delivery. (M)

Critical Work Function D: Provide Student Instruction

Key Activity D2: Provide individual and group instruction

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Students and all classroom personnel are thoroughly informed of safety and operating procedures in the learning environment. (B)
2. Student are engaged to create behavior standards that value diverse perspectives, foster a welcoming environment, and (code of conduct, students' rights and responsibilities) are consistently and constructively reinforced (B)
3. Learning and curriculum aligns with program and student outcomes/competencies. (B)
4. Group and individual instruction accurately and effectively model and teach industry standards and workplace requirements. (I)
5. Students are effectively oriented to the learning task, including method of delivery, outcomes, assessments, syllabus and relevance of prior and related skills and abilities. (I)
6. Student instruction is effective and appropriate for the method of delivery, and recognizes and supports diverse learning styles, cultures, and lived experiences. (I)
7. Learning is facilitated with clear and effective presentations, demonstrations, and active learner involvement. (I)
8. Regular opportunities are provided for students to practice, perform, and receive timely feedback on all required skills, knowledge, competencies, and abilities. (I)
9. Student learning styles, questions and discussions are effectively acknowledged, guided and integrated into the learning process in a positive way. (M)
10. Students are encouraged to actively mentor other students based on instructional modeling. (M)

Technical Knowledge

1. Knowledge of safety and operating procedures as related to individual circumstances and surrounding environment. (B)
2. Knowledge of group and individual instruction models and adult learning principles. (B)
3. Knowledge of industry standards, workplace requirements and competencies, and the ability to adapt them to instruction. (B)
4. Knowledge of learning tasks, outcomes, methods of delivery, assessments, and the contribution of prior and related skills and abilities. (B)
5. Knowledge of student behavior standards and the ability to constructively reinforce them. (B)
6. Ability to integrate questions from students into the learning process. (B)
7. Ability to adapt and demonstrate subject matter knowledge relevant to the field. (B)
8. Ability to prepare a comprehensive and equitable syllabus. (B)
9. Ability to adapt student instruction, identify and implement equitable accessibility, to mode of delivery. (I)
10. Ability to recognize and implement anti-racism, anti-bias, and equity centered teaching strategies. (I)
11. Ability to develop numerous, equitable opportunities to practice, perform, and receive feedback for students, peers, community, etc. (I)
12. Knowledge of student engagement options and differences and the ability to constructively foster them. (I)
13. Ability to include the retention, application, and transfer of learning in instruction. (M)
14. Ability to model and mentor professionalism, collaboration, and leadership. (M)
15. Ability to support diverse students and integrate cultural humility, anti-racism, and critical awareness. (M)

Critical Work Function D: Provide Student Instruction

Key Activity D3: Initiate, develop, and implement student assessments

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Instructors are responsive and flexible depending on students' needs to communicate with students about their progress. (B)
2. Assessment tools directly related to industry requirements that use multiple modalities are developed and implemented in a bias free manner. (B)
3. Assessment criteria are tangible, measurable, observable and responsive to the students' learning needs. (B)
4. Student grades are based on the course assessment criteria and accurately calculated according to published grading policy. (B)
5. Grades are submitted in accordance with college policies and procedures, and align with state and federal laws and regulations. (B)
6. Assessment criteria and grading policies are provided to the students clearly in writing, in accordance with college policy. (B)
7. Confidentiality and ethical guidelines are completely followed. (B)
8. Self and peer assessment methods are taught and encouraged in an equitable and effective manner. (I)
9. Assessment feedback timeline is shared with students. (I)
10. Assessment is guided by criteria that support student learning and success in completing the assignment(s). (I)
11. Assessment of student learning is done through formal assignments and informal participation, as well as incremental and cumulative feedback recognizing each student's individuality. (M)

Technical Knowledge

1. Knowledge of various methods of constructive feedback to diverse student populations. (B)
2. Knowledge of equitable and consistent assessment tools and techniques, grading policies, methodologies, and criteria acknowledging DEI. (B)
3. Knowledge of confidentiality and ethical guidelines, including FERPA. (B)
4. Knowledge of industry-specific standards regarding assessment. (B)
5. Knowledge of formal, informal, formative and summative assessment. (I)
6. Knowledge of college policies and procedures regarding assessment. (I)
7. Ability to apply knowledge of equitable and consistent assessment tools and techniques, grading policies, methodologies, and criteria acknowledging DEI. (I)
8. Ability to implement knowledge of self and peer assessment as methods of evaluation. (I)
9. Implement equitable assessment methods. (M)

Critical Work Function D: Provide Student Instruction

Key Activity D4: Modify instructional material and methods based on student and industry assessments and feedback

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Student feedback is appropriately solicited, acknowledged, documented, analyzed and applied to the improvement of instruction, materials, methods, and assessments. (B)
2. All students are respected and included, regardless of their backgrounds, race, and abilities. (B)
3. A variety of instructional strategies and methodology that reduce barriers to learning including, but not limited to, race, gender, identity, abilities and socioeconomics are applied. (B)
4. Instructional material and methods are evaluated and modified based on changes in the industry, from diverse advisory committee input, student feedback, and objective analysis of culturally responsive assessment data/results. (B)
5. Diverse and culturally responsive resources are consulted to identify and access alternative instructional methods, materials, and methods of delivery that creates equitable conditions. (B)
6. Instruction, materials, methods, and assessments are adapted to meet the needs of diverse learners and to motivate students. (B)
7. Instructors prepare students to recognize the importance of adapting learning and skills to diverse populations. (B)

Technical Knowledge

1. Knowledge of and ability to solicit, document and analyze appropriate student feedback. (B)
2. Ability to apply motivational techniques for a variety of learning styles and the needs of diverse cultures. (B)
3. Knowledge of equitable and diverse instructional strategies, learning styles, and cultures. (I)
4. Knowledge of equitable and diverse resources for alternative instructional methods, modalities, and materials. (I)
5. Ability to modify instructional materials to recognize and accommodate various cultural backgrounds and methods based on changes in the industry, evolution in DEI, advisory committee input and objective analysis of assessment data/results. (M)

Critical Work Function D: Provide Student Instruction

Key Activity D5: Promote professionalism in the learning environment

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Learning is cooperatively accomplished between the teacher and the student. (B)
2. A positive role model is provided for the students. (B)
3. Professional boundaries with students are established, modeled, and maintained. (B)
4. Classroom and other instructional areas are appropriately safe and orderly. (B)
5. Ethical and professional/industry standards are shared, understood, and demonstrated. (I)
6. Professional teaching standards are identified and implemented. (M)

Technical Knowledge

1. Knowledge of and ability to implement equitable, anti-bias, and anti-racism instructional practices. (B)
2. Knowledge of and ability to implement industry-specific standards. (B)
3. Knowledge of state and college policies and procedures, relevant to public employees of higher education. (B)
4. Knowledge of cross-cultural and social interactions in student-to-instructor, peer-to-peer, and public employee-to-community relationships. (B)
5. Knowledge of classroom, content-specific, college-specific, industry specific, and culturally relevant codes of ethics. (I)
6. Ability to model culturally diverse ethics and current industry expectations. (I)
7. Knowledge and awareness of safety policies, procedures, and protocols necessary for any mode of instruction and their impact on diverse populations. (I)

Critical Work Function E:
Provide support and guidance to students

Key Activity E1: Provide students with access to instructor

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Student requests for assistance are responded to in a courteous, respectful, and timely manner, and offer culturally responsive feedback. (B)
2. Multiple modes of communication are used to promote equitable access. (B)
3. Instructors are regularly accessible, within professional boundaries, to students in accordance with college policies and procedures. (B)
4. Instructor contact and access information is provided in writing to students in a clear and culturally responsive manner. (B)
5. Instructor time is properly allocated with equitable access for the purpose of receiving and responding to group and individual student requests for assistance. (I)

Technical Knowledge

1. Knowledge of and ability to use voicemail, email, and online technologies. (B)
2. Knowledge of the required and contracted office hours. (B)
3. Knowledge of professional boundaries and college policies and procedures regarding student contact, with a focus on cultural relevancy. (B)

Critical Work Function E:
Provide support and guidance to students

Key Activity E2: Provide information or referrals to meet student needs

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Instructor time is properly allocated for the purpose of receiving and responding to group and individual student requests for assistance, emphasizing diverse learning styles. (B)
2. Referrals are conducted in a respectful manner and in compliance with ethical guidelines, promoting equitable access. (B)
3. Applicable procedures and guidelines for documentation and follow-up of referrals are followed. (B)
4. Reasonable accommodations are provided with respect to recommendations from a service referral (e.g. disability support services or access services). (B)
5. FERPA (Family Educational Rights and Privacy Act, 1974) laws are followed. (B)
6. Ongoing communication with student services professionals is maintained. (I)

Technical Knowledge

1. Knowledge of available student services, student clubs, and proper procedures. (B)
2. Knowledge of confidentiality/ethics (FERPA). (B)
3. Ability to implement reasonable accommodations in the learning environment, to promote equitable access (B)
4. Knowledge of disability support services and ADA (Americans with Disabilities Act). (B)
5. Knowledge of documentation procedures and the ability to follow-up on the referral. (I)
6. Knowledge of organizations, opportunities, and procedures for obtaining support for student activities and competitions. (I)

Critical Work Function E:
Provide support and guidance to students

Key Activity E3: Provide students with career advising and assist with job placement

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Students are accurately informed of known job opportunities and the jobs for which they currently qualify, with an emphasis on overcoming barriers to entry. (B)
2. References and recommendations are provided on behalf of students when requested and applicable and in accordance with FERPA (Family Educational Rights and Privacy Act, 1974) guidelines. (B)
3. Students are made aware of the job search process, how to access career and employment information from multiple sources and are coached on how to overcome barriers to entry. (I)
4. Advisory members and employers are consulted concerning employment opportunities and career options. (I)
5. Current career information and opportunities are maintained in an organized manner, with emphasis on those known to use equitable and inclusive hiring practices. (I)

Technical Knowledge

1. Demonstrate understanding of the systemic equity barriers in the job search process for the field/industry. (B)
2. Overcome barriers to employment through regular contact with advisory committee members and employers. (B)
3. Demonstrate knowledge of sources for employment opportunities and industry qualifications. (B)
4. Overcome systemic barriers to career information by modeling the utilization of current and equitable career information systems. (B)
5. Ability to offer students equitable access in job search methodology and to instruct them accordingly. (B)
6. Articulate knowledge of the current qualifications for specific positions in the field/industry. (B)
7. Ability to provide appropriate, culturally relevant content for references and recommendations. (I)
8. Knowledge of college policies regarding references, recommendations, and knowledge of FERPA. (I)

Critical Work Function E:
Provide support and guidance to students

Key Activity E4: Provide academic advising

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Information about college resources to support student success is provided, focusing on overcoming barriers to entry and access. (B)
2. An accurate checklist of current college registration procedures is provided with emphasis on accessibility. (B)
3. Program application process is communicated in a timely and effective manner, with emphasis on accessibility. (B)
4. Student goals, experiences, and needs are identified with an emphasis on cultural relevance, equity of access, and diverse learning needs. (I)
5. Student is informed of academic and transfer options to meet goals based on an individual education plan, with consideration for student diversity and equity needs. (I)
6. Wait lists are kept up to date and current information is provided to prospective students in a timely manner. (M)

Technical Knowledge

1. Knowledge of academic and transfer options. (B)
2. Knowledge of the student educational planning tool and/or process utilized by the institution. (B)
3. Knowledge of college resources. (B)
4. Knowledge of college registration and wait list procedures. (B)
5. Knowledge of course sequencing. (B)
6. Promote equitable access by relating student goals, experiences, and needs for entry into the appropriate program and accurate course selection. (I)
7. Regularly review the program application process with an emphasis on removing systemic barriers to entry. (I)

Critical Work Function E:
Provide support and guidance to students

Key Activity E5: Serve as student activity advisor as applicable

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Student club goals and objectives are identified, stated, implemented, and focus on inclusion and equity. (B)
2. Assistance in facilitating meetings and activities is provided, accommodating inclusiveness, accessibility, and equity. (B)
3. Students are advised of available activities and resources, with an emphasis on diversity and equitable access. (I)
4. Information, guidance, and resources are provided, and incorporate culturally responsive assessment and feedback. (I)
5. Established state and college policies and procedures are followed. (I)
6. Student leaders are effectively guided and mentored in conducting the business of the organization and/or activity, with consideration of inclusiveness, equity and diverse cultures. (M)

Technical Knowledge

1. Knowledge of student activity advisor responsibilities and limitations per college policies and procedures. (I)
2. Ability to work within the existing advisory system to accomplish stated goals. (I)
3. Knowledge of constitutional by-laws of the activity or organization. (I)
4. Application, in a learning environment, of equitable methods of decision making, using procedures that are culturally relevant. (M)
5. Use motivational techniques, culturally responsive assessments, and feedback to develop student leaders. (M)
6. With an emphasis to overcome systemic barriers, actively engage with organizations, optimize opportunities, and weigh-in on procedures to obtain support for student activities and competitions. (M)

Critical Work Function F: Perform administrative and program management functions

Key Activity F1: Perform documentation and record keeping duties

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Attendance records are documented and submitted as required. (B)
2. Current curriculum materials are organized and equitably accessible. (B)
3. College records are kept in accordance with departmental and institutional policies and procedures. (B)
4. Records pertaining to student performance and credentialing are maintained in accordance with all applicable laws, regulations, and college policies. (B)
5. Accurate committee records such as advisory, tenure, and departmental files are kept as required. (I)
6. Budget records are maintained in accordance with college policies and procedures. (I)
7. Program-specific contracts, agreements, and student records are documented and kept up to date as required for off-campus learning environments. (I)
8. Assistance is provided with writing and implementing grants with a focus on promoting equitable access. (M)

Technical Knowledge

1. Demonstrate accurate record-keeping procedures. (B)
2. Knowledge of college policies and procedures regarding record-keeping. (B)
3. Knowledge of program-specific contract requirements and the ability to meet contractual agreements. (B)
4. Knowledge of laws, regulations, and policies relating to record-keeping of student performance. (B)
5. Knowledge of college curriculum resources and review process. (I)
6. Knowledge of grant writing. (M)

Critical Work Function F: Perform administrative and program management functions

Key Activity F2: Lead and manage instructional and program assistants

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. A list of current job responsibilities is provided, clarified, and incorporates equitable, anti-racism, anti-bias, and cross-cultural instructional practices. (B)
2. Provide an inclusive orientation to policies, procedures, and the physical work environment. (B)
3. Accurately relay information about safety practices and procedures. (B)
4. Information and updates are communicated in a timely and effective manner. (B)
5. Assistant demonstrates appropriate workplace safety behaviors and practices, and performs at an industry-standard level. (B)
6. A culturally responsive process is in place to evaluate and assess ongoing task assignments and job performance according to college policies and procedures. (I)

Technical Knowledge

1. Knowledge of instructional and program assistant job responsibilities. (B)
2. Knowledge of current college policies and procedures. (B)
3. Knowledge of safety practices in the learning environment. (B)
4. Ability to practice and demonstrate equitable and culturally inclusive management and motivational techniques. (I)
5. Recognize culturally divergent aspects of communication and provide an inclusive orientation for and/or train new assistants. (I)
6. Knowledge of and equitable access to professional development opportunities for instructional and program assistants. (I)
7. Ability to provide culturally responsive assessment and feedback in performance appraisals for instructional and program assistants. (I)

Critical Work Function F: Perform administrative and program management functions

Key Activity F3: Mentor, orient, and support new and part-time faculty

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Curriculum and course materials and resources are accurately provided as required/appropriate, with a focus on equitable access. (I)
2. When applicable, orientation and paperwork needs are met, addressing diverse learning styles. (I)
3. Part-time faculty questions are answered, and assistance is provided as necessary in an expedient, courteous and respectful manner. (I)
4. Clear and appropriate channels of communication between mentor and mentee are established and maintained. (I)
5. Professional development opportunities are communicated in an effective manner, utilizing culturally responsive motivational techniques. (I)
6. All applicable laws, regulations, college policies are communicated and followed. (M)
7. When applicable, performance of part-time faculty is properly assessed, feedback provided and recommendations made as appropriate, incorporating culturally responsive feedback. (M)
8. When applicable, appropriate staffing needs are accurately identified, assessed, and prioritized. (M)

Technical Knowledge

1. Knowledge of curriculum, course materials, and resources, including equitable, anti-racism, anti-bias, and cross-cultural instructional practices. (B)
2. Knowledge of available means of communication, including motivational techniques. (B)
3. Knowledge of employment regulations, laws, and college policies. (I)
4. Knowledge of culturally responsive student assessment and feedback techniques. (I)
5. Knowledge of orientation procedures. (I)
6. Knowledge of professional development opportunities. (I)
7. Knowledge of staffing needs and the ability to assess and prioritize them to meet program or department needs and equitable outcomes. (M)

Critical Work Function F: Perform administrative and program management functions

Key Activity F4: As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Job descriptions and qualifications for faculty positions are properly identified and promote equitable, anti-racism, anti-bias, and cross-cultural instructional practices. (M)
2. Resumes and applications are thoroughly reviewed as received, with consideration of inclusion and diversity. (M)
3. Interviews are conducted in an inclusive manner and recommendations are made in accordance with college policies and procedures, and consideration of diversity and equity. (M)
4. Adequate relevant sources of information are used to determine each candidate's qualifications. (M)
5. Effective recruiting, screening, interviewing, and selection is performed in accordance with college policies and procedures, with an emphasis on diversity and equity. (M)

Technical Knowledge

1. Ability to screen, review, and evaluate applications for relevant work history and employment-related diversity/equity experiences. (B)
2. Ability to access college policy and procedures regarding interview procedures. (B)
3. Knowledge of specific job qualifications. (I)
4. Ability to provide input for the creation of job descriptions. (I)
5. Knowledge of college policies and procedures for recruiting, screening, interviewing, and selection. (I)

Critical Work Function F: Perform administrative and program management functions

Key Activity F5: Provide input for program, schedules, and college printed and electronic publications

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Accuracy of information in college schedules and publications is monitored and modified as necessary. (B)
2. When appropriate, schedules (including times, room and teaching assignments) are coordinated between program core and support courses, to improve equitable access. (I)
3. Schedules and publications regarding the program are kept current, seek to improve equitable access, and comply with all college policies and legal requirements. (I)
4. Accurate program information is provided to college departments responsible for publication. (I)
5. All materials about programs are consistent, incorporating equitable, anti-racism, anti-bias, cross-cultural instructional practices. (I)

Technical Knowledge

1. Knowledge of program requirements and courses. (B)
2. Knowledge of program information. (B)
3. Knowledge of publication modification procedures. (I)
4. Knowledge of publication timelines. (I)
5. Ability to schedule courses within a program incorporating equitable practices. (M)
6. Knowledge of legal requirements regarding college publications. (M)
7. Knowledge of interdisciplinary college course scheduling procedures. (M)

Critical Work Function F: Perform administrative and program management functions

Key Activity F6: Develop and manage budgets

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. With a focus on equitable access, an equipment replacement plan is developed and reviewed annually. (B)
2. Appropriate documentation is maintained according to college policies and procedures. (B)
3. Needs are annually identified and prioritized in accordance with college policies and procedures. (I)
4. Adequate resources are determined to meet the program needs. (I)
5. Resources are expended in a timely manner following college policies and procedures to support the program. (I)
6. Budgetary restrictions are followed, and calculations are accurately formulated. (M)

Technical Knowledge

1. Knowledge of budgets and the budgeting process. (M)
2. Knowledge of budgetary and college constraints. (M)
3. Knowledge of equipment replacement plan development and review processes that support overcoming barriers to entry. (M)

Critical Work Function F: Perform administrative and program management functions

Key Activity F7: Research and assist with writing and implementing grants and targeting financial resources

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Necessary data is procured or provided as requested. (I)
2. Appropriate campus personnel are contacted to investigate grant opportunities. (M)
3. Sources of grant opportunities are thoroughly investigated. (M)
4. Necessary forms and/or documents and reports are completed within established guidelines. (M)
5. Funds are expended in accordance with grant proposal restrictions. (M)
6. Grant proposal presentations to appropriate personnel are made as necessary. (M)
7. Grant follow-up and evaluations are completed in a timely manner. (M)

Technical Knowledge

1. Knowledge of sources of grant opportunities. (I)
2. Ability to research information and write proposals in accordance with grant guidelines. (M)
3. Ability to manage grant funds. (M)
4. Ability to assess progress and effectiveness of the grant. (M)
5. Knowledge of resources for grant writing. (M)

Critical Work Function G:
Create and maintain a professional environment

Key Activity G1: Collaborate with college staff, faculty, students, and internship/externship site personnel

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Curriculum and course materials and resources are provided as required. (B)
2. Incorporate motivational techniques to create culturally responsive performance assessments and feedback. (B)
3. Recognizing diverse cultural perspectives, assistance is provided in a courteous and respectful manner. (B)
4. Timeliness of responses to colleagues and staff is weighed against the need for input from divergent sources and stakeholders. (B)
5. Collaborate professionally with other departments and services to accurately provide information that supports an equitable and inclusive learning environment. (B)
6. Institution-wide and interdisciplinary student learning activities and initiatives focus on overcoming barriers to entry and are fully supported by staff and faculty. (I)
7. Professional growth is promoted among staff and faculty. (I)
8. College and departmental committees are staffed with diverse members and attended with full participation in accordance with college policy. (I)
9. Per college policy, institute industry-standard and culturally responsive affective-training techniques and assessment with input from key stakeholders, including program graduates. (M)

Technical Knowledge

1. Knowledge of locations and use of technology tools to file or post curriculum and course materials and resources. (B)
2. With a focus on adopting diverse and inclusive instructional resources, demonstrate knowledge of the learning resources adoption procedures and processes. (B)
3. Acquire and maintain up-to-date knowledge of college departments and services. (B)
4. Knowledge of and ability to use technology tools that promote equitable access, are culturally relevant, and facilitate college communication and collaboration. (B)
5. Ability to use technology tools that promote college communication and collaboration. (B)
6. Acquire and maintain knowledge of professional development opportunities. (B)
7. Acquire and maintain knowledge of program requirements and outcomes. (B)
8. Knowledge of culturally responsive performance assessment, feedback, and recommendation procedures. (B)
9. Knowledge of employment contract. (B)
10. When possible, participate in a culturally responsive, shared-governance model in the college structure that is reflected in college policies and procedures. (I)

Critical Work Function G:
Create and maintain a professional environment

Key Activity G2: Work with program advisory committee

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Instructor-attended (participates in) advisory committee meetings are held on a regular basis in accordance with college and SBCTC (State Board for Community and Technical Colleges) policies and procedures. (B)
2. Advisory committee recommendations are considered and implemented as appropriate. (I)
3. Regularly evaluate and recruit diverse advisory committee members and/or member organizations to reflect the diversity of the community and industry, and demonstrate knowledge, skills, and abilities in equitable, anti-racism, anti-bias, cross-cultural, and instructional practices. (I)

Technical Knowledge

1. Knowledge of the relevant field of study, program requirements, and accreditation requirements. (B)
2. Knowledge of faculty role regarding advisory committee and committee protocols. (I)
3. Ability to utilize advisory board recommendations regarding curriculum changes for equitable student employability. (I)
4. Ability to recruit new and diverse members to the committee, who demonstrate knowledge, skills, and abilities in equitable, anti-racism, anti-bias, cross-cultural, and instructional practices. (I)
5. Knowledge of college and SBCTC policies and procedures regarding advisory committee recommendations. (M)

Critical Work Function G:
Create and maintain a professional environment

Key Activity G3: Maintain current knowledge of the field

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Working relationships with college staff, faculty and administrators are maintained to stay current on education, training resources, with emphasis on responsive techniques for diverse learning styles and equity-focused methods. (B)
2. Memberships in appropriate professional organizations are obtained and maintained. (B)
3. College procedures are followed regarding attendance at professional functions. (B)
4. Working relationships with employers/industry, graduates/former students, and advisory committees are professionally maintained to stay current on industry trends and emerging technologies, with emphasis on inclusion and equity. (I)
5. Professional publications are reviewed to stay current on industry trends and emerging technologies. (I)
6. Local, regional, and national seminars, workshops, and meetings are attended as appropriate. (I)
7. A variety of resources is utilized to network with people working and/or teaching within the field, with an emphasis on inclusive and culturally responsive options. (I)
8. Emerging industry-specific equipment is incorporated into the learning environment, with consideration of accessibility and cultural relevance. (M)

Technical Knowledge

1. Knowledge of methods for fostering inclusive and equitable professional relationships. (B)
2. Ability to access relevant, inclusive, and diverse professional publications, online resources, and professional development opportunities. (B)
3. Knowledge of industry leaders, technology suppliers, and online resources related to emerging technology. (B)
4. Ability to evaluate new technology regarding its usefulness, effectiveness, accessibility, and long-range implications. (B)
5. Ability to obtain and maintain proficiency and certification - as needed - on industry-specific equipment. (B)
6. Knowledge of appropriate and culturally responsive professional organizations in the field. (I)
7. Knowledge of roles and responsibilities of membership in a professional organization. (I)
8. Knowledge of travel request procedures and professional development reimbursement procedures. (I)

Critical Work Function G:
Create and maintain a professional environment

Key Activity G4: Participate in professional networking

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Attends local, regional, or national seminars, workshops, meetings, events, or training beyond the classroom intended to enhance student learning, with a focus on educational equity incorporating anti-racism, anti-bias practices, and inclusion. (B)
2. Attendance at professional functions aligns with ethical and/or professional standards of the institution/college, including educational equity, anti-racism, anti-bias practices, and inclusion. (B)
3. Engages in professional working relationships with graduates, college staff, faculty, administrators, internship/externship personnel, employers, and diverse advisory committees, with a commitment to educational equity and inclusion. (I)
4. Obtains and maintains memberships in appropriate relevant professional organizations seeking out, or including when appropriate, diverse/inclusive organizations. (I)
5. Connections are established and utilized with educators and industry professionals, seeking out, or including when appropriate, diverse/inclusive relationships. (M)
6. Seeks and pursues opportunities to participate in training, events, or activities that promote knowledge, skills, and abilities inequitable, anti-racism, anti-bias, cross-cultural instructional practices, and responsive teaching strategies, focusing on equitable access. (M)
7. Incorporates learning derived from training or networking opportunities into instructional practice and evaluates the effectiveness of implemented strategies, privileging knowledge, skills, and abilities, equitable, anti-racism, anti-bias, cross-cultural instructional practices, and responsive teaching strategies, focusing on equitable access. (M)

Technical Knowledge

1. Knowledge of methods for fostering professional relationships, seeking out, or including when appropriate, diverse/inclusive relationships. (I)
2. Knowledge of appropriate diverse and inclusive organizations in the field. (I)
3. Knowledge of roles and responsibilities of membership in a professional organization. (I)
4. Knowledge of travel request procedures and professional development reimbursement procedures. (I)
5. Instruct students on the importance of professional networking, considering cultural acknowledgment. (I)
6. Train students to interact with other professionals and how to form their own networks, promoting equitable, anti-racism, anti-bias, cross-cultural instructional practices. (I)

Critical Work Function G:
Create and maintain a professional environment

Key Activity G5: Develop a professional development plan

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Plan includes activities to address areas for improvement and professional growth and focuses on equitable, anti-racism, anti-bias, cross-cultural instructional practices. (B)
2. All approvals are obtained as required. (B)
3. Files and resources for all applicable certification and professional development requirements are kept current and maintained in an orderly and effective manner. (I)
4. Appropriate diverse instructional resources and activities are thoroughly researched and properly identified and completed. (I)
5. Professional-Technical College Instructor Skill Standards are used as a resource to develop PDP. (I)
6. Documentation is accurately maintained in accordance with college policy and procedures. (M)
7. Tenure-track faculty complete all assessments and professional development activities required by their campus and tenure committee. (M)

Technical Knowledge

1. Knowledge of sources of information for applicable diverse and inclusive certification and professional development activities and requirements. (I)
2. Knowledge of college policies and procedures regarding professional development and required elements of a professional development plan. (I)
3. Ability to develop a plan that addresses areas for improvement and professional growth that focuses on equitable, anti-racism, anti-bias, cross-cultural practices. (I)
4. Knowledge of documentation and approval procedures. (I)
5. Ability to fulfill the requirements of a certification that furthers instructor's professional development. (I)
6. Knowledge of the campus tenure track process. (I)
7. Ability to access and use the skill standards. (I)
8. Ability to access relevant, diverse, and inclusive instructional resources regarding professional development opportunities. (I)

Critical Work Function H:
Promote the program and collaborate with college administration on student recruitment

Key Activity H1: Participate in campus, high school and/or community organization activities and educational partnerships

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Community and campus activity offerings are researched and evaluated based on cultural relevance and inclusion.
2. Activities and organizations that promote the program and recruitment of students are identified and evaluated based on cultural relevance and inclusion.
3. Participation in appropriate high school advisory committees is carried out in an effective manner. (B)
4. Accurate and complete program information is provided at the high school advisory committee meetings. (B)
5. Activities are properly set up and organized, ensuring equitable access. (I)
6. College policies and procedures regarding recruitment events are met. (I)
7. Inclusive promotional information is made available. (I)
8. Articulation agreements are properly created and maintained with high schools, colleges and universities and state agencies. (M)

Technical Knowledge

1. Knowledge of relevant campus and community activities with a focus on cultural relevance and inclusion. (B)
2. Ability to select appropriate activities to enhance student learning, promoting diverse learning styles. (B)
3. Knowledge of college policies and procedures regarding recruitment activities. (B)
4. Ability to collaborate in the setup and organization of student recruitment activities, promoting equitable access. (B)
5. Knowledge of contacts for high school advisory committees, feeder programs, or institutional advisory committee members. (I)
6. Knowledge of procedures for establishing articulation agreements. (M)

Critical Work Function H:
Promote the program and collaborate with college administration on student recruitment

Key Activity H2: Consult on promotional planning

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Implement and develop inclusive marketing/outreach strategies to reduce barriers to entry. (B)
2. Use strategies to overcome barriers of entry and actively incorporate equitable processes when identifying prospective students. (B)
3. Coordinate with Skills Centers/High Schools to collaboratively eliminate barriers to entry when identifying prospective students. (B)
4. All appropriate approvals are obtained in accordance with college policies and procedures. (B)
5. Provide accurate information for the creation and modification of published program materials. (B)
6. Continually review and update published materials with a focus on cultural relevance, currency, and accuracy. (B)
7. Required marketing budget is accurately and completely developed. (M)

Technical Knowledge

1. Demonstrate the ability to locate contact information for high school advisory committees, feeder programs, or institutional advisory committee members. (I)
2. Ability to identify potential recruiting venues. (I)

Critical Work Function H: Promote the program and collaborate with college administration on student recruitment

Key Activity H3: Provide program information for prospective students

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Inclusive group information sessions are scheduled, advertised, and conducted with consideration for accessibility and diverse learning needs. (B)
2. Inclusive and accessible individual informational meetings are scheduled when needed. (B)
3. Accurate information materials are developed and distributed, focusing on equitable access (B)
4. Program information is made available through an equitable and accessible variety of methods (web, mail, phone, email etc.) (B)
5. Prompt responses are made to contacts through a variety of channels (web, email, phone, etc.). (B)
6. Prospective students are referred to other programs or college services as appropriate. (B)
7. Industry and career information is provided through various accessible and inclusive means (web, email, phone, etc.). (B)

Technical Knowledge

1. Knowledge of program information and options with an emphasis on accessible and equitable pathways. (B)
2. Ability to conduct inclusive group information sessions, with consideration for accessibility and diverse learning needs. (B)
3. Ability to conduct inclusive individual information sessions, with consideration for accessibility and diverse learning needs. (B)
4. Knowledge of contents of information materials. (B)
5. Knowledge of college and other program options. (B)
6. Knowledge of industry career options and job opportunities, with consideration of accessibility and inclusiveness. (B)
7. Knowledge of various communication methods available through the college, with emphasis on those that are inclusive and accessible. (B)

Critical Work Function H:
Promote the program and collaborate with college administration on student recruitment

Key Activity H4: Consult on implementation of recruiting activities

Legend: (B) baseline proficiency, (I) intermediate proficiency, (M) mastery-level proficiency

Performance Indicators

1. Student data is accurately maintained and disseminated. (B)
2. Provide culturally relevant presentations to all high school students, teachers, parents and community organizations. (B)

Technical Knowledge

1. Actively maintain data regarding the success or failure of students who have enrolled in the programs. (I)
2. Demonstrate the ability to locate contacts in high schools and community organizations. (I)
3. Use of motivational techniques to prepare culturally relevant and inclusive materials for presentation. (I)

WASHINGTON STATE

Skill Standards for Professional-Technical College Instructors

2024 Edition, Volume II

Focus Groups & Processes

Phase II Skill Standards & DEI Focus Groups

Participant Selection

The Skill Standards project team maintained a commitment to diversity, equity, and inclusion in workforce education, and sought to recruit diverse participants for two focus groups representing the geographic, programmatic, and faculty diversity of the community and technical college system and to reflect the students and communities the system serves. Focus group members were selected through a structured and thoughtful competitive process, the intent of which was to assemble a diverse group of instructors. Elements of diversity included workforce program area, demographics, geographic location, tenure, and union representation. Participants completed an online questionnaire and were required to obtain buy-in from their respective deans. Each received a stipend.

The project leadership team received 57 total applications. Upon review, the steering committee selected 21 participants for each focus group. This competitive process resulted in representation from 24 colleges, engaged participation, and commitment to the project from inception to conclusion.

Below are the results from the focus group application questionnaire for the selected applicants.

Employment

- 47% were full-time tenured faculty,
- 19% were full-time tenure track faculty,
- 9% were full-time non-tenured faculty,
- 25% were part-time faculty, and
- 8% described their employment as “Other” which included some participants who were employed at multiple colleges, thus a larger than 100% total.

Union Leadership

- 11% identified that they were faculty union leadership, 89% were not.

Time in College System

The amount of time the focus group participants had spent in Washington’s community and technical college system varied:

- 18% reported two years or less,
- 28% three to five years,
- 20% six to ten years,
- 15% eleven to fifteen years,
- 15% sixteen to twenty-four years, and
- 4% had spent over twenty-five years.

Length of Time at Current Institution

The participants reported how long they had been employed at their current institution:

- 17% reported two years or less,
- 32% three to five years,
- 17% six to ten years,
- 17% eleven to fifteen years,
- 11% sixteen to twenty-four years, and
- 6% had spent over twenty-five years.

Preferred Focus Group

When asked which focus group they would prefer to work in, the participants said:

- 36% chose the skill standards group,
- 17% elected the DEI focus group, and
- 47% said they would be happy with either group.

Phase II Focus Group Members

Focus group members are listed alphabetically by first name.

Skill Standards Focus Group

Aaron Guerra, Clark College, Cuisine Management

Barbara Parker, Olympic College,
Medical Coding and Billing

Cameron LaFreniere, Bates Technical College,
Building Maintenance

Catherine Morris, Clover Park Technical College,
Network Operations and Systems Security

Chiew Jones, Bellevue College, Career Exploration and
Lead Faculty of Internship Courses

Donald Doty, Yakima Valley College,
Workforce Education

Fred Goglia, Highline College, Respiratory Care

Gary Baker, Big Bend Community College,
Mechatronics and Industrial Systems Technology

Jody Randall, Clover Park Technical College,
Network Operations and Systems Security

Kelly Hollowell, Clover Park Technical College,
Network Operations and Systems Security

Kelly Richters, Grays Harbor College, Building Trades

Lisa (L.J.) Bothell, Shoreline Community College,
Business Technology

Matt Versdahl, Shoreline Community College,
Business, Purchasing, and Supply Chain Management

Melanie Hendry, Clark College,
Professional Baking and Pastry Arts

Michael Lesky, Wenatchee Valley College, Agriculture

Richard Boulware, Pierce College, Criminal Justice

Steve Quinn, Olympic College,
Academic Advising Faculty for all Prof-Tech Programs

Tiffanie Maule, Pierce College,
Business Information Technology

Tiffany Johnston, South Puget Sound Community
College, Dental Assisting

Yvonne Chandler, Seattle Central College,
Business Technology Management

DEI Focus Group

Amy Hesketh, Olympic College, Filmmaking

Anna King, Peninsula College,
Early Childhood Education

Bridgette Agpaoa Ryder, Tacoma Community College,
Human Services

Candis Eckert, Pierce College, Teacher Education

Chilan Ta, Shoreline Community College, Humanities

Claudia Avendano-Ibarra, Skagit Valley College,
Human Services

Corey Fike, Seattle Central College,
Information Technology

Darren Nixon, Green River College

Earl Sedlik, North Seattle College, Accounting

Evan Drake, Bellevue College, Information Technology

Heather Maye, South Puget Sound Community
College, Office Technology

Jashon Banks, Sr., Green River College,
Criminal Justice

Julie Litzenberger, Spokane Community College,
Culinary Arts

Karen Piette, Whatcom Community College,
Medical Assisting

Karla Campbell, South Puget Sound Community
College, Medical Assisting

Laury Farino-Brown, Yakima Valley College,
Allied Health

Mark Gaither, Lower Columbia College,
Business Technology

Mirelle Cohen, Olympic College, Sociology

Ninder Gill, North Seattle College,
Early Childhood Education

Rubyna Vohra, Cascadia College, Computer Science

Sheri Badger, Pierce College, Health and Technology

Phase II Skill Standards Focus Group

Overview

Via a targeted application process, two focus groups were convened: one for skill standards, the other for DEI. This section reflects information from the 20-member skill standards focus group sessions, from February 4–May 6, 2022, facilitated by Dominique Foley Wilson, RanDom Business Services, LLC.

Over the course of six four-hour Zoom sessions, the group:

- Conducted an environmental scan,
- Vetted and updated the 2012 critical work functions (CWFs) and key activities (KAs) for current-day relevancy,
- Evaluated technical knowledge (TK) and performance indicators (PI) for key activities and introduced levels of mastery for each,
- Adopted the Department of Education Perkins Collaborative Resource Network's Framework of Employability Skills (updated 2016) and established required levels of competency for each KA component, and
- Added two additional facilitated sessions to the schedule to obviate the need for homework assignments and support more group work; this increased the total number of focus group sessions from four to six.

Detail

The 2012 Skill Standards for Professional-Technical College Instructors document identified eight critical work functions, each with 1-7 key activities. Each key activity was further supported by performance indicators, technical knowledge, and employability skills.

Three break-out groups reviewed the 2012 critical work functions (CWFs) to determine their current relevance. Each CWF was categorized as follows:

- Essential, meaning it was valuable and relevant as written,
- Revise/combine, meaning the CWF was dated or narrow and could be combined with another CWF,
- Re-home/remove, meaning it was better suited for another department, such as IT or no longer relevant, and
- Add new, meaning the group identified a CWF that was missing.

The same break-out groups reviewed key activities for each critical work function. Key activities answer the question, "What do you need to carry out critical work functions?" Key activities describe specific sets of tasks that are measurable, observable, and result in a decision, product, or service.

Performance indicators answer the question, "How do we know when the key activities are performed well?" The focus is on measures. New break-out groups were formed to evaluate performance indicators for each key activity. The ultimate goals were to identify the most critical and most time-consuming aspects of an instructor's job and professional development requirements for new and tenured workers.

Technical knowledge encompasses the technical skills, knowledge, and abilities workers must have to perform a given occupational task with excellence. The group concurred that not all technical knowledge specifications are created equal and opted to assign achievement levels of baseline/entry (blue), intermediate (green), and mastery (yellow). The same levels of achievement were assigned to performance indicators. This represents a significant change from the 2012 review. The existing break-out groups reviewed technical knowledge.

Four break-out groups reviewed the remaining technical knowledge and performance indicators.

The employability skills framework includes three areas: applied knowledge, effective relationships, and workplace skills. An interactive employability skills framework can be viewed here.

- Applied knowledge is comprised of applied academic skills and critical thinking skills.
- Effective relationships include interpersonal skills and personal qualities.
- Workplace skills encompass resource management, information use, communication skills, systems thinking, and technology use.

Five break-out groups reviewed the employability skills for each key activity. By this juncture, all participants had interacted with one another at least once.

A review of the employability skills was based on the following premise: Each employability skill is relevant to each key activity. What level of competency is expected of a first year (6-12 month) fully competent instructor? The focus group was not asked, "How important is that employability skill competency?"

Each session ended with a review of pace, progress, activities, and feedback. Project leadership conducted a participant survey early in the process, the results of which served to further focus and enhance the facilitation.

Environmental Scans

The group conducted two environmental scans of the classroom. The answers were largely driven by advances in technology, instructional delivery, and the recent COVID-19 pandemic. This represented a notable addition to previous documents.

The first scan asked the question, "What changes have occurred in the classroom over the past 10 years?" The 49 responses were categorized into three areas:

- Technology/instructional platforms,
- Student demographics/corresponding issues, and
- Mental health.

Results of technology/instructional platforms fell into the following areas:

- Online options,
- Increased demand for online/hybrid options,
- Access to technology and tech-oriented skills now required of students, and
- Managing students and coursework via Zoom.

Student demographics/corresponding issues included:

- Adapting schedule/content to increased number of working students,
- Serving traditional and non-traditional students,
- Career re-tooling ("The Great Resignation"),
- Communication, and
- Students' educational progression occurring in fits and starts, gaps in years, and other nontraditional student experiences.

Mental health results cited:

- Compassion fatigue for both students and instructors,
- Increased anxiety,
- Increased depression,
- Greater need for mental health intervention, and
- Loss of confidence.

This issue was upwardly delegated to administration and management.

The second environmental scan asked, "What changes do you anticipate over the next 10 years?" Those 21 responses were also categorized into three areas:

- Instruction,
- Technology, and
- Demographics.

Anticipated instruction changes included:

- Need for more streamlined academic paths for students,
- Need for condensed degrees to eliminate cost obstacles,
- Increased demand for on-demand, hybrid, and evening courses,
- Equipment/technology needs, and equal access,
- Faculty agility to adapt to differing learning modalities,
- Shift in skills at the job entry level,
- Skills-based curriculum (licensing, certification, credentials), and an
- Increase in teaching opportunities.

Technology predictions fell into the following areas:

- Continued hybrid and nimble learning environments,

- Students provided with a “loaded” laptop that has all necessary tools for success,
- More affordable education,
- Social sites engaging in education, and
- Emerging technologies.

Demographics forecasts were:

- More diverse student body and their respective backgrounds,
- Student expectations, and
- Increased numbers of students with few or minimal social/soft skills.

Focus group participants were encouraged regularly to keep the results of the environmental scans in mind when reviewing the 2012 skill standards and to incorporate them as appropriate into the 2024 Skill Standards for Professional-Technical College Instructors. The environmental scans brought a perspective of currency and relevance to today’s—and tomorrow’s—classroom environment and instructional delivery.

Outcomes

Relative to the 2012 Skill Standards, two, or 25%, of the critical work functions remained unchanged. The group amended and rewrote the remaining six, or 75% of the critical work functions.

Roughly speaking, the focus group amended 11% of key activities, changed 31% of performance indicators, and updated 52% of the technical knowledge. Many of the revisions were in response to changing technology and platforms of instructional delivery, obsolescence/relevancy, and an increase in non-traditional students with non-traditional schedules.

Expending 480+ hours collectively in virtual real-time, the skill standards focus group reviewed and refreshed or renewed eight critical work functions, 45 key activities, 322 performance indicators, 297 technical knowledge, and mapped 232 employability skills from the SCANS model to a new U.S. Department of Education Employability Skills framework.

Technical knowledge encompasses the technical skills, knowledge, and abilities workers must have to perform a given occupational task with excellence. The group concurred that not all technical knowledge specifications are created equal and opted to assign achievement levels of baseline/entry (blue), intermediate (green), and mastery (yellow). The same levels of achievement were assigned to performance indicators. This represents a significant change from the 2012 review.

Phase II Diversity, Equity, and Inclusion (DEI) Focus Group

Overview

Via a targeted application process, two focus groups were convened: one for skill standards, the other for DEI. This section reflects information from the 20-member DEI focus group sessions, from January 28–April 29, 2022, facilitated by Dr. Angela Trego.

Over the course of six four-hour Zoom sessions, the group:

- Met with community and technical college system leaders including the project leadership team, Dr. Rita Cameron Wedding, Professor of Women's and Ethnic Studies, CA State University-Sacramento, and Ha Nguyen, Director for Equity, Diversity, and Inclusion, SBCTC, to understand the scope of their work and share insights and recommendations on how to proceed with the work,
- Reviewed the Washington State Professional Educator Standards Board's (PESB) process for developing their cultural competency, diversity, equity, and inclusion (CCDEI) standards,
- Vetted and updated the 2012 Critical Work Function (CWF) D Provide Student Instruction, and its key activities (KA) for current-day relevancy and DEI considerations,
- Evaluated technical knowledge (TK) and performance indicators (PI) for all key activities in CWF D and introduced levels of mastery for each,
- Adopted the Department of Education Perkins Collaborative Resource Network's Framework of Employability Skills (updated 2016) and established required levels of competency for each KA component, and
- Provided recommendations on how to finish incorporating diversity, equity, and inclusion (DEI) values into the skill standards while creating a living document that better serves the needs of professional-technical faculty.

Detail

The 2012 document identified eight critical work functions, each with 1-7 key activities. Each key activity was further supported by performance indicators, technical knowledge, and employability skills.

During the first session, the focus group members began revising and evaluating the eight critical work functions and their associated key activities.

After the first session, the project leadership team received feedback from focus group members who expressed concern over the pace of the project and the DEI focus group's importance to the project compared to the skill standards focus group.

Some felt that the process was rushed, and that to best integrate DEI principles into the skill standards, more time for building a shared understanding among the group members and personal reflection was required.

Some members were concerned with the varying levels of DEI experience reflected in the group and suggested the project leadership team contract with a subject matter expert to guide the process. DEI consultants were engaged from the start of the project before the focus groups convened.

Some participants felt that the DEI focus group was not given full license to rewrite the skill standards from a DEI perspective and were concerned that the effort was "icing on the cake" rather than significant changes.

Additional concerns included the challenge of changing campus culture and policy from the instructor level; some of the final skill standards written by the group are examples of delegating upward to provide feedback and guidance to college administration.

In response to the feedback from the focus group, the project leadership team proposed a reduced scope of work at the second focus group session.

- Due to scheduling with the skill standards focus group sessions, the DEI focus group would take a one-month break from the work to reflect on the project and regroup.
- Two additional facilitated sessions would be added to the schedule to remove the homework assignments and support more group work. This increased the total number of focus group sessions from four to six.
- The DEI focus group would center its work only on Critical Work Function D: Provide Student Instruction, to

build a model for how DEI competencies could be integrated with the other critical work functions.

- For the remaining four sessions, the focus group was divided into breakout groups to review and provide input on the performance indicators and technical knowledge required of a professional-technical instructor to successfully complete Critical Work Function D. Breakout groups then ranked the employability skills required for each key activity. Breakout groups were randomized each session to ensure all participants worked with each of the other participants.

Outcomes

The focus group members began revising and evaluating the eight critical work functions and their associated key activities.

The alignment and integration of DEI competencies involved innovative new approaches and developing a framework without precedent or reference. As such, the foundational work required in the finite time allowed impinged on the ability of the group to address all skill standards. After the first session, the project leadership team received feedback from focus group members who expressed concern over the pace of the project and the DEI focus group's importance to the project compared to the skill standards focus group. The project leadership team engaged with system stakeholders and found strong support for allowing the DEI focus group work to continue organically, and the project steering committee approved a modified scope of work to include the integration of DEI competencies into Critical Work Function D: Provide Student Instruction. Enabling this proof of concept permitted the prudent identification and development of the next steps.

For the remaining four sessions, the focus group was divided into breakout groups to review and provide input on the performance indicators and technical knowledge required of a professional-technical instructor to successfully complete CWF D. Breakout groups then ranked the employability skills required for each key activity.

Relative to the 2012 skill standards, CWF D and its key activities remained unchanged.

For performance indicators, the focus group added nine new representing 20% of the total performance indicators, revised 20 (43%), and removed three (7%).

For technical knowledge, the group added 10 new representing 23% of the total technical knowledge, revised 27 (63%), and removed five (12%).

Each session ended with a review of pace, progress, activities, and feedback. Project leadership conducted a participant survey early in the process, the results of which served to further focus and enhance the facilitation.

Continuation of DEI work

During the process of updating Critical Work Function D: Provide Student Instruction to include diversity, equity, and inclusion (DEI) competencies, the DEI focus group repeatedly returned to the need for DEI to be integrated system-wide. The group struggled to articulate what DEI competencies would look like in the skill standards not because they lacked the knowledge or critical awareness of these concepts, but rather because diversity, equity, and inclusion are values that give rise to specific observable behaviors. Skill standards are by their definition specific observable behaviors. The group recognized that those specific observable behaviors could look different depending on myriad factors including the institution's priority populations and program outcomes.

Discussion in every focus group meeting included calls for a systemic approach or a framework to guide decision-making and provide examples of how diversity, equity, and inclusion could inform everyday classroom activities. Additional feedback is included in the reflections section for the DEI focus group that begins on page 108.

Recognizing that the work to transform Washington's community and technical colleges to embody the values of diversity, equity, and inclusion must extend beyond the skill standards, project leadership sought guidance from consultants with deep expertise in implicit bias, anti-racism, diversity, equity, inclusion, accessibility, and belonging.

Phase IV DEI Focus Group

Participant Selection

The ten members of the Phase IV focus group participants were recruited via email from the phase II skill standards and DEI focus groups, 25% of whom were able to participate. The group was split equally between past participants of both focus groups, representing eight institutions. They hailed from community and technical colleges across the state of Washington and showcase the broad spectrum of vocational and academic pathways available to students in the state. The diversity of focus group members' expertise aligns with employment and growth opportunities in Washington.

Washington State boasts a robust and comprehensive educational infrastructure. Each institution caters to its regional employers; instructors enjoy classroom autonomy. The wide range of interests across the state was mirrored in the focus group members. This diversity is essential for fostering an ecosystem that is conducive to economic growth and to the creation of a more inclusive and equitable society.

Phase IV DEI Focus Group Members

Aaron Guerra, Clark College, Cuisine Management

Amy Hesketh, Olympic College, Filmmaking

Cameron LaFreniere, Bates Technical Institute, Building Maintenance

Corey Fike, Seattle Central College, Information Technology

Lisa (L.J.) Bothell, Shoreline Community College, Business Technology

Mark Gaither, Lower Columbia College, Business Technology

Matt Versdahl, Shoreline Community College, Business, Purchasing, and Supply Chain Management

Melanie Hendry, Clark College, Professional Baking and Pastry Arts

Ninder Gill, North Seattle College, Early Childhood Education

Rubyna Vohra, Cascadia College, Computer Science

Phase IV DEI Focus Group

Overview

During the phase IV DEI focus group, the emergent themes from the phase II DEI focus group laid the foundation for a clear progression towards educational excellence through diversity, equity, and inclusion (DEI).

Embracing the foundational work established in prior phases, the process maintained project fidelity, honored legacy contributions, and ensured the delivery of contracted outcomes. The methodological approach was rooted in:

- Consistency: upholding and honoring previously established definitions and frameworks, and
- Project fidelity: seamlessly infusing established and emergent themes to drive student success and/or teacher professional development through proactive DEI actions.

The focus group, complemented by subject matter expert (SME) consultants, sought to preserve thematic continuity while developing additional DEI competencies. The emergent themes of phase II served as cornerstones for the development of comprehensive phase IV DEI competencies.

In a series of seven Zoom meetings, the focus group, supported by consultants, worked to infuse DEI competencies across performance indicators and technical knowledge for Critical Work Functions (CWFs) A through C and E through H. Focus group members were asked whether they wished to maintain the language from the 2022 focus groups' work, accept the proposed language as drafted by the SMEs, or revise the language. Prior to each meeting, focus group members were provided with revised DEI competencies specific to each CWF, allowing for thorough review and thoughtful commentary.

Detail

The process involved SME consultants and focus group members who were tasked with upholding the integrity of past work while also introducing innovative DEI competencies into skill standards. Ten themes emerged organically from the work performed by the phase II DEI focus group for CWF D, which were used to inform the work of the phase IV focus group. These included:

1. Overcoming barriers to entry
2. Diverse learning styles
3. Cultural relevancy
4. Culturally responsive assessment and feedback
5. Motivational techniques
6. Equitable access
7. Diverse advisory committees
8. Diverse instructional resources
9. Cultural acknowledgment
10. Equitable, anti-racism, anti-bias, cross-cultural instructional practices

The competencies crafted were designed to be understandable, actionable, implementable, measurable, and serve as a robust tool to support faculty professional development and student success. The focus was on enhancing skill standards through the integration of DEI principles.

Consultant subject matter experts introduced DEI competencies into the performance indicators and technical knowledge components of Critical Work Functions A-C and E-H, as appropriate. The focus group members reviewed and vetted that language during seven two-hour sessions and opted to: maintain the original language of the 2022 skill standards focus group, adopt the new language, or revise with new language.

The initiative welcomed back 25% of former participants from both focus groups, indicative of the continued commitment of faculty to this transformative work.

Outcomes

This phase was characterized by collective thought and an illuminating showcase of instances where the infusion of DEI competencies aims to tangibly improve educational outcomes. The process was a forum for discussion and an active workshop for transformation, where every participant's input was vital in shaping the final competencies.

Consultants and focus group members collaborated to ensure that, where appropriate, the DEI competencies would be integrated into the performance indicators and technical knowledge for all critical work functions (CWFs). This careful and deliberate approach allowed the group to lay a foundation for a system-wide transformation that embodies the values of diversity, equity, and inclusion.

Consultants synthesized feedback and crafted a final draft for review, ensuring that the DEI competencies were seamlessly integrated into the existing structure and ready for implementation. The outcome of phase IV is a testament to the group's dedication to creating an educational environment that acknowledges and celebrates diversity, equity, and inclusion at its core.

WASHINGTON STATE

Skill Standards for Professional-Technical College Instructors

2024 Edition, Volume III

Surveys, Survey Processes, & Results

Overview of Surveys

Three surveys were conducted over the course of this project: a phase II focus group survey, a phase II verification survey, and a phase IV confirmation survey. The focus group survey – quantitative and qualitative in nature – gauged the before-and-after awareness, support, and use of the skill standards and DEI principles. The verification survey used a Likert scale to rate key activities according to their level of importance in achieving classroom success. The qualitative confirmation survey elicited input on the feasibility and practicality of implementing identified DEI instructional approaches in the learning environment.

The survey results affirmed the approach, process, and results of the project at each phase and imparted useful guidance and insights.

Focus Group Survey Process and Results

A survey of focus group participants, conducted February 2023, generated an outstanding 50% response rate, with equal participation from both focus groups.

Responses show that before this exercise, 60% of the participants were not aware at all/somewhat aware of the skill standards. In a correlated response, it was reported that 65% of the respondents' affiliated institutions sometimes/not at all support the use and implementation of skill standards. Hence, it is incumbent upon the institution to support skill standards and to instill that expectation in faculty.

Similarly, prior to this endeavor, 50% of respondents had never used the skill standards, 35% referenced them annually, and 15% quarterly; yet now 75% consider them highly relevant/relevant to their work. The skill standards revision focus group process enhanced awareness of the skill standards. It appears that instructors can assist in educating management and administration.

Though challenged to articulate DEI principles into the skill standards, 65% of responses express an understanding of DEI principles with an extreme or robust confidence. Further, 60% have a confident/extremely confident measure of their ability to apply DEI principles to their programs, while 75% indicate their institution frequently supports and incorporates DEI principles. DEI awareness is much more pronounced in the system than are skill standards.

One might posit that DEI principles are systemic in nature, while skill standards are systematic. Hence, one could advocate for a "top-down" approach in the development of DEI principles and weave those principles into skill standards. This approach was applied in the Phase IV work and its results confirmed via survey.

To best implement and support both DEI and skill standards, all respondents expressed a desire for workshops and training, setting goals and examples, and having measurable outcomes and metrics.

The participants shared reflections on both groups and their experience in being part of the process – mostly favorable. Underscoring the need for exercises such as these is the following comment: "I was so unaware, and the setback for me was that I thought I was aware."

Verification Survey Process and Results

The purpose of the verification process was to confirm the relevance and importance of specific critical work functions and key activities identified by the subject matter experts (SMEs) during a systematic, facilitated group process that culminated in a draft set of skill standards. This verification design and administration process was consistent with that used for occupational skill standards projects conducted in Washington State over the past 20 years, including two prior versions of the professional-technical instructor skill standards.

The overall verification process for the project consisted of developing an online verification survey instrument, administering the survey, and analyzing the survey data. Specifically, respondents were asked how important each of the skill standards items was in relation to their teaching experiences; in this case, as professional-technical instructors who teach in a community college environment. The survey employed a five-point (Likert-type) scale which asked respondents to rate each key activity and critical work function: not important, somewhat important, important, very important, critical. The survey was uploaded to the Survey Monkey platform and then tested by members of the project team to ensure workability and clarity of instructions.

Survey respondents:

Skill standards verification surveys are designed for individuals employed in the occupation of professional-technical college instructor. They contain descriptions of work-related functions and tasks that were identified by a group of SMEs who have extensive work experience and knowledge of the functions, requirements, and activities associated with the occupation in question. The survey designed and used for this project was distributed to leadership (vice presidents and deans) in each of Washington's 34 community and technical colleges, who were asked to forward the survey and a request to participate to all professional-technical faculty (full-time, adjunct, and part-time) at their college. In this respect, the survey sample was a 'sample of convenience'.[1] Faculty participation was entirely voluntary.

A third party, Trio Group, was selected to distribute the survey to prospective respondents, collect and store all survey responses under the Survey Monkey platform. Trio Group worked with project leaders to create the messaging and forwarding request. Administrative procedures were followed to ensure the proper implementation of the verification survey, data collection, data storage and security. Respondents were asked to indicate college affiliation. No other personally identifiable information (names, addresses, other demographic information) was collected. The survey data was shared only with the Consultants for review and analyses; the data files are securely maintained by Trio Group.

Results:

The survey was sent to an estimated 3,382 instructors, and 745 were returned (22.03% response rate). The data showed that a very small proportion (3-7%) of survey respondents did not complete all items, and all data were determined to be usable. The large number of survey respondents provided a rich and robust data set characterized by broad representation across professional-technical programs, experience levels and colleges.

Analysis of responses and statistical indicators for each item (means, standard deviations) was typical compared to past verification efforts. The analysis did not reveal any specific concerns regarding survey content validity or systematic bias in response patterns. Analysis of average scores and variation among respondent scores (via standard deviation) were consistent with past verifications of earlier versions of the professional-technical skill standards and were within expected ranges. **The verification of the survey results for the professional-technical instructor skill standards is confirmed and complete.**

Note on survey:

A separate survey process was used for Critical Work Function (CWF) H because it was inadvertently left off of the original verification survey. The CWF H survey aligned with the structure of the original survey.

1 This means the survey was sent out widely to potential respondents and did not employ a scientific sampling design or parameters.

The supplemental survey sample for CWF H was too small to corroborate verification of this critical work function with prior results for all other functions. However, the scale averages and overall scores suggest that response trends were similar to those for the survey results reported previously. The average values of all key activities in CWF H indicated that all five respondents rated the key activities and CWF H as a whole, as Important or above. Future updates and verification of the standards will include all critical work functions.

Confirmation Survey Process and Results

The project leadership team contracted two groups to independently analyze the results of the confirmation survey. The analyses were concurrently conducted by The Allison Group, which designed the skill standards verification survey, and the two phase IV facilitators: Dominique Foley Wilson and Nicole D. Franklin.

The specific purpose of the confirmation survey was to hear from faculty about their understanding of the ten DEI instructional approaches that are included in the skill standards, and their use in the classroom in support of student success. All responses were qualitative and the format enabled respondents to provide unrestricted written responses. For each instructional approach the primary question presented in the survey was: "How might you use this instructional approach in your classroom?" 291 faculty members from all of the state's 34 community and technical colleges completed the Professional-Technical Skill Standards DEI Instructional Approaches Survey.

Survey Thematic Analysis (Themes and Exemplars)

Prepared by The Allison Group: Alan Hardcastle, Sally Hanson, Terryll Bailey

The recommended survey research design for confirming the 10 diversity, equity, and inclusion (DEI) instructional themes and strategies (page 69) was intended to help ensure that these strategies aligned with the revised professional-technical skill standards, and that these strategies could be practically and effectively applied by faculty to support student success.

The 10 themes emerged as a result of the phase II DEI focus group, a team of 21 faculty members. The themes were identified by subject matter experts and used as the basis/baseline for infusing DEI competencies into the skill standards' critical work functions A-C and E-H. Phase IV focus group members then vetted the language and updated the performance indicators and technical knowledge.

The project team determined that the confirmation process should include sharing and receiving feedback about the DEI themes and strategies directly from college faculty. This design feature enabled communicating the new DEI themes and applications with faculty to encourage their use in instructional work, while also hearing directly from faculty about related work that is already underway; the project team recognized that many faculty already incorporate some DEI principles and strategies in their instruction. Using this design, the confirmation survey was also viewed as an effective tool for learning directly from faculty about the practical and effective application of DEI strategies in classroom settings. This detailed input was systematically collected, analyzed, summarized, and reported (see section below).

In summary, with these considerations in mind, the confirmation survey design emphasized the following goals and activities:

1. Engage faculty to make them aware of the new DEI instructional strategies and their relationship to the skill standards.
2. Learn directly from faculty how they may already be employing some of these DEI strategies in the classroom, or how they could be applied in the future.
3. Understand the ways in which additional support (on-campus resources, professional development, academic policies, etc.) may be needed to help faculty effectively and practically implement DEI instructional strategies in classroom settings.
4. Learn faculty perspectives on how college support systems (through existing academic and administrative departments, functions, and services, for instance) can help reinforce the effective use of DEI instructional strategies to affect student recruitment, academic support and students' educational success.

Overcoming barriers to entry:

Overcoming barriers to entry in education refers to efforts aimed at removing obstacles that may prevent individuals from accessing educational opportunities. These barriers can include financial constraints, lack of equitable access to technology, cultural factors, or any other factors that hinder people from participating in education. DEI initiatives often prioritize addressing these barriers as part of their broader goals to promote equity and belonging.

1. **Get to know potential students; help them understand the environment they will find at the college and support them in navigating the application system:**
    a. "Meeting the students where they are - financially, educationally, and culturally - is critical to getting students to start the enrollment process."
    b. "Additionally, we have a more grass roots effort to meet with each student individually to get to know them and ask them how we (as faculty) can support them. We hope that this makes the students more likely to reach out to us if they are in need. We've been doing this for years and it appears to be successful as students seem to feel very comfortable stopping in our offices if they want/need to talk or need support. Based on these meetings, we have been able to problem solve several issues before they became a roadblock."
    c. "First I need to appreciate what those barriers are by engaging in understanding conversation that prioritizes their needs with the resources the school can provide."
    d. "Mentoring and guiding students through the hidden curriculum and nuance of academics that may hinder their progress in institutional environments. It helps decrease student anxieties with the entry process and therefore success in education."
2. **Provide information on available resources:**
    a. "I mention Benefits Hub, Counseling Center, Academic Success Center (tutoring), Multicultural Services, Workforce Ed, and the emergency grant program. The emergency grant program might be the most important one because financial obstacles pop up a lot."
    b. "Direct students to professional scholarships and offer access to technology outside instructional hours."
    c. "Some of the ways I can address and overcome barriers are by working with college counseling team to get informed about available scholarships, grants, or work-study programs. Do research to get acquainted with financial aid options and walk through all the available sources of financial aid."
    d. "We attempt to provide access to laptops and tools/supplies so that students do not have to have these items to succeed."
    e. "Provide language support for students with English as a second language."
3. **Include DEI in recruiting strategies:**
    a. "Our trade program has set a priority to provide as many tools and materials to students as possible. We have worked recently to reduce students costs on tools by over $1000.00. Plus, industry partners like to hire students for paid internships. These jobs tend to pay decent wages and allow students the ability to save for supplies they need to continue in school as well as industry experience. Also, it is important to reach out and recruit! You must go and promote your trade while talking with prospective students on how these possible recruits can be successful."
    b. "Develop inclusive marketing materials that resonate with diverse communities and Implement targeted outreach strategies to engage underrepresented groups."
    c. "Recognizing at least some of the barriers that are common in our community and that students may not feel comfortable openly sharing . . . acknowledging that these are common and seeking to de-stigmatize them, reminding students about resources we have available."
    d. "Also, being open to solutions that are equitable when culture and program requirements conflict and coming up with a workable solution."

e. “We have discussed it would be nice to have our application and financial aid in other languages besides English. Inside of my classroom I have had to reflect on my own cultural beliefs, values, and behaviors.”

4. **Inform potential students that instructors are flexible, responsive and innovative about content delivery lab assessments, how materials are created for a class, etc.:**
   a. “Using Open Educational Resources (OERs) and instructor generated materials, de-emphasize attendance and provide asynchronous course instruction ample opportunities for in-person instruction at the same time.”
   b. “When using Pearson’s MyLab simulation assignments, I enable students to retake the simulations and I only keep their highest score. This enables mastery through trial-and-error and lowers the initial apprehension that some students might feel with graded assignments.”
   c. “Accommodate students with scheduling constraints due to work, family, or other commitments.”
   d. “Use formative assessments to monitor student progress: Regularly monitoring student progress through formative assessments can help identify areas where students may be struggling and provide targeted support to help level the playing field. By using frequent, low-stakes assessments, I can ensure that all students have equitable access to the learning process.”
   e. “Design lessons that accommodate various technology access levels, allowing for both online and offline participation.”
5. **Address admissions barriers at the institutional level:**
   a. “Inclusive Criteria and Qualifications: Review entry criteria and qualifications to ensure they are fair and inclusive and consider alternative qualifications or experiences that recognize diverse strengths.”
   b. “Transparent Processes: Ensure transparency in the selection and decision-making processes and clearly communicate the criteria for entry and the steps involved.”
   c. “Seeking to eliminate unnecessary admission requirements, give options to complete math that doesn’t include algebra (see Visual Thinking - Temple Grandin).”
   d. “Honestly, I feel completely powerless to work on this one. CTCLink, our college policies, lack of knowledgeable staff and coordinated departments have created more barriers to entry than ever before. I am constantly surprised that students (especially those that don’t have parents or school counselors to assist them) can navigate through the morass of requirements, forms, ways of submitting information, and deadlines. I have been at the college for over 30 years, and this is the worst I have ever seen. We completely lack an understanding of what putting students first even means!”
   e. “Keeping them IN the enrollment process is more difficult; the obstacles of paperwork, new terminology, and bureaucratic processes can be daunting. Individual counselors are the best route, but not always implemented because of the expense.”
   f. “Credit for meeting course prerequisites with equivalent previous life, job, or course experience.”
6. **Provide and support solutions to structural inequality and lack of resources:**
   a. “We use OER materials so that there are no books to buy. We have pens, pencils, paper, and binders available for free as well. We set students up with free bus passes, show them our on-campus food bank, and make sure they can connect with their counselor for other resources they may need.”
   b. “Additionally, I reach out to individual students when a job opening may be of interest to them. I find that many cultural factors can limit students trying for a job and by reaching out directly to the student we get more students with the confidence to shoot for those jobs.”
   c. “Ensure that all learning materials and activities are financially accessible to all students. This could involve using open-source or free educational resources, offering textbook lending programs, or providing scholarships for extracurricular activities. Also work towards providing all students with equal access to technology. This might involve advocating for school programs that lend devices to students, ensuring your teaching methods are adaptable to different types of technology, and providing offline

alternatives when necessary."

d. "I make sure I know the resources available to our students and let them know that if they need help; food, study tools, grants, etc... that I can point them in the right direction."

e. "Getting involved with student services is of value to make sure that we as faculty are advocating for students and making proposals that remove barriers."

f. "Reducing number of in-person instructional/lab days so that students are less economically burdened by commuting and time lost during commuting and have more time for working."

Diverse Learning Styles:

Diverse learning styles recognize that individuals have different ways of processing information and acquiring knowledge. These styles can include auditory, visual, kinesthetic, and other preferences. In education, acknowledging and accommodating diverse learning styles means designing instructional approaches and syllabi that cater to various ways of learning, ensuring that students with different preferences can succeed.

1. **Use Multi-modal teaching and learning strategies:**

   a. "We always provide multiple modalities for any given assignment. There may be written instruction, a video or an in-class exercise to complete either on or off the computer. We always aim to provide more than one way to learn a lesson."

   b. "I try to teach in 20-minute modules rotating between lecture, video, demonstration, discussion, group work and hands on field work. For example, students in my Stream Ecology course design a research question with a group and over the course of the quarter they design methods to test it, collect the data, analyze it, and then write a scientific poster that then they can qualify to present at the state SAF conference. This captures many learning styles at each level as the teams work together."

   c. "Teaching should always integrate several modalities of learning and combining auditory and visual is easy. PowerPoints are widely used. In addition, providing online lectures that include accessibility requirements can allow students to pace their learning according to their needs. I also believe in experiential learning activities which will allow the kinesthetic, visual and auditory learners to acquire knowledge in different formats."

2. **Engage/empower students to decide how best to meet course learning outcomes:**

   a. "I work really hard on this, I let my students determine how they want to meet the outcomes, I encourage them to challenge the requirements to encourage creativity and them using their own minds to determine what is best."

   b. "We encourage the students to figure out what works for them and then give them additional tools to build on."

   c. "Use group work and peer teaching activities. Leverage educational technology tools that cater to different learning styles. Organize the classroom to support different learning styles. This could include creating quiet areas for individual study, spaces for group work, and areas where students can engage in physical or hands-on learning. Continuously seek feedback from students about their learning preferences and experiences."

   d. "I provide a student Self-Assessment Questionnaire assignment encouraging students to discuss their strengths, successes, and challenges with the topics, learning approaches, and assignments each quarter. I then incorporate this student feedback to improving and evolving my Canvas courses materials at the end of every quarter."

3. **Get to know your students; help students understand and leverage their learning styles:**

   a. "In my classes I include a survey for students to identify their preferred learning styles and outline their goals and benchmarks for success. I then work with them to chart their progress towards their goals in the classroom and labs. I try to tailor my instructional delivery to their learning style."

b. “As an educator, I know all students have different learning styles. Some students are auditory learners, some are kinesthetic learners, and some are visual learners. I am constantly aware of how I’m presenting the college curriculum. At the beginning of the quarter, I always spend time getting to know my students. This helps me understand their interests, learning styles, and needs in order to create meaningful, highly engaging lessons.”

c. “I use approaches that help me learn who a student is and what their background is. Do they have experience in this field, how much, how deep, etc. Within the curriculum, I can adapt my day-to-day outcomes to mold a student’s experience level to help them feel successful vs. always feeling like they are failing.”

4. **Provide Instructor training and support for diverse teaching and learning strategies:**

   a. “Now this requires some work and training. First you must be educated on the various learning styles so you can develop lessons and activities that include all types.”

   b. “I am implementing this approach throughout the classes that I teach. Providing alternatives to standard lecturing and allowing for diverse types of learners to excel is a work in progress. I would love to learn more about the other ways to provide this to students.”

   c. “Having access to training and new/best practices for a variety of diverse learning styles and best teaching practices for these styles would help instructors have the tools and understanding to better ensure student success.”

   d. “Our college offers a number of faculty education workshops that are designed to train faculty to accommodate students with diverse learning styles. These workshops include courses such as: 4 connections and inclusive learning; TILT; Universal design for learning; and reading apprenticeship. I have used all of these approaches in the classroom.”

Cultural relevancy

Cultural relevancy in education involves incorporating content and teaching methods that reflect diverse cultures, experiences, and perspectives. It aims to make education more relevant and meaningful for students from various cultural backgrounds by connecting their experiences to the curriculum. This approach fosters belonging and helps students see their own cultures represented in their learning experiences.

1. **Use a variety of resources:**

   a. “I design and select curriculum materials that reflect the diverse cultures of students.”

   b. “As an instructor who teaches visual design, I make an effort to display and reference work beyond the so-called “traditional great masters” of the field…”

   c. “In my subject matter, I made sure to include units on diverse populations, treatment outcomes for BIPOC and LGBTQ. I also decolonize the syllabus and try to be aware of different holidays and cultural traditions for student schedules.”

2. **Base activities on students’ backgrounds and experiences:**

   a. “I have a very diverse student population and I craft assignments and discussions to allow students to share their cultural perspectives and experiences in relation to the topics we are discussing. I also utilize websites and articles that bring additional cultural perspectives to the class.”

   b. “I am interested and find value in the differing life experiences of my students. I tie these experiences to the class topics to expand the discussion.”

   c. “I make the content relatable by connecting lessons to the experiences, histories, and backgrounds of my students.”

   d. “I encourage students to bring their cultural knowledge and experiences into the classroom.”

3. **Implement formal instructional approaches:**
    a. "I used the TILT method to design our Canvas course."
    b. "I wish I was better at this. I would welcome help to make my content more diverse with different cultural perspectives."
    c. "I have integrated DEI course design principles through a Title V grant program since the Summer 2023 quarter. I use a combination of TILT, Flipped Learning, and Liberatory Design (OSCAR)."

Culturally responsive assessment and feedback:

Culturally responsive assessment and feedback practices are designed to be fair and unbiased and to consider the diverse backgrounds and experiences of students. This approach ensures that assessment methods and feedback mechanisms do not inadvertently disadvantage individuals based on their cultural or ethnic backgrounds. It promotes equity in evaluating student performance.

1. **Focus on students as individuals:**
    a. "Assessment and feedback is based upon the individuals' lived experiences as well as the information that is provided through both direct and indirect instruction."
    b. "Feedback is personalized and done in a conference setting with students one-on-one. Time with students to build a relationship is one of the best ways to know them and fight bias."
    c. "Having the means to provide alternative learning tools and assignments to suit the needs of individual students."
    d. "We promote open communications with all our students, and we are also with them every day in the program. We automatically know them and what they need."
2. **Build flexibility into assessment and feedback methods:**
    a. "Use a rubric, have multiple attempts to improve score, provide many low stake opportunities to practice or try new skills. Offer different modalities to complete tasks safely and show satisfactory level of competency when able."
    b. "We recognize the varied ways knowledge is acquired and expressed. Faculty provide diverse assessment formats, from essays to hands-on projects, ensuring each student can showcase their understanding in a way that resonates with their background and learning style. Authentic scenarios rooted in real-world contexts replace culturally biased jargon, offering opportunities for students."
    c. "I use both English and Spanish resources in my classroom content and accept responses to assignments in either language. I also give credit on some assignments based on prior experience/knowledge that can be documented in a variety of ways."
3. **Training and using formal assessment approaches:**
    a. "By providing thoughtful rubrics for assignments. Being sure to TILT assignments."
    b. "I think our faculty will need to have some training on exactly what this means - particularly some practices that are NOT culturally responsive."
    c. "Oof, there needs to be MASSIVE training from the state to our faculty members for this."
    d. "Better professional development and training for faculty would help support this. Labor-based grading, anti-racism pedagogy, ensuring course materials represent a variety of cultures and people."
    e. "I have participated in faculty education workshops covering teaching strategies designed to encourage culturally responsive assessment and feedback practices. These workshops include 4 connections and inclusive teaching; TILT; Universal design for learning; and reading apprenticeship. I have used all of these strategies in the classroom to engage in culturally responsive assessment."

Motivational Techniques:

Motivational techniques in education involve strategies and approaches to inspire and engage students. These techniques aim to keep students motivated, enthusiastic, and committed to their learning. Educators may use various motivational tools, such as positive reinforcement, goal setting, and creating a supportive, accessible, and equitable learning environment.

1. **Get to know student needs, interests and build supportive relationships:**
    a. "Finding ways to relate to students is a priority for getting them to engage in the course material. It is important to find what motivates a variety of students. I ask a lot of questions, give surveys, and learn what motivates each individual student. Then I take their feedback and try to incorporate those tools into the assignments, lectures, and discussions throughout the quarter to keep them engaged and motivated."
    b. "Creating a supportive and accessible learning environment is crucial. This involves understanding and addressing individual student needs, fostering a sense of belonging, and ensuring equitable opportunities for all. Recognizing and respecting diverse learning styles and preferences contributes to an inclusive atmosphere that motivates students to actively participate in their education."
    c. "I always start a new cohort off with the Myers Briggs, Multiple Intelligences, and VARK questionnaires, to pique their interest, help them understand their personality and learning styles, and that of their instructor and their cohorts. Presenting the materials in ways that touch on all learning styles helps with motivation and retention."
    d. "I share my story with my students. My journey has been challenging, and I tell them I am an example that if you set your mind to a goal, you can accomplish anything. A lot of learning happens in challenges and mistakes. I also provide opportunities for them to share their stories with others to develop positive, uplifting relationships with one another."
2. **Provide regular positive/constructive feedback, engagement, and interaction:**
    a. "Being excited to teach is very important. If the educator is not excited about the conversation, then why would a student be? Enthusiasm is important but so is encouragement. Students begin to tire as the quarter moves along and it is important for the educator to encourage students that they are building their future for a better tomorrow. It is very important for educators to help students see the large picture about what students' futures could look like when they graduate."
    b. "Provision of frequent constructive feedback, positive reinforcement, recognition of achievements, and goal setting are used to engage and inspire students."
    c. "I use this approach by giving students extensive feedback, recognizing the effort they put into their work, and by breaking down larger assignments into smaller chunks. Intrinsic motivation is key to student motivation. Providing options for students to select a topic or aspect that they are interested in can increase motivation. I try to do this as much as possible. I also design clear, well-organized assignments to reduce the frustration students experience when trying to work on assignments."
    d. "Regularly acknowledge and praise students' efforts and achievements. This could be verbal praise, written notes, or public recognition in the class. Positive reinforcement encourages students to continue putting effort into their learning… Cultivate a classroom atmosphere where students feel safe, respected, and valued… Encourage collaborative learning through group projects and peer-to-peer activities. Use gamification strategies such as points, badges, or leaderboards for certain activities. Offer constructive feedback that focuses not only on what needs to be improved but also on what the student did well."

3. **Empower students; encourage group work, leadership opportunities and inclusion:**
    a. "A key motivational approach I take is to create project-based assignments where student collaborate with actual clients on meaningful work. These projects are often team-based and incorporate collaboration tools (Jira, Trello, GitLab, Slack) to encourage creativity, goal setting and support team success."
    b. "My strategy is to create an environment that celebrates success, recognizes mistakes as part of the learning process, and encourages reflection on how the students have improved over time. We take time to share peer-to-peer experiences and talk about leadership development and strategies. We emphasize the importance of the learning processes in a way that makes self-assessment a valuable tool for interpreting instructor feedback and assessment."
    c. "My main motivational technique is to intentionally create situations in which I can build community in the classroom (either in person or via structured online discussions). Once the community is formed, students self-motivate because they feel supported by the community."
4. **Make it real: Incorporate outside speakers and real-world experiences:**
    a. "Incorporating real-world connections and practical applications of knowledge can inspire students by demonstrating the relevance and impact of their learning beyond the classroom. Connecting academic concepts to real-life scenarios helps students see the value in their education and motivates them to actively engage in the learning process."
    b. "Providing real world examples. Doing field work. Getting guest speakers."
    c. "I bring alumni that are industry professionals to be guest speakers and engage in content and their success story."

Equitable Access:

Equitable access in education means ensuring that all students have fair and equitable opportunities to educational resources, facilities, technology, and learning opportunities. It seeks to eliminate disparities in access that may be driven by factors like socio-economic status, race, geographical, or physical limits, thus promoting fairness, equity, and belonging.

1. **Assess, understand and support individual student access needs:**
    a. "First it starts with me. I need to model equity for my students. Remain flexible with online learning, make sure to consistently address inappropriate remarks, continue to strive to create an equitable classroom environment. Always work hard to accommodate varying learning styles, rework our teaching materials as needed based off student feedback, give students a voice. Let them know you hear them."
    b. "Ensuring equitable access may inform my instructional approach supporting student success in a multitude of ways. In offering a variety of ways instruction can be received, I can increase availability of instruction to those who may not have the resources to attend lectures as regularly. By combining this with as many free to use instructional resources as possible, thus reducing total class cost, and connecting students to technology resources to attend class remotely, I can ensure a more equitable outcome of opportunity for students enrolled in the course."
    c. "At the beginning of each quarter I have students complete a survey that tells me what resources they have access to and identifies what resources they need. I then work with all of the campus, district, and community resources (public libraries) available to ensure students have equal opportunity to complete the learning outcomes of the course."
    d. "Survey students as to needs; be consistent and timely. Use culturally humble pedagogy, universal designs, trauma informed, and other instructional approaches that are guided by intersectional analysis. Engage in transformative (vs transactional) advising and teaching in order to understand the needs of students. Ensure the use of diverse teaching resources, recruit diverse faculty and guests with the ability to perform the job with an intersectional analysis."

2. **Provide access to technology, learning strategies, tools and people:**
    a. "Promote college resources such as on-campus computers for equal access to online content. Use accessibility principles when creating or editing a Canvas class or online content. Be aware of situations that might cause issues or bias against anyone. Pay attention to how the students are receiving the information."
    b. "We are experimenting with offering classes in multiple ways for each class. Asynchronous Online, Synchronous Online and F2F all within the same section. Hard to do, but it has produced results where our Latino students are now surpassing other populations in their success rates."
    c. "I will go out of my way to make sure students get what they need. When I was doing the networking courses, I actually delivered to two students' houses the computers they needed to complete the course. If I can't find a way, I will contact others who may be able to help. i.e. Trio."
    d. "Access needs to be front of mind from soup to nuts - during promotion, recruitment, retention, and post-participation/graduation follow-up. I regularly analyze my program and the communities it serves through this lens. I perform outreach to all but with special effort toward under-represented populations such as women, Native Americans, Latinx, and those facing barriers/marginalization. If people from these populations become my students, we talk about access and equity openly and respectfully. I reach out to other students, employees, or community members to find people willing to join their "support network." I reach out to alums to bang the drum in their community."
3. **Advocate and connect students to classroom and institutional resources:**
    a. "Making sure to offer referrals to access points to resources that will address access to financial, tutoring, transportation or relocation assistance, and devices, help addressing physical limitations that impact ability to do work required by the program or professional expectations upon graduation."
    b. "Regularly assess the specific needs of your students. Offer learning materials in various formats (print, digital, audio) to ensure that students with different needs and preferences have access to them. Ensure that all students have access to necessary technology. Create flexible learning opportunities that can accommodate students' varying circumstances. Classrooms should be designed to be physically accessible and comfortable for all students, including those with disabilities. Be culturally sensitive in your teaching methods and materials. Engage with the families and communities of your students to better understand their backgrounds and needs."
    c. "Many of my students are unable to attend class in-person at least once during a quarter. I send them pre-recorded lecture material and offer make-up practical sessions. I'm working on revising my older written and recorded materials into accessible formats. I am very proactive about sharing college resources and programs in class and online so that students who may not be aware that support exists for them understand that they belong."
    d. "I am still learning to make my online classes accessible to all students. Using technology to its utmost to provide for visual or auditory challenges is a work in progress for me. My college offers training in creating Canvas course designs that work better for visual or auditory differences.
    e. "I believe that stigma exists around programs that might have students with backgrounds such as past involvement with addiction, the criminal justice system, homelessness, mental illness, and belonging… these students belong here and in order to ensure faculty can provide educational support in the classroom, there needs to be more resources and equitable access for these students to enter into the college system, prepared and ready to engage the classroom. Many of these students have historically not had the inclusion to new student orientation, access to grants, or tours of campuses, libraries, and services."

Diverse advisory committees:

Diverse advisory committees are groups of individuals with varied backgrounds and experiences who provide guidance and recommendations in educational institutions. These committees often include members representing different racial, professional, and ethnic backgrounds, genders, and perspectives. Their diversity ensures that decision-making processes consider a wide range of viewpoints and promote equity. Preferably, the members of these committees have successful experience incorporating DEI.

1. **Include students and reach out to alumni:**
    a. "Inviting all students past and present to get involved."
    b. "Encourage students from varied backgrounds to serve on the advisory committee. This will enable them to see diverse leaders on the committee."
    c. "By making sure that students are familiar with the members of the advisory committees. Students are invited to their meetings."
    d. "Most of the time, I reach out to our diverse alumni."
    e. "After building a diverse advisory committee (a must), teachers need to let their students see how diverse the committee is, so they can see themselves becoming leaders in the industry in the future."
2. **Engage in broad outreach to the community:**
    a. "Connect with groups outside the college who have constituents from areas we would like to address."
    b. "Reach out to community groups who focus on diverse populations"
    c. "Recruiting is done by seeking new members from the community instead of just asking current members if they know someone in their organization."
    d. "We rely heavily on community members and alumni who represent different cultural groups to be part of our advisory committee. Many of these individuals work for organizations that actively promote DEI practices."
3. **Advocate for and leverage institutional support:**
    a. "Institutions must support time and resources for advisory collaborations such as recognizing this as college governance and providing incentives to serve."
    b. "We could definitely use some PD on this. Forming diverse advisory boards, especially in tech, is hard. We do have good gender diversity, which is non-simple in tech"
    c. "This approach is extremely important to help reflect on and challenge both the teaching practices and institutional policies toward greater inclusivity. For example, a more diverse TAC could help promote hiring faculty with diverse backgrounds and cultural experience."
    d. "Advocating for greater diversity in our advisory board would be an important change."
    e. "We currently recruit diverse advisory committee members and diverse speakers. Zoom has expanded our opportunity to reach diverse industry members outside of our geographic territory and its historically low diversity."
4. **Establish diverse committee membership:**
    a. "It helps to have a variety of perspectives and lived experiences be a part of our advisory group when the membership is diverse for gender, race, ethnicity, work location, age, experience on the job, etc."
    b. "We have a huge range of viewpoints from different work environments in our advisory committee, not as much ethnic diversity-hope to improve over time."
    c. "Again, our profession is white female predominantly, which makes this challenging. We are focused on all diversity instead, looking at SES, 1st generation college, unique to the field and rural living in addition to race/ethnicity."
    d. "My advisory committee is made up of professionals representing diverse industries that utilize the

skills I train students. If possible, I invite people to the advisory committee that come from diverse demographic groups, but first and foremost, I want different industries represented. As much as education may want to direct industry, the reality is industry is who we answer to."

e. "I view diversity on a committee as not only different race, ethnic, gender, etc. backgrounds but also to include members holding different levels of rank in their professions. Such as line staff, admin. etc. Other areas might be years of service. I welcome retirees as well as new folks in the industry on an advisory committee."

5. Leverage the benefits of a diverse advisory committee:

a. "Advisory Committees are very important. Because members come from different job positions from the same industry, committee members bring with them their experiences for input. The diversity of the committee is very important. It should include men and women from as varied personal backgrounds as possible. It also helps encourage students from disadvantaged groups to know others similar to them are successfully working. This can help break barriers down that students might have."

b. "Advisory committee members are frequently employers, so having diverse members employing students should support student success."

c. "We use it to ensure that we are not missing important areas in industry and to try to address the needs of the broadest array of businesses that we can."

d. "The advisory committee…is also a great way to know if we are doing our jobs as faculty in teaching our students to be successful."

e. "I strive to cultivate diversity in race, professional expertise, and genders for the Technical Advisory Committee. Members provide feedback on skills necessary for employment and ideas for retention and outreach from their unique perspective."

6. Address challenges to creating diverse advisory committees:

a. "This has been very challenging, and I would not say we have been successful here."

b. "This is difficult because there isn't a lot of diversity in the group of people who go into our field, at least in this area of the state/country."

c. "This is a difficult approach for us to accomplish. We are somewhat bound by the composition of the professional workforce in our industry. It is difficult to get ANY busy professional to agree to be on the committee, so I am not sure how we could meet this objective. We are inclusive of anyone who shows an interest in serving."

d. "It is crucial to have this advisory committee, but it is more important to want to change authentically. Organizations are not generally creating these spaces and committees. They see this work as a checklist. It must represent the community they serve in leadership and staff. Organizations and higher education institutions must set an example of what they preach. Leadership must be advocates for the most marginalized communities. Professors must reflect and learn about this crucial work of equity, equality, justice, and a sense of belonging."

e. "I had not given this a thought. We have a representative sampling of the types of employers who hire our students, but I have never given thoughts to the members' demographics."

7. Question was not clear:

a. I don't understand what you are asking here."

b. "???? I feel like this question forming a diverse advisory committee is not an instructional approach. It's forming a committee...."

c. "I don't understand how forming diverse advisory committees is an "instructional approach.""

d. "This is not about the classroom at all!!!"

Note: 57 respondents (24%) answered as if this were a campus committee of faculty or students.

Diverse instructional resources:

Diverse instructional resources encompass a wide range of teaching materials, such as textbooks, materials, and technology, that represent diverse perspectives, cultures, and experiences. These resources are designed to make the curriculum more equitable and relevant, allowing students to see themselves reflected in their learning materials.

1. **Use OER and other digital resources:**
    a. "Students are provided with a wide selection of instructional resources, many of which are low cost or free. Students have access to reserve and other free materials through our library resources. Many of the instructional resources are selected to increase awareness of diversity, equity, and inclusion as well as reviewing systemic barriers and disparities that exist in the industry."
    b. "We offer a variety of learning tools and modalities: textbooks, videos, PowerPoint, and Panoptos, various quiz apps, etc. We also use ADAC, closed captions, hands-on learning, group activities, team testing, and are mindful with creating PowerPoints and Panoptos with thoughtful use of font, our verbiage, colors, providing notes, and diversity when images are used."
    c. "Being intentional about exploring textbooks and OERs that are affordable to all students and that have been written by diverse authors."
    d. "As I create OER materials for learning accounting I try to make sure that the fictional businesses, owners, employees, and other "characters", as well as products and services (e.g. a tattoo shop) enable each of my students to see themselves in a positive light in the materials."
2. **Incorporate materials from a wide variety of sources:**
    a. "Make sure you have materials in multiple languages if possible. Make sure access to classes and labs are ADA compliant. Knowing where to find aid and support to direct students that need support."
    b. "We use materials from a variety of authors, pictures of people from all backgrounds and walks of life, and student generated materials."
    c. "Use teaching materials that represent various viewpoints, as well as a variety of learning activities. Voice and choice."
    d. "For some of the trades, it is difficult to find great instructional resources at all. One way to help overcome this shortcoming is to take students on tours within the industry. This way students can see employees at work and help them to see there are people just like them in the workforce."

Cultural acknowledgment:

Cultural acknowledgment involves recognizing and celebrating cultural diversity within educational institutions. This can include acknowledging cultural events, celebrations, or awareness campaigns that promote understanding and appreciation of different cultures. It fosters an environment of respect, equity, and belonging.

1. **Bring cultural acknowledgment into the classroom:**
    a. "During different events or holidays throughout the quarter my students have potlucks or celebrations to recognize the cultural celebrations. It gives all of us a chance to give these events awareness and to gain a better understanding."
    b. "Offer language inclusivity; be aware of language choices to ensure they are inclusive and avoid cultural biases. Integrate key terms and phrases from different languages when appropriate. Use of digital texts and assignments that can be changed to other languages will help students to access information in better understanding than they would have if only paper text were provided. Use of translation technology."
    c. "Every course I teach uses visuals and intentionally chosen examples of the variety of cultures, languages, gender orientations, varying abilities and other cultural markers in the examples used as teaching models. This is a work in progress, and every year I seek to expand the range of examples included."

d. “Share about college events that support cultural diversity; including a land acknowledgment in my syllabus.”

e. “I try to acknowledge the value of different cultures by intentionally featuring speakers and content experts representing a broad variety of cultures.”

2. Provide varied classroom structures:

a. “Respecting absences for cultural events, celebrations, or awareness campaigns that promote understanding and appreciation of different cultures by asking on the first day if there might be conflicts to the schedule and having students respond within a small time frame to see if adjustments can be made or simply letting them have an exception here and there.”

b. “Scenario based questions and lectures.”

c. “Being mindful of student’s cultural background and making necessary adaptations, adjustments; granting reasonable accommodations if needed.”

d. “Plan for curriculum and course objectives to address cultural and ethnic diversity.”

3. Address challenges to bringing cultural acknowledgment into the classroom:

a. “Again, with resources to give faculty, staff, and admin to do this work, we can do this DEIA better. We do it as a second thought here but to lead with it takes time to redo, revise, and redesign classes to reflect the work we want to see.”

b. “I don’t know how to encourage my students to participate in any additional events without adding stress to an already arduous educational journey. I’d prefer they focus on their studies and managing their lives. If they can’t (and they generally can’t) manage their own lives, how am I going to ask them to spend time doing volunteer non mandatory activities?”

c. “I have not found a way to incorporate this into my instructional approach. This is an area I would appreciate additional resources for improving my teaching practice.”

d. “We need to do better in this, there is a poor awareness of the actual diverse cultural beliefs and celebrations in our community.”

e. “Still working on this. My courses are 100% online, and the content is software training, so these options are limited. In my software training I created lots of multicultural-related information.”

4. Encourage students to attend cultural events:

a. “I have cultural events as credit options in our department. I encourage students to go to different events in our school, online, and in our community.”

b. “I have an assignment where students have to go to events and take someone with them that is not in our program.”

c. “I talk about events, celebrations, campaigns in my class and allow space for students to bring out additional ones that I may not be aware of.”

d. “I encourage students to interact with College’s cultural programs. I make efforts that allow students flexibility to freely attend functions that interest them.”

5. Support student relationships to foster a sense of community in the classroom:

a. “Community building: By fostering a sense of community in the classroom, I can help create an inclusive and supportive learning environment that values diversity and promotes student success. This could involve incorporating group work and collaboration into my teaching methods or providing opportunities for students to connect with one another around shared cultural interests and experiences.”

b. “By asking students to share about their cultures, related to the course content (if they feel comfortable doing so).”

c. “Empowering students to share more about themselves to increase the sense of belonging.”

d. “Encourage Student Contributions: Create opportunities for students to share their own cultural experiences and perspectives. Incorporate student input into discussions, projects, and assignments.”

e. “Encouraging students to share their culture with the class through open ended questions and discussion posts.”

6. **The role of the institution:**

   a. “The college does a good job of having these events available to faculty and students.”

   b. “Continue to talk about it and address staff/students who hurt staff/students of these vulnerable groups…Encourage the hiring of people of diverse cultures so that students can see themselves represented and in these professional positions. However, we must ensure that we are a campus that is supportive of these cultures prior to doing this.”

   c. “By first learning about these events through the many opportunities available in our institution myself, and when possible inviting students to join. Also offering these events as extra credit as a way to motivate students to understand and appreciate different cultures. Including recipes and their histories from many different cultures, holidays and celebrations”

   d. “Include diversity course requirement”

   e. “Follow policies”

   f. “Support student clubs”

7. **Professional development and continuous learning:**

   a. “Reflection and self-awareness: By engaging in ongoing reflection and self-awareness as an educator, I can better understand the cultural norms and values of my students, and adapt my teaching methods accordingly. This could involve participating in professional development opportunities focused on cultural competence or seeking feedback from students and colleagues about my cultural responsiveness in the classroom.”

   b. “Cultural Competence Training: Seek training or professional development in cultural competence. Understand the cultural nuances and practices of students.”

   c. “I believe our faculty/staff could benefit from cultural sensitivity training.”

   d. “Continuous Self-Reflection: Engage in ongoing self-reflection about my own cultural biases and assumptions. Be open to learning from students and adapting my instructional practices accordingly.”

   e. “Engage in ongoing cultural awareness and sensitivity training.”

Equitable, anti-racism, anti-bias, cross-cultural instructional practices:

These are instructional practices that drive student success, creating an environment in which they can thrive. They incorporate cross-cultural elements to ensure that education is inclusive and respectful of all cultures. Curriculum and instructors demonstrate fairness, impartiality, democracy, and open-mindedness in theory and in practice. These practices aim to dismantle discriminatory systems and promote equity.

1. **Engage and respect students and their perspectives and needs:**

   a. “Meet the students where they are, as individuals, develop relationships with them, and find out what they actually need in order to succeed...not what a bunch of “suits” sitting in a privileged position think they need!”

   b. “Having students help create a set of rules for the learning space around respect, belonging, and inclusion could be good because it gives them buy-in which ups the accountability of following the rules.”

   c. “Treating each student as an individual with individual needs. Showing respect, care and compassion for each student realizing that each person has a unique perspective and may be dealing with many problems that as instructors we are not aware of. I think that the bottom line is treating each other with respect.”

2. **Use profession-specific protocols, and programs:**
    a. "These instructional practices are written into the Nursing Student Handbook and these Policies and Procedures are practiced by all faculty in the classroom, lab, and clinical settings. These standards are already integrated into the ANA Nursing Code of Ethics, which are the foundation of nursing education."
    b. "The program is designed specifically to address these issues. Courses have been created to examine bias, discrimination, and prejudice in the community and the workplace. Students actively participate in assignments that assist them in examining their personal biases and how to use that information to improve their interactions with individuals they perceive as different."
    c. "Our main parent education curriculum aligns directly with DEI principles and values. We offer additional seminars to our students quarterly on topics related to raising children with an anti-racist lens. We are continually supporting preschool teachers in assessing and developing appropriate curriculum."
    d. "This is emphasized across the program and school for that matter, in multiple layers."
3. **Provide instructor training:**
    a. "I have no idea what this means. What specific instructional practices are NOT inclusive of all cultures? I think you need to try to educate faculty about what these things are before we can begin to imagine if and how we would incorporate them."
    b. "More training on anti-racism pedagogy, perhaps informed by English ACI work led by SBCTC in 2021-2023."
    c. "Again, I think a lot of training will be helpful. Seeing something that is a practice that should NOT be done, and why, will be key in helping increase competency in this."

Other Feedback

Do you have any other feedback you would like to share?

1. **Appreciation:**
    a. "Thank you for allowing me to share my thoughts regarding working with students of diverse backgrounds and experiences."
    b. "Thank you for investing in making instruction more equitable."
    c. "I'm glad these questions are being asked, and I look forward to reading the results."
    d. "I appreciate the work on this project and look forward to incorporating it into the Boot Camp curriculum."
    e. "These will be great additions to existing PTIS Standards, thank you!"
2. **Ideas about next steps:**
    a. "Lots. Having a listening session might be useful."
    b. "Shifting the focus of instruction from the teacher to the student, where students take an active role in their learning process, encouraging critical thinking and problem-solving skills."
    c. "What are additional ways prof-tech classes can foster an anti-racism, anti-bias centered praxis? Sharing feedback gathered from this survey would be appreciated."
    d. "I think that faculty and staff need more cultural sensitivity training. I also believe that DEI-centered committees are only going to work if bureaucrats get out of the way of the necessary (and sometimes scary) change which needs to happen."
    e. "Would love to see a focus on equity in program review too, looking at equity gaps in retention and completion. Many educators will need resources to put some of these resources into practice. Should be a focus at ATL and those sort of places. Some of these standards were much more vague than others. The more concrete, the better."

f. “Having been a chair since the 1990s I have noticed that the work and standards get more and more and the time gets less and less. I think there needs to be an up-swell of support for programs in the form of extra employees to help programs such as navigators.” So much of the job is relationship building and retention. That takes time. That takes Energy. I would be happy to share with you how our Anti-Racist/ Anti-oppression book read changed our department and our board culture. Truly, adding DEI (which I would guess many programs were already doing) to the standards is good. But if it is not supported, much like the work you had prior is still an oppressive practice. I would suggest, if it has not happened, we look at that.

g. “Please invest in online learning software for students and faculty instructional design support. Most adjuncts are highly proficient in their fields but have little to no training in being effective educators. We also need to invest in compensation for adjunct training, and the training needs to be delivered regularly and online (as well as F2F). I want fewer faculty days centered on team building for in-person staff (walking around the lake, coloring, karaoke singing) and more on how to build courses, using Canvas, structuring student assessments, and other basic educator skills...all offered remotely. I am 100% dedicated to DEI missions but unless we provide faculty training on basic education (which improves courses for all students, including Black/Brown and others from disadvantaged demographics), you are putting the cart before the horse. We have had days where all of the sessions were on DEI topics or team building but had nothing on basic education. We need a mix so new faculty can get the basics while seasoned instructors can get advanced topics. (As a note, discussions of AI are starting to be like DEI was. We need to offer multiple levels of faculty development programs at every session. New people are being hired every day!) Thank you for this opportunity!”

h. “This survey is obsolete to me. I get this topic because I live it every day! I do for others what I would like people to do for me. It would be best if you started with leadership. They are the reflection of their staff. They should ask these questions about what they are projecting to their staff. The institutions must provide more leadership opportunities to more diverse staff members. They must be open to other perspectives. The boards of institutions also must take these classes and be part of committees. They are making decisions that are affecting our students of color and creating barriers for them to succeed. They must welcome diversity and honor student language and culture. Classes in primary language. They will serve in their communities and use their skills to serve.”

i. “There is a shortage of bilingual teachers, and higher education institutions must prepare educators to teach in dual, heritage, and world language programs. Watch the video: https://youtu.be/ bqQJv4bvrPI?si=6TiUMw8SdiooHakk.”

3. Thoughts about DEI and education:

a. “I believe it is important to create an academic atmosphere that is safe and creative for all.”

b. “Obviously prejudice, bias, bigotry, hate has no place in the world let alone the classroom. Unfortunately, it does exist so it is of the utmost importance to learn and become better people. I hope this doesn’t go too far though and it leads to treating people differently according to how diverse a person is. And if someone isn’t “Diverse” enough they actually get left out and miss opportunities. This would be the opposite of what is desirable.”

c. “I love teaching something that I have such a passion for and seeing my students succeed is the greatest reward I have ever accepted.”

d. “Student success is our uniform goal. However, we need to remember that preparing students for success after leaving academia is equally important to helping them achieve success on campus. If this is forgotten, it is possible to have such good intentions in helping a student or making them as comfortable as possible that they may end up ill-prepared to contend with the harshness of industry.”

e. “Once students are in our program at the technical college, I believe all students are equally supported toward success. However, I do not see a diverse population entering the program and feel that more outreach and support at the high school level will lead to more DEI and success at the college level.”

4. Address challenges to using the instructional approaches in their classroom to support student success:

a. “I worked in industry before becoming an educator. I have no “formal training” in being an educator other than the Aviation Instructors Handbook. I embrace the concepts of DEI, but I am not sure how to implement them in a program that is heavily regulated by the FAA. I think equity is the most difficult because it is so expensive to fly airplanes, and the FAA mandates a minimum number of flight hours for certification.”
b. “I don’t understand how to incorporate these things in a theory class that is science-based.”
c. “I would appreciate opportunities to meet with other professional/technical instructors and/or hear how other programs and instructors address these topics. I am unclear on the best opportunities available for this kind of exchange. I also find it challenging to find the time to participate. Expectations to create hand-outs, videos, demonstrations, and physical samples in addition to visual lectures, invent accommodations for each student, plus remaining relevant with ever-changing industry practices and information feels overwhelming.”
d. “These issues have come up more in the last year than ever before on our campus. I have had more students voice they feel instructors and even myself are insensitive to issues that Latino/Latina students experience. I am working hard but I do realize my short-comings and would welcome any assistance.”

5. General comments about the survey:

a. “I love that these questions are being asked.”
b. “Be more diverse with your questions please. I feel that this survey asked the same question repetitively, but just worded it slightly different each time.”
c. “This survey would be better using a Likert scale and some options. It wasn’t a very good survey.”
d. “This took a very long time to complete (certainly not 15 minutes!) - maybe give us a more accurate idea of what we are getting into by doing your survey.”
e. “Thank you for allowing me to share my thoughts regarding working with students of diverse backgrounds and experiences.”
f. “I’m sure this survey checks a box, but the lack of context or direct questions made this very difficult to answer productively.”
g. “Some of the questions were difficult to understand, so I had to search for their meanings online. To make the DEI survey more accessible, it would be helpful to have it available in different languages and with audio options.”
h. “Thank you for the opportunity to share. Having a bit more information about how these responses would be collated and used to create new DEI standards may have helped me frame my responses differently.”
i. “These questions assume knowledge and facts not in evidence. I think more work needs to be done to make sure the people you are asking these questions really know what it all means.”

6. Disagreements with including DEI in the standards:

a. “DEI has been over-emphasized to the detriment of many other essential aspects of professional educational practices.”
b. “I might be unique in that I don’t see people as different colors, religion, etc. I see them as students wanting to learn and I don’t let these differences cloud my judgment. I do my best to help those that want to learn, learn.”
c. “Most of the employers I deal with state they have a diverse workforce, and their concern is productivity. They just want employees that show up and do their job without drama.”
d. “The goal within the classroom should be to treat everyone the same. Special treatment is one of the best ways to degrade the morale of an organization. Requirements should be based on what is in the best interests of the completing student, which includes preserving the reputation of the credential they earn through appropriate standards and rigor.”
e. “This survey angers me. It assumes that someone of an ethnic background cannot succeed without added help, when in reality no one can succeed without help. It assumes that if you can identify with a DEI category then you must need the added help and consideration that no one else needs.”

Confirmation Survey Analysis

Presented by Dominique Foley Wilson, RanDom Business Services, LLC and
Nicole D. Franklin, Enhanced Interactions, LLC.

The responses gathered confirmed and validated the emerging themes and verified that these practices are implementable and indeed being implemented in the classroom. They highlighted the interconnectedness among most themes, suggesting a natural evolution that supports the content's validity. Furthermore, it was evident that most respondents are not only aware of but are actively incorporating diversity, equity, and inclusion (DEI) approaches into their teaching methodologies. This acknowledgment reinforces the significance of DEI strategies in educational settings, indicating a positive trend toward more equitable teaching practices. Results:

- The responses confirmed and validated the emerging themes
- The responses confirmed these practices can be implemented in the classroom – and are being implemented.
- The responses underscored the inter-connectivity amongst and between the majority of the themes.
- The organic evolution of the DEI themes through the process upholds the content of the skill standards.
- The majority of respondents are aware of and are including DEI approaches in their teaching.

The survey asked how the ten thematic instructional approaches might be used in the classroom. Common denominators, linkages, and suggestions for implementation emerged for each and were as follows:

1. **Overcoming Barriers to Entry** – The responses overwhelmingly indicated that access to financial aid resources and equipment are perceived as the greatest barriers to entry that students may face in accessing educational opportunities.
2. **Accommodating Diverse Learning Styles** – To effectively incorporate strategies and approaches that acknowledge and accommodate diverse learning styles, respondents encourage using Open Educational Resources (OER)/Canvas [system-wide] and offering multiple ways for students to demonstrate knowledge of content using varying methods of assessment.
3. **Integrating Cultural Relevancy** – The curricular infusion of real-world examples and personal experiences helps reflect diverse cultures, experiences, and perspectives.
4. **Providing Culturally Responsive Assessment and Feedback** – To ensure equitable feedback delivery, respondents advocated for incorporating skills-based assessments and personal feedback. (Intrinsic linkage to Accommodating Diverse Learning Styles)
5. **Using Motivational Techniques** – The use of goal setting, real-world context, personal/career relevance approaches facilitates student and instructor inspiration and engagement. (Intrinsic linkage to Integrating Cultural Relevancy)
6. **Ensuring Equitable Access** – Methods to prioritize equitable access to educational resources, facilities, technologies, and opportunities for all students include identifying support systems such as access to financial aid and to classroom materials/curriculum/technology. (Intrinsic linkage to Overcoming Barriers to Entry)
7. **Forming Diverse Advisory Committees** – The goal is to ensure that diverse voices and perspectives are heard in the decision-making and curriculum development processes. Confusion arose surrounding sphere of influence, the composition of advisory committees (student vs. industry), administration responsibility, and whether this can be defined as an instructional approach. (Linkage to Integrating Cultural Relevancy)
8. **Incorporating Diverse Instructional Resources** – Respondents advocated for the use of diverse instructional platforms as well as curriculum that represents diverse perspectives. Suggestions included Canvas/online/OER platforms, curricula that mirrors students, and use of real-world examples. (Linkage to Integrating Cultural Relevancy)
9. **Including Cultural Acknowledgment** – Respondents were uniformly supportive of administrative practices that acknowledge and celebrate the cultural diversity within the educational institutions. Cultural event recognition, awareness campaigns, and participation were cited as key, with dissemination via Canvas and in the classroom.
10. **Emphasizing Equitable, Anti-Racism, Anti-Bias, Cross-Cultural Instructional Practices** – Advocacy for policies and practices that are inclusive and sensitive to the needs of diverse students and staff can include instructor self-awareness, modeling respect in the classroom environment, and review of curricula and materials to align with DEI principles.

The summary of the survey responses asking for additional feedback is as follows:

- The majority of respondents did not have additional feedback to share, as indicated by responses such as “Thank you,” “None,” “N/A,’ “No,” or simply an n- dash (“-”).
- Some respondents mentioned the need for focused training for all staff, including part-time and temporary staff, to enhance DEI efforts.
- Some respondents suggested the questions were redundant. This could, however, be interpreted as emphasizing the interconnectivity of the themes.

The overall tone of the additional feedback section indicates general satisfaction or a lack of further comments.

Focus Group Survey

Skill Standards Focus Group Review & Feedback

This survey is being administered by an independent third party, Trio Group. Your responses to this survey will be anonymized and aggregated. No personally identifiable information will be shared with the project leadership team, State Board for Community & Technical Colleges, or any college staff/admin/faculty.

1. Which focus group did you participate in?

- ◯ Skill Standards with Dominique
- ◯ Diversity, Equity, and Inclusion (DEI) with Angela

2. Thinking back to before you participated in the skill standards focus group sessions, how aware were you of the Professional-Technical Skill Standards?

- ◯ Not aware at all
- ◯ Somewhat aware
- ◯ Aware
- ◯ Highly aware

3. Before you participated in the skill standards focus group sessions, how often did you use or reference the Professional-Technical Skill Standards?

- ◯ Never
- ◯ Yearly
- ◯ Quarterly
- ◯ Monthly
- ◯ More often than monthly

4. My institution supports the use and implementation of skill standards:

- ◯ Always
- ◯ Frequently
- ◯ Sometimes
- ◯ Not at all

5. In your opinion, how relevant are the Professional-Technical Skill Standards to your work?

- ◯ Not relevant at all
- ◯ Somewhat relevant
- ◯ Relevant
- ◯ Highly relevant

6. What do you think is the best way for faculty and staff to use the Professional-Technical Skill Standards in the future?

7. How could your management or administration best support you and other faculty in using the Professional-Technical Skill Standards?

8. How could the Professional-Technical Skill Standards best be presented to facilitate their use and access?

9. How confident are you that you understand the principles of diversity, equity, and inclusion (DEI)?

- ◯ Not confident at all
- ◯ Somewhat confident
- ◯ Confident
- ◯ Extremely confident

10. How confident are you that you can apply the principles of diversity, equity, and inclusion to your program?

- ◯ Not confident at all
- ◯ Somewhat confident
- ◯ Confident
- ◯ Extremely confident

11. My organization supports and incorporates the principles of diversity, equity, and inclusion:

- ◯ Always
- ◯ Frequently
- ◯ Sometimes
- ◯ Not at all

12. What method or approach should be taken in the future to incorporate the principles of diversity, equity, and inclusion into the rest of the Professional-Technical Skill Standards?

13. How could your management or administration best support you in implementing the principles of diversity, equity, and inclusion in your program?

14. Is there anything else you'd like to share with us about your experience in the focus group, or regarding the Professional-Technical Skill Standards or diversity, equity, and inclusion (DEI) competencies?

15. If you are interested in providing additional feedback, insights, and perspective on the focus group experience in a Zoom interview with Ricardo from Trio Group, please include your name below. Your interview responses will be anonymized and aggregated to preserve your privacy.

Verification Survey

Professional-Technical College Instructor Skill Standards Verification Survey

Instructions and Introduction

In this survey we are asking you to verify tasks and functions that are important to the job of a Professional-Technical College Instructor. The survey will take less than 10 minutes to complete.

Please rate each task and function according to its level of importance in accomplishing the responsibilities of the job.

Confidentiality will be protected as no identifiable information will be gathered as part of this survey. Answers to the survey will be stored in a secure, electronic database. Your completion of this survey is completely voluntary, and you may choose not to participate. You can refuse to answer any of the questions at any time.

If you have any questions please contact Jamie Wells, Director, Center of Excellence for Careers in Education, Green River College. (253) 333-4963 jrwells@greenriver.edu

Professional-Technical College Instructor Skill Standards Verification Survey

How important are these tasks in your job?

1. A. MANAGE LEARNING ENVIRONMENTS

	Not Important	Somewhat Important	Important	Very Important	Critical
A1 Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	○	○	○	○	○
A2 Set up, maintain and repair instructional systems, equipment and/or tools	○	○	○	○	○
A3 Develop a growth and replacement plan for systems, equipment and/or tools	○	○	○	○	○
A4 Lead students and supervise learning environments	○	○	○	○	○
A5 Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	○	○	○	○	○
A6 Evaluate and monitor the safety of the instructional areas and practices	○	○	○	○	○
A7 Identify, evaluate, and implement new instructional strategies and technologies	○	○	○	○	○

Are there any tasks missing from this function?

Professional-Technical College Instructor Skill Standards Verification Survey

How important are these tasks in your job?

2. B. DEVELOP OUTCOMES, ASSESSMENTS AND CURRICULA

	Not Important	Somewhat Important	Important	Very Important	Critical
B1 Identify, evaluate, and modify outcomes	◯	◯	◯	◯	◯
B2 Create, evaluate, and modify curriculum	◯	◯	◯	◯	◯
B3 Create, evaluate, and modify assessments	◯	◯	◯	◯	◯
B4 Implement curriculum and assessments.	◯	◯	◯	◯	◯
B5 Integrate curriculum with other faculty in the department and in other instructional areas/institutions	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

Professional-Technical College Instructor Skill Standards Verification Survey

How important are these tasks in your job?

3. C. DEVELOP AND REVIEW PROGRAMS

	Not Important	Somewhat Important	Important	Very Important	Critical
C1 Develop, review, and update program course plan to align with maps and	◯	◯	◯	◯	◯
Guided Pathways Principles	◯	◯	◯	◯	◯
C2 Recruit and work with advisory committee and employers to meet changing needs of the program and industry	◯	◯	◯	◯	◯
C3 Identify, evaluate, and modify program outcomes and assessments	◯	◯	◯	◯	◯
C4 Identify and develop core and support courses	◯	◯	◯	◯	◯
C5 Maintain (or obtain) program accreditation	◯	◯	◯	◯	◯
C6 Research, identify and evaluate trends and implement current industry standards	◯	◯	◯	◯	◯
C7 Coordinate program development with other college programs and institutions	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

Professional-Technical College Instructor Skill Standards Verification Survey

How important are these tasks in your job?

4. D. PROVIDE STUDENT INSTRUCTION

	Not Important	Somewhat Important	Important	Very Important	Critical
D1 Prepare and/or gather current instructional materials	◯	◯	◯	◯	◯
D2 Provide individual and group instruction	◯	◯	◯	◯	◯
D3 Initiate, develop, and implement student assessments	◯	◯	◯	◯	◯
D4 Modify instructional material and methods based on student and industry assessments and feedback	◯	◯	◯	◯	◯
D5 Promote professionalism in the learning environment	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

Professional-Technical College Instructor Skill Standards Verification Survey

How important are these tasks in your job?

5. E. PROVIDE SUPPORT AND GUIDANCE TO STUDENTS

	Not Important	Somewhat Important	Important	Very Important	Critical
E1 Provide students with access to instructor	◯	◯	◯	◯	◯
E2 Provide information or referrals to meet student needs	◯	◯	◯	◯	◯
E3 Provide students with career advising and assist with job placement	◯	◯	◯	◯	◯
E4 Provide academic advising	◯	◯	◯	◯	◯
E5 Serve as student activity advisor as applicable	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

Professional-Technical College Instructor Skill Standards Verification Survey

How important are these tasks in your job?

6. F. PERFORM ADMINISTRATIVE AND PROGRAM MANAGEMENT FUNCTIONS

	Not Important	Somewhat Important	Important	Very Important	Critical
F1 Perform documentation and record keeping duties	◯	◯	◯	◯	◯
F2 Lead and manage instructional and program assistants	◯	◯	◯	◯	◯
F3 Mentor, orient, and support new and part-time faculty	◯	◯	◯	◯	◯
F4 As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	◯	◯	◯	◯	◯
F5 Provide input for program, schedules, and college printed and electronic publications	◯	◯	◯	◯	◯
F6 Develop and manage budgets	◯	◯	◯	◯	◯
F7 Research and assist with writing and implementing grants and targeting financial resources	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

Professional-Technical College Instructor Skill Standards Verification Survey

How important are these tasks in your job?

7. G. CREATE AND MAINTAIN A PROFESSIONAL ENVIRONMENT

	Not Important	Somewhat Important	Important	Very Important	Critical
G1 Collaborate with college staff, faculty, students, and internship/externship site personnel	◯	◯	◯	◯	◯
G2 Work with program advisory committee	◯	◯	◯	◯	◯
G3 Maintain current knowledge of the field	◯	◯	◯	◯	◯
G4 Participate in professional networking	◯	◯	◯	◯	◯
G5 Develop a professional development plan	◯	◯	◯	◯	◯

Are there any tasks missing from this function?

Professional-Technical College Instructor Skill Standards Verification Survey

How important are these functions in your job?

Each of the tasks you have rated so far in the survey are components of broader work functions for a Professional-Technical College Instructor.

Please rate the importance of each function below.

8. How important are these functions in your job?

	Not Important	Somewhat Important	Important	Very Important	Critical
A Manage learning environments	◯	◯	◯	◯	◯
B Develop outcomes, assessments, and curricula	◯	◯	◯	◯	◯
C Develop and review programs	◯	◯	◯	◯	◯
D Provide student instruction	◯	◯	◯	◯	◯
E Provide support and guidance to students	◯	◯	◯	◯	◯
F Perform administrative and program management functions	◯	◯	◯	◯	◯
G Create and maintain a professional environment	◯	◯	◯	◯	◯

Are there any functions missing from this job description?

9. College Name:

Confirmation Survey

Professional Technical Instructor Skill Standards DEI Survey

Skill Standards Follow-Up Survey Invitation:
Instructional Approaches that Support Student Success

Background
In January 2023, your valuable input helped shape the future of professional-technical education within the WA system. Over 700 of you completed a skill standards verification survey, contributing to the ongoing effort to update the 2012 Skill Standards for Professional-Technical College Instructors. In that survey, you were asked to rank job tasks based on levels of importance.

In addition, the draft 2024 Washington State Skill Standards for Professional-Technical College Instructors also embraces ten (10) Diversity, Equity, and Inclusion (DEI) instructional approaches. These approaches were originally identified by a focus group of your peers in 2022, and a subsequent focus group of instructors convened in 2023 reviewed the instructional approaches and provided input to refine the DEI language in the skill standards. This collaborative effort ensures that the DEI instructional approaches align with the evolving needs of our professional-technical education community.

Survey:
In this follow-on survey, we invite you to share your personal perspective on ways that DEI instructional approaches within the skill standards might be used to support student success. Your unique experiences, candor, and input are essential to helping us understand how these approaches can be practically implemented, thereby ensuring that our standards promote an inclusive and effective learning environment for all students.

Your responses will not only aid our understanding of the practical implementation of these approaches, but also play a critical role in helping to shape the future work of the Skill Standards. The data collected will contribute to this living document, ensuring that it continually evolves to meet the needs of our dynamic professional-technical education community.

We highly encourage your participation in this 12-question survey which will take approximately 15 minutes to complete. Confidentiality is of utmost importance to us. No personally identifiable information will be collected during this survey, and all responses will be securely stored in an electronic database, safeguarding your privacy. While we are not asking you for personally identifiable information, we do ask you to help us by identifying your college in question 12. This will help us understand the breadth of system participation and how we can improve our system outreach. Naming your college is completely voluntary, as is your participation in this survey, and you may choose not to participate or opt-out at any point.

Thank You for your participation. If you have any questions please contact Jamie Wells, Director, Center of Excellence
for Careers in Education, Green River College. 253.333.4963 jrwells@greenriver.edu

Professional Technical Instructor Skill Standards DEI Survey

Please respond using the comment box below.

OVERCOMING BARRIERS TO ENTRY:
Overcoming barriers to entry in education refers to efforts aimed at removing obstacles that may prevent individuals from accessing educational opportunities.

These barriers can include financial constraints, lack of equitable access to technology, cultural factors, or any other factors that hinder people from participating in education. DEI initiatives often prioritize addressing these barriers as part of their broader goals to promote equity and belonging.

1. OVERCOMING BARRIERS TO ENTRY: How might you use this instructional approach in your classroom to support student success?

Professional Technical Instructor Skill Standards DEI Survey

Please respond using the comment box below.

ACCOMMODATING DIVERSE LEARNING STYLES:
Diverse learning styles recognize that individuals have different ways of processing information and acquiring knowledge.

These styles can include auditory, visual, kinesthetic, and other preferences. In education, acknowledging and accommodating diverse learning styles means designing instructional approaches and syllabi that cater to various ways of learning, ensuring that students with different preferences can succeed.

2. ACCOMMODATING DIVERSE LEARNING STYES: How might you use this instructional approach in your classroom to support student success?

Professional Technical Instructor Skill Standards DEI Survey

Please respond using the comment box below.

INTEGRATING CULTURAL RELEVANCY:
Cultural relevancy in education involves incorporating content and teaching methods that reflect diverse cultures, experiences, and perspectives.

It aims to make education more relevant and meaningful for students from various cultural backgrounds by connecting their experiences to the curriculum. This approach fosters belonging and helps students see their own cultures represented in their learning experiences.

3. INTEGRATING CULTURAL RELEVANCY: How might you use this instructional approach in your classroom to support student success?

Professional Technical Instructor Skill Standards DEI Survey

Please respond using the comment box below.

PROVIDING CULTURALLY RESPONSIVE ASSESSMENT AND FEEDBACK:
Culturally responsive assessment and feedback practices are designed to be fair and unbiased and to consider the diverse backgrounds and experiences of students.

This approach ensures that assessment methods and feedback mechanisms do not inadvertently disadvantage individuals based on their cultural or ethnic backgrounds. It promotes equity in evaluating student performance.

4. PROVIDING CULTURALLY RESPONSIVE ASSESSMENT AND FEEDBACK: How might you use this instructional approach in your classroom to support student success?

Professional Technical Instructor Skill Standards DEI Survey

Please respond using the comment box below.

USING MOTIVATIONAL TECHNIQUES:
Motivational techniques in education involve strategies and approaches to inspire and engage students.

These techniques aim to keep students motivated, enthusiastic, and committed to their learning. Educators may use various motivational tools, such as positive reinforcement, goal setting, and creating a supportive, accessible and equitable learning environment.

5. USING MOTIVATIONAL TECHNIQUES: How might you use this instructional approach in your classroom to support student success?

Professional Technical Instructor Skill Standards DEI Survey

Please respond using the comment box below.

ENSURING EQUITABLE ACCESS:
Equitable access in education means ensuring that all students have fair and equitable opportunities to educational resources, facilities, technology, and learning opportunities.

It seeks to eliminate disparities in access that may be driven by factors like socio-economic status, race, geographical, or physical limits, thus promoting fairness, equity, and belonging.

6. ENSURING EQUITABLE ACCESS: How might you use this instructional approach in your classroom to support student success?

Professional Technical Instructor Skill Standards DEI Survey

Please respond using the comment box below.

FORMING DIVERSE ADVISORY COMMITTEES:
Diverse advisory committees are groups of individuals with varied backgrounds and experiences who provide guidance and recommendations in educational institutions.

These committees often include members representing different racial, professional, and ethnic backgrounds, genders, and perspectives. Their diversity ensures that decision-making processes consider a wide range of viewpoints and promote equity. Preferably, the members of these committees have successful experience incorporating DEI.

7. FORMING DIVERSE ADVISORY COMMITTEES: How might you use this instructional approach in your classroom to support student success?

Professional Technical Instructor Skill Standards DEI Survey

Please respond using the comment box below.

INCORPORATING DIVERSE INSTRUCTIONAL RESOURCES:
Diverse instructional resources encompass a wide range of teaching materials, such as textbooks, materials, and technology, that represent diverse perspectives, cultures, and experiences.

These resources are designed to make the curriculum more equitable and relevant, allowing students to see themselves reflected in their learning materials.

8. INCORPORATING DIVERSE INSTRUCTIONAL RESOURCES: How might you use this instructional approach in your classroom to support student success?

Professional Technical Instructor Skill Standards DEI Survey

Please respond using the comment box below.

INCLUDING CULTURAL ACKNOWLEDGEMENT:
Cultural acknowledgment involves recognizing and celebrating cultural diversity within educational institutions.

This can include acknowledging cultural events, celebrations, or awareness campaigns that promote understanding and appreciation of different cultures. It fosters an environment of respect, equity, and belonging.

9. INCLUDING CULTURAL ACKNOWLEDGEMENT: How might you use this instructional approach in your classroom to support student success?

Professional Technical Instructor Skill Standards DEI Survey

Please respond using the comment box below.

EMPHASIZING EQUITABLE, ANTI-RACISM, ANTI-BIAS, CROSS-CULTURAL INSTRUCTIONAL PRACTICES:
These are instructional practices that drive student success, creating an environment in which they can thrive.

They incorporate cross-cultural elements to ensure that education is inclusive and respectful of all cultures. Curriculum and instructors demonstrate fairness, impartiality, democracy, and open-mindedness in theory and in practice. These practices aim to dismantle discriminatory systems and promote equity.

10. EMPHASIZING EQUITABLE, ANTI-RACISM, ANTI-BIAS, CROSS-CULTURAL INSTRUCTIONAL PRACTICES: How might you use this instructional approach in your classroom to support student success?

Professional Technical Instructor Skill Standards DEI Survey

Please respond using the comment box below.

11. Do you have any other feedback you would like to share?

12. College Name:

WASHINGTON STATE

Skill Standards for Professional-Technical College Instructors

2024 Edition, Volume IV

Recommendations

Recommendations

Phase II Skill Standards Focus Group

Following the completion of the 2023 Skill Standards for Professional-Technical College Instructors, these overarching recommendations emerged pertaining to the process, the document, and its use:

- Transform the skill standards document into an easy-to-use reference format (implemented in phase IV).
- Encourage the use of the skill standards throughout the entire community and technical college system.
- Develop a resource guide to integrate the skill standards into standard operations.
- Establish a team of champions or ambassadors to promote the use and utility of the skill standards.
- Eliminate homework assignments in favor of additional synchronous focus group meetings in future updates of the skill standards.
- Consider hybridized future attempts to conduct a project of this magnitude.
- Incorporate DEI principles into the skill standards through a framework of values/competencies.
- Identify system ownership of the document and a process to support colleges in the full implementation of these recommendations.

To enhance the abilities of the focus group to gain early traction, it is recommended that participants understand the DACUM (Developing A Curriculum) process.

An integral element of skill standards development is the Developing a Curriculum (DACUM) process, which determines the competencies that should be addressed in a training curriculum for a specific occupation. It serves as the foundational building block of competency-based training programs. The process engages subject matter experts who can describe and define their occupation/job by virtue of their deep expertise. This includes researching and analyzing a particular job and result in the delineation of duties, tasks, and related information – thus influencing the performance indicators and technical knowledge components of the skill standards.

The degree to which participants had familiarity with and used the skill standards in their professional careers spanned the spectrum. It is important that participants understand the relevance and use of the skill standards document. These uses include hiring, professional development, requirements for tenure, and retention. It proved helpful and illuminating to have instructors share personal examples of how the skill standards are used.

Implicit in this, of course, is the demonstrated commitment of the institution and its management to incorporate and showcase skill standards in daily practices.

Environmental scans can serve as powerful, dynamic planning tools. It can be of benefit to conduct a state-wide environmental scan with students and instructors of anticipated classroom/student changes. This information can be used to develop a roadmap for Washington professional-technical instructors and in informing curricula and schedule. Furthermore, the data can be instrumental in driving budget decisions.

The process by which the skill standards were revised continually evolved. The focus group participants offered feedback (via survey and end-of-session feedback in all six sessions) and facilitation adapted. Recommendations for streamlining the process and nurturing engagement include:

- Conduct advanced training for any online tool to be used in the process,
- Monitor Zoom chat,
- Include a glossary of terms and definitions for the process and the final product,
- Rather than assign online homework to break-out groups in between sessions, conduct additional sessions (only one participant withdrew),
- Ensure all participants work with one another at least once when randomly assigning break-out groups; monitor energy level and participation, adjust selectively; downsize to cover more ground as needed, and
- Add “N/A” ranking and “Speaking Skills” category to employability skills.

The results of the 2022 skill standards project have cross-cutting opportunities. Upward, downward, and lateral articulation is possible. It is further recommended to:

- Transform the document into an easy-to-use format and create a website or online tool where instructors, college leadership, and staff can access the skill standards and build a professional development plan (implemented in Phase IV, available at www.skillstandardswa.org).
- Require use of the skill standards throughout the entire community and technical college system, a top-down approach.
- Develop a resource guide, replete with case studies, to facilitate the use of the skill standards.
- Place all level of mastery information coded blue for baseline/entry-level proficiency into a handbook for new instructor orientation and incorporate it into onboarding activities.
- Establish a team of champions to promote skill standards use and utility and to present at conferences.
- Maintain focus on the big picture over the course of the process, particularly the impact of the skill standards on college programs.
- Re-visit/re-consider/hybridize future attempts to conduct a project of this magnitude in a virtual format; perhaps consider reviewing two critical work functions and their associated key activities, performance indicators, technical knowledge, and employability skills per year on a rolling basis. This could maintain currency and relevancy on a four-year cycle.

Phase II Diversity, Equity, and Inclusion (DEI) Focus Group

Diversity, equity, and inclusion topics are very different than any other topic and care must be taken to achieve what people really intended, a more diverse, equitable, and inclusive environment for everyone involved.

The infusion of DEI competencies into skill standards is uncharted territory; hence, there was no precedent or guidelines upon which to rely. All participants' reference points were subjective, based on personal experience. Since everyone's personal experiences differ, there was no common baseline. Re-imagining decades-old systems and processes is difficult work, as was learned.

Create a system-wide approach

Despite their best efforts, the participants were skeptical that changing the skill standards would bring about systemic change. Because the skill standards only apply to professional-technical instructors, only some people at each institution would be held to one standard, while the remaining faculty, staff, and students would not be as engaged in this systemic reform.

It is important to allow for processes to be put in place that enable both broad application and broad customization. Action around DEI may look very different for tenured faculty versus adjunct faculty versus the administration, and even in humanities versus engineering. Fortunately, professional-technical faculty wield great autonomy in the classroom and are able to pivot their instructional approaches based on the subject matter being taught and the needs of the student.

Commit to deep integration of skill standards in daily operations

Administrative support for and application of the skill standards varied widely among college campuses as reported by the DEI focus group members and the focus group survey. A few participants regularly referenced the skill standards, others reported that the skill standards were used in conjunction with other forms of faculty development, while others reported that their institutions did not prioritize them.

Strengthening instructional practices and improving student outcomes through the skill standards, as well as creating more diverse, equitable, and inclusive college programs cannot be accomplished without deep, consistent effort and alignment.

Integrate the work rather than separate diversity, equity, and inclusion

Updating the skill standards to include DEI competencies was an excellent intent; however, creating two work groups to evaluate the skill standards from different lenses led to confusion and frustration among both groups on the importance of their work and contributions.

The next version of the skill standards should be the result of an integrated approach that evaluates the skills a modern professional-technical instructor needs and the desired competencies of diversity, equity, and

inclusion simultaneously.

Build shared understanding and community

Before the first facilitation, it is suggested that all participants be prepared for the work through a structured onboarding and training process. This would include the previous version of the skill standards, instructions on the process used, and definitions – as well as a sample of what the outcome should look like (once the baseline is created) or final document templates.

It is also suggested that ample opportunities for community-building and emotional safety are provided. Working toward a more equitable campus for all requires vulnerability and trust among the focus group participants, system leadership, and the broader college community.

Many participants expressed concern that the skill standards were being updated to include DEI without student input. Engaging the student population and other staff besides faculty, as the classroom experience is not limited to four walls, would help alleviate this concern.

Reconvene a faculty focus group to continue the integration of DEI competencies throughout the skill standards (implemented in Phase IV)

Build upon the groundbreaking work of the initial phase II DEI focus group by reconvening that focus group or another faculty focus group. The work to identify and align DEI competencies across all remaining critical work functions must continue and requires a system designated structure to ensure all professional-technical instructors are empowered to lead with the values of diversity, equity, and inclusion in their programs. Investing the time, resources, and expertise to complete the integration of DEI competencies into the skill standards will position Washington's college system to equitably serve all students.

Phase IV DEI Focus Group

The phase IV focus group's sole focus was the integration of proposed diversity, equity, and inclusion (DEI) competencies into Critical Work Functions A-C and E-H. Under the facilitated guidance of subject matter experts, the group vetted the 10 DEI instructional approach themes that organically evolved from the legacy work performed on Critical Work Function D by the phase II DEI focus group and integrated them as appropriate into the skill standards. Each approach was required to be actionable, measurable, and support student success and/or educator professional development.

The 10 themes emerged from the work of the phase II DEI focus group, a team of 21 faculty members from across the system. The themes were identified by subject matter experts and used as the basis/baseline for infusing DEI competencies into the performance indicators and technical knowledge of the skill standards' Critical Work Functions A-C and E-H. Phase IV focus group members then vetted the language and updated the performance indicators and technical knowledge.

The group reviewed performance indicators and technical knowledge for Critical Work Functions A-C and E-H under three lenses and opted to either 1) maintain the language from the 2022 skill standards focus group's work, 2) accept new DEI-infused language as written by the consultant subject matter experts, or 3) create new language. Not all performance indicators and technical knowledge warranted updates.

Instructional approach themes included:

- Overcoming barriers to entry
- Accommodating diverse learning styles
- Integrating cultural relevancy
- Providing culturally responsive assessment and feedback
- Using motivational techniques
- Ensuring equitable access
- Forming diverse advisory committees
- Incorporating diverse instructional resources
- Including cultural acknowledgment
- Emphasizing equitable, anti-racism, anti-bias, cross-cultural instructional practices

Whereas the Phase II recommendations emanated from surveys to the members of the two focus groups, the Phase IV DEI infusion of instructional approaches into the skill standards was vetted by educators system-wide via a confirmation survey. These recommendations reflect methods by which instructors can implement DEI strategies in the classroom that support student success and/or teacher professional development.

Overcoming Barriers to Entry – address barriers students may face in accessing educational opportunities

Key recommendations include:

- Help students identify and leverage financial aid opportunities
- Ensure open access to technology and curriculum
- Offer flexible course, assignment, and test scheduling

Accommodating Diverse Learning Styles – incorporate strategies and approaches that acknowledge and accommodate diverse learning styles

Key recommendations include:

- Develop equitable syllabi
- Help students identify their respective learning styles
- Adapt teaching methods and content delivery to various learning modalities

Integrating Cultural Relevancy – promote cultural relevancy in curriculum design and delivery

Key recommendations include:

- Infuse content that reflects diverse cultures, experiences, and perspectives
- Use real-world examples
- Assign teamwork/group projects
- Invite industry guest speakers who model diverse cultures
- Offer professional development opportunities in cultural relevance and curriculum design

Providing Culturally Responsive Assessment and Feedback – emphasize the importance of bias-free assessments that consider the diverse backgrounds and experiences of students

Key recommendations include:

- Address feedback mechanisms to ensure equitable feedback delivery
- Provide clear guidelines and rubrics
- Incorporate industry-based standards
- Make feedback a two-way street

Using Motivational Techniques – explore motivational techniques that resonate with a diverse student population

Key recommendations include:

- Establish clear goals and expectations
- Structure team and interactive group assignments/projects/activities – students motivate one another
- Practice positive reinforcement techniques
- Connect learning outcomes to real-world experiences and requirements

Ensuring Equitable Access – prioritize equitable access to educational resources, facilities, technology, and opportunities for all students

Key recommendations include:

- Provide materials on multiple platforms
- Offer low to no-cost access to technology
- Provide flexible scheduling

- **Forming Diverse Advisory Committees – promote the establishment of advisory committees that reflect diversity in terms of race, gender, background, job level, and experiences**

Key recommendations include:

- Engage a diversity of alumni
- Collaborate interdepartmentally and across curricula
- Select committee members who are direct representatives of the staff and students to be served

Incorporating Diverse Instructional Resources – advocate for the availability of instructional resources that represent diverse perspectives

Key recommendations include:

- Use textbooks, materials, instructional applications, examples, and technology that align with dei principles
- Structure professional development via cross-curricular and interdepartmental collaboration

Including Cultural Acknowledgment – encourage administrative practices that acknowledge and celebrate the cultural diversity within the educational institution

Key recommendations include:

- Promote and participate in cultural events, celebrations, and awareness campaigns
- Create projects based on cultural events
- Offer students opportunities to share their respective cultures

Emphasizing Equitable, Anti-Racism, Anti-Bias, Cross-Cultural Instructional Practices – advocate for policies and practices that are inclusive and sensitive to the needs of diverse students and staff

Key recommendations include:

- Establish expectations and goals
- Provide structure and continuity
- Self-check for unconscious biases
- Lead by example
- Strive to incorporate the aforementioned instructional approaches

Phase II Reflections

Steering Committee

Please share any input or feedback you have related to your work as a steering committee member: structure, processes, decision-making, etc.

"The steering committee leadership was very organized and communicative. In addition, the team was patient, and thorough in their work and presentation of the process and activities. Their work towards consensus for every part of the process was inclusive and the ability to step back and course correct when needed was an important part of the process."

"The leadership team was very organized. An agenda was always shared before meetings with the steering committee. The work seemed very collaborative as the leadership group was sure to get the steering committee's input before moving forward with or making changes to the work plan."

"The steering committee was kept informed and engaged in the process and decision-making at appropriate intervals."

What do you see as logical next steps for the Professional-Technical Skill Standards to be ongoing and continuous? (i.e., professional development, website, update strategy, etc.)

"Updating the software tool for usability, once approved professional development for faculty and administration, providing documents/training on the website."

"After the new standards have been approved and implemented, I would love to see some training on how to use the skill standards in creating professional development plans for faculty members. The SBCTC website will need to be updated with the new standards. It would also be helpful to have some follow-up at a WEC meeting about how faculty are receiving the new skill standards. Are they using the new standards to create their development plans? What feedback are we getting about the newly revised standards?"

"Would be great to share best practices from individual colleges regarding how they are implementing beyond just going through the motions (perhaps a future WEC presentation). My understanding is that very few colleges are using online system for tracking. Would be interested in learning how other colleges are doing this."

Any other feedback, impressions, or recommendations you'd like to share related to the overall project?

"Recommend further discussions with CTC leadership around equity of the PDP process/skill standards for professional-technical faculty as opposed to faculty in other academic units."

"While this was a long project, it was completed on time. I would like to see a date set to review and/or update the skill standards on a regular basis so it isn't another 10+ years before the standards are revisited. It is very important that the development of our faculty keep pace with the changes in industry and on our college campuses."

"I really appreciated the methodical approach of the project leadership team."

Facilitators

Phase II Skill Standards

The facilitator of the Phase II Skill Standards group shared these reflections.

The original Skill Standards for Professional-Technical Instructors was developed in 2000 and withstands the test of time. Critical work functions saw minimal change in the 2012, 2023, and 2024 updates. It is a testimony to the members of the first work group that the foundational skills identified remained the bedrock in subsequent revisions.

This focus group benefited from the experience of one of the original developers. While 35% of the participants had no awareness of the skill standards prior to the project – and 25% identified as somewhat aware – their understanding was quickly enhanced thanks to a presentation from the 2000 skill standards team member, who also

shared the implementation guide that accompanied the 2000 work product. It was almost universally agreed that the creation of a primer would greatly facilitate understanding and use of the 2023 skill standards.

The diversity in teaching experience lent a gentle balance to the process and progress of the group. Those with less experience warmed to new knowledge and those with more extensive experience were generous in sharing their knowledge – while remaining receptive to an infusion of new ideas and questions.

The process invoked was non-linear. It is to the group's credit that they adapted to a process in which the path to the end result was not readily apparent at the outset. Having a tech-savvy and educationally knowledgeable co-facilitator helped smooth over bumps in the use of LucidSpark and Google Docs and all things virtual.

Expending 480+hours collectively in virtual real-time, the skill standards focus group reviewed and refreshed or renewed eight critical work functions, 45 key activities, 322 performance indicators, 297 technical knowledge, and mapped 232 employability skills from the SCANS model to a new U.S. Department of Education Employability Skills framework. The group also introduced three levels of mastery to the performance indicators, technical knowledge, and employability skills.

Updating two critical work functions and their affiliated components each year on a rolling basis would break down the project into more manageable pieces and ensure continuity in currency and relevancy.

Phase II Diversity, Equity, and Inclusion

The facilitator of the Phase II DEI focus group shared these reflections.

The process for developing diversity, equity, inclusion (DEI), and accessibility into the skill standards was something that had not been done previously at any higher educational institution in terms of skill standards or curriculum development. Although the Washington State Professional Educator Standards Board (PESB) published their Cultural Competency, Diversity, Equity, and Inclusion Standards for Educators in 2022, no higher education institution to our knowledge attempted to incorporate DEI principles into professional development/evaluation tools such as skill standards.

Many DEI focus group members expressed concern regarding the efficacy of integrating DEI into the skill standards because the work would not be applied system-wide.

> "There's nothing in these skill standards that is enough to break through and really impact DEI. Faculty independence issue gets in the way of consistent application of these throughout the system."
>
> "Where does the priority come from? Since only prof-tech faculty have to implement these skill standards, there's no system/institution focus on these. Degree programs are free to create their own goals."
>
> "This is foundational work to broader systemic work. This level of work needs the critical knowledge at all levels. The equity focus is one we carry at all times not an extra thing we do."

A perceived lack of administrative support was also a frequent concern, as focus group participants wondered whether their work would be relegated to a shelf and only utilized once per year. Many reported that they were rarely asked to reference the skill standards. The nature of incorporating DEI competencies in the skill standards caused further pause because participants didn't want these critical issues to be seen as surface-level updates without enduring administrative support.

> "It's not a hidden document, this is a dead document if we don't take any action. When we look at the scope of things, it'll be up to the VPIs and Deans to ensure these [skill standards] are used."
>
> "The divide between prof-tech and degree programs is an issue. How do we get degree programs, human resources, and administration to provide backing and emphasis and buy-in to using these?"
>
> "Most look at this once a year. The doc should be broken down for a new instructor and supported in a fashion with support. More admin check-ins and breaking down the skill standards based on where the instructor is in their journey."

The focus group selected was by design a diverse group including but not limited to race, age, institution, program, tenure, and level of knowledge around DEI. Interestingly, this posed a challenge to the group. Some participants believed that an expert in DEI should have been included in the process, and others seemed to discount the varying levels of knowledge and experience with DEI that were present in the focus group participants.

The skill standards steering committee and project leadership team maintained a commitment to diversity, equity, and inclusion in workforce education. They sought to recruit diverse focus group participants representing the demographic, geographic, programmatic, and faculty diversity of the community and technical college system and to reflect the students and communities the system serves. Leadership engaged prominent members of the DEI community to advise on the project framework. Focus group members were selected through a structured and thoughtful competitive process, the intent of which was to assemble a representative group of instructors. Applicants self-rated their respective levels of DEI awareness. Interestingly, this subjective approach emphasized the need for the creation and inclusion of DEI competencies into the skill standards, giving instructors a metric by which to self-evaluate.

> "We need to honor the expertise of people who are actually doing this work on their campuses, and then be vetted by others who are less proficient in the process. We're watering down the expertise of DEI practitioners by including others who don't have as high a level of DEI experience."
>
> "Experts are important, but we do have a powerful voice, every one of us. Perhaps the DEI person should be the facilitator in breakout groups. There's the value of professional development experience for folks with less DEI experience; we need to include faculty."
>
> "Some folks are in different places in their DEI journey and being designated as the 'DEI Group' lends additional authority that could be misconstrued."

One method to overcome this would be in the survey selection process to ask individuals to rate their diversity expertise. Those that ranked themselves high on the scale as well as those who ranked themselves low on the scale might be served by further onboarding to work toward a shared understanding of DEI. It is strongly recommended to maintain varying degrees of DEI experience moving forward. Furthermore, it is important to communicate how and to what degree the varying levels of DEI experience will or will not work together.

Another hurdle was how the group struggled with the scope of work. Some participants disagreed with the process and did not feel that enough of the college system, students, and historically marginalized groups were included in the project. Some expressed concerns that the work of the DEI focus group was "icing on the cake" rather than substantial systemic change.

> "Creating two focus groups where the DEI group adjusted/revised the skill standards group's work was a big issue, because it positioned the DEI group as sprinkles on top, not a complete ability to change things."
>
> "I'm concerned that this document will be advertised as a 'DEI approved' process when it wasn't; we weren't able to dig into it as deeply as needed."
>
> "This project was like being asked to complete the final project rather than building learning and a shared understanding of DEI in order to complete the final project."

Engagement in the focus group was another challenge. Some focus group members participated actively, some focused on the shortcomings of the skill standards update process, and others looked at the focus group sessions as an opportunity to learn more about DEI. Building a clearer understanding of the specific scope, approach, and work through the selection process and onset of future focus group work may help to attract participants who are able and willing to engage with the sensitive topics of diversity, equity, and inclusion.

One of the challenges that the DEI focus group members faced was finding time to complete the homework assigned to participants. Faculty and staff in the community and technical college system are very often extremely busy and have multiple responsibilities. With the focus group's feedback, the project team adjusted the scope of the facilitations to include an additional two sessions to eliminate much of the asynchronous homework. This change was mirrored by the skill standards focus group as well. It is recommended for future projects to plan all necessary work to be completed while the group is convened, as that provides the participants the best chance to focus on the work at hand amid their busy schedules.

The technical skills and knowledge of the Developing a Curriculum (DACUM) process varied among the focus group members. This was due to the wide range of teaching and non-teaching positions present in the group and the participants' years of experience. It is recommended that prior to starting the facilitation workshops there is a required meeting where all the information is reviewed, and training occurs on the processes and tools being used.

This kickoff meeting would address several items:

- Review the plan of the project, timeline, outcomes, and expectations of the participants,
- Teach important skills and frameworks that are needed for the group's success, including collaboration tools and the DACUM process, and
- Set aside intentional time for trust-building and community-building exercises to help participants develop camaraderie and emotional safety with the group.

This will lead to a much more efficient use of time within the workshop and a shared understanding from the beginning. Understanding the process used and a better understanding of the outcomes would also significantly, if not fully, eliminate the frustration from many of the DEI focus group.

One focus area for the next round is to incorporate additional community-building. While this is important for any focus group it is essential for DEI areas. This project had initially budgeted 1.5 out of four hours during the first workshop and then 20 minutes out of four hours for two additional workshops for community-building. The project team realized from the group's feedback that the participants needed more time set aside for community-building and a shared vision. Obviously, it was hampered by COVID and the inability to meet in person. But, even in person, several hours need to go into community-building for DEI. Additionally, many participants were off-camera. While inclusion is important, participants spending most of the meeting off-camera creates separation and introduces the ability to not be present in the facilitations. It is recommended that during the selection process, participants commit to being present with video as much as possible to encourage participation.

Despite the challenges this group faced, the project leadership team adroitly pivoted midstream to support the DEI focus group and change the process to incorporate more community-building. Meeting in person could have created shared camaraderie and cohesiveness which would have helped set up the group for success before finishing the facilitation remotely. That was not an option because of COVID-19 pandemic restrictions.

Finally, the faculty and staff who comprised the DEI focus group deserve commendation and high praise for the honest, courageous, and compassionate way in which they engaged in this process. Re-imagining systems to elevate diversity, equity, and inclusion for all is both deeply personal and critically important for our times. The project team is extremely grateful to all who participated in this work, their insights are greatly appreciated.

Phases II and IV Overarching Recommendations

Throughout the process of updating the Skill Standards for Professional-Technical Instructors, several overarching recommendations emerged from faculty focus groups and system-wide stakeholders which could be used as a foundation to propel this project and future work to the next level. These include:

- Transform the skill standards document into an easy-to-use reference format.
- Encourage use of the skill standards throughout the entire community and technical college system; address concerns from faculty about the exclusive focus on professional-technical instructors.
- Develop a resource guide to integrate the skill standards into standard operations.
- Establish a team of champions or ambassadors to promote the use and utility of the skill standards.
- Consider hybridized future attempts to conduct a project of this magnitude.
- Incorporate DEI principles into the skill standards through a broad framework of values/competencies.
- Place all level of mastery information coded blue for baseline/entry-level proficiency into a handbook for new instructor orientation and incorporate it into onboarding activities.
- Maintain focus on the big picture over the course of the process, particularly the impact of the skill standards on college programs.
- Address the challenge of changing campus culture and policy from the professional-technical instructor level.
- Acknowledge and address issues relative to the sole focus on professional-technical instruction.
- Examine current Washington Administrative Code (WAC), which some deans have suggested can be changed.
- Review and evaluate the current strategies for implementing skill standards and professional development.
- Determine professional development required to support skill standards implementation.
- Identify and plan system changes needed to support DEI implementation.
- Create a blueprint for operationalizing skill standards in the workplace.

WASHINGTON STATE

Skill Standards for Professional-Technical College Instructors

2024 Edition, Volume V

Legislative Priorities & Employability Skills

National and State Legislation

The emphasis on the principles of diversity, equity, and inclusion has cascaded down from the Office of the President of the United States to the U.S. Department of Education, fanning out to state levels across agencies and industries.

On January 20, 2021, the President signed Executive Order 13985 on Advancing Racial Equity and Support for Underserved Communities Through the Federal Government

The Department of Education subsequently released its 2022 Agency Equity Plan.

On 17 January 2022, Washington State Governor Jay Inslee signed Executive Order 22-02: Achieving Equity in Washington State Government.

The Governor's office also released the state's inaugural five-year Washington State Pro-Equity Anti-Racism (PEAR) Plan & Playbook in March 2022.

Washington State passed State Bill 5194 during the 2021 session, providing for equity and access in community and technical colleges, which was signed into law on May 12.

During that same session State Bill 5227 requiring diversity, equity, inclusion, and anti-racism training and assessments at institutions of higher education passed and was also signed into law on 12 May.

The Washington State Professional Educator Standards Board (PESB) committed to advancing initiatives that ensure equity in educator preparation, pathways, and workforce development. PESB upholds cultural competency, diversity, equity and inclusion (CCDEI) standards to ensure the cultural responsiveness of Washington State educators. Initially focused on diversity, PESB continues its groundbreaking work to define and incorporate equity and inclusion principles into educator standards.

Washington Administrative Code (WAC) 131-16-094

Certification process for professional-technical instructors

The certification process for professional-technical instructors includes assessing the attainment of the standards contained in the professional-technical skill standards and the completion of a professional development plan. The professional development plan identifies priorities for professional growth. The priorities should address, at a minimum, the professional-technical faculty's ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments. The professional development plan shall be developed in collaboration with the instructor and will include, based on local bargaining agreements, at least five professional development activities, linked to the professional-technical faculty skill standards.

The professional development plan includes:

1. Faculty (self) and administrator identification of professional development activities for professional growth.
2. Measurable outcomes and objective standards for measurement of skill standard achievement.
3. A timeline for the successful achievement of outcomes.

Examples of professional development activities include, but are not limited to, workshops, courses of instruction, conferences, industry experiences, and projects. The assigned professional-technical administrator supervisor shall be responsible for the approval of the professional development plan. The chief professional-technical administrator shall be responsible for the approval of professional development activities.

[Statutory Authority: Chapter 28B.50 RCW. WSR 04-07-094, § 131-16-094, filed 3/16/04, effective 4/16/04. Statutory Authority: RCW 28B.50.090 (7)(a). WSR 91-21-009 (Order 134, Resolution No. 91-27), § 131-16-094, filed 10/4/91, effective 11/4/91; WSR 80-13-011 (Order 82, Resolution No. 80-14), § 131-16-094, filed 9/8/80; Order 22, § 131-16-094, filed 11/27/73.]

Employability Skills

The 2012 skills standards employability skills (ES) were mapped to the Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS), created in 1992 and last updated in 2000. Using SCANS as its foundation, the Department of Education subsequently created the Employability Skills in Career, Technical, and Adult Education in 2010, updating the employability skills in 2014 and 2016. Following careful evaluation and benefiting from a presentation from Ms. Robin Utz, Deputy Director, Office of Career, Technical, and Adult Education (CTAE), U.S. Department of Education, about the employability skills framework, the group chose to adopt the CTAE model. This represents a significant change from the 2012 review.

Critical Work Function A: Manage Learning Environments

Participants were asked to indicate the required proficiency of an instructor with six to twelve months of experience based on the following ranking:
1= Basic Competency, 3= Intermediate Competency, 5= Advanced Competency

Applied Knowledge – Applied Academic Skills Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.	**A1** Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	**A2** Set up, maintain and repair instructional systems, equipment and/or tools	**A3** Develop a growth and replacement plan for systems, equipment and/or tools	**A4** Lead students and supervise learning environments	**A5** Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	**A6** Evaluate and monitor the safety of the instructional areas and practices	**A7** Identify, evaluate, and implement new instructional strategies and technologies
Reading skills Instructor applies/demonstrates reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	**1**	**1**	**3**	**3**	**3**	**5**	**3**
Writing skills Instructor relies on writing skills to construct lesson plans, reports, course and presentation materials, take notes, and compose responses to questions.	**1**	**1**	**3**	**3**	**3**	**5**	**3**
Math strategies/procedures Instructor uses computational skills appropriately and makes logical choices when analyzing and differentiating among available procedures. Outside of math-related courses, this includes creating/interpreting tables and graphs and organizing/displaying data.	**1**	**1**	**1**	**3**	**3**	**5**	**3**
Scientific principles/procedures Instructor follows procedures, experiments, infers, hypothesizes (even as simple as "what if we do it this way"), and constructs processes to complete a task (can occur outside of math/science classes).	**1**	**1**	**2**	**3**	**3**	**5**	**3**

Applied Knowledge – Critical Thinking Skills Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	**A1** Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	**A2** Set up, maintain and repair instructional systems, equipment and/or tools	**A3** Develop a growth and replacement plan for systems, equipment and/or tools	**A4** Lead students and supervise learning environments	**A5** Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	**A6** Evaluate and monitor the safety of the instructional areas and practices	**A7** Identify, evaluate, and implement new instructional strategies and technologies
Thinks creatively Instructor creates innovative and novel ideas/solutions and displays divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.	**3**	**3**	**3**	**3**	**3**	**3**	**3**
Thinks critically Instructor displays analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).	**3**	**3**	**3**	**3**	**3**	**3**	**3**
Makes sound decisions Instructor differentiates between multiple approaches and assesses options (could be linked to thinking critically).	**2**	**3**	**3**	**3**	**3**	**3**	**3**
Solves problems Instructor assesses problems involving the use of available resources (personnel and materials) and reviews multiple strategies for resolving problems (could be linked to thinking creatively).	**3**	**3**	**3**	**3**	**3**	**3**	**4**
Reasons Instructor negotiates pros/cons of ideas, approaches, and solutions and analyzes options using "if-then" rationale.	**3**	**5**	**3**	**3**	**3**	**5**	**4**
Plans/organizes Instructor plans steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.	**2**	**3**	**3**	**3**	**4**	**4**	**3**

Effective Relationships – Interpersonal Skills Interpersonal skills are almost always displayed when instructor works in pairs or teams to complete short-term or long-term tasks.	**A1** Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	**A2** Set up, maintain and repair instructional systems, equipment and/or tools	**A3** Develop a growth and replacement plan for systems, equipment and/or tools	**A4** Lead students and supervise learning environments	**A5** Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	**A6** Evaluate and monitor the safety of the instructional areas and practices	**A7** Identify, evaluate, and implement new instructional strategies and technologies
Understands teamwork and works with others Instructor participates in cooperative groups or with a partner, contributes fairly to the task, and shows respect to others.	**1**	**1**	**3**	**3**	**4**	**4**	**4**
Responds to customer needs Instructor helps fellow instructors and students understand tasks, find resources, and fulfill assigned roles (think of fellow instructors and students as customers).	**3**	**3**	**4**	**3**	**3**	**3**	**3**
Exercises leadership Instructor participates as team leader or effective team member in project assignments and organizes work to meet project goals and team roles.	**5**	**5**	**4**	**3**	**3**	**4**	**3**
Negotiates to resolve conflict Instructor keeps team members on track, suggests alternatives, and discusses options (can be as much about agreement as conflict).	**4**	**5**	**3**	**3**	**3**	**1**	**2**
Respects individual differences Instructor listens to and considers all team members' ideas, responds supportively to ideas given in class or in teams, and works well with all teammates.	**3**	**3**	**2**	**3**	**4**	**3**	**3**

Effective Relationships – Personal Qualities Personal qualities are routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat students and their fellow instructors, and govern themselves.	**A1** Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	**A2** Set up, maintain and repair instructional systems, equipment and/or tools	**A3** Develop a growth and replacement plan for systems, equipment and/or tools	**A4** Lead students and supervise learning environments	**A5** Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	**A6** Evaluate and monitor the safety of the instructional areas and practices	**A7** Identify, evaluate, and implement new instructional strategies and technologies
Demonstrates responsibility and self-discipline Instructor actively participates in course management and administration, asking questions, volunteering answers, completing/submitting projects and assignments, and working well in groups.	**3**	**3**	**3**	**3**	**3**	**3**	**3**
Adapts and shows flexibility Instructor adapts easily to different modes of instruction and different types of assignments.	**2**	**3**	**3**	**3**	**3**	**3**	**3**
Works independently Instructor commits to time-on-task and begins work without fanfare.	**1**	**1**	**3**	**3**	**3**	**4**	**3**
Demonstrates a willingness to learn Instructor is cooperative and noticeably engaged.	**1**	**1**	**3**	**3**	**4**	**5**	**3**
Demonstrates integrity Instructor treats work assignments with respect in that work is either original or credited correctly.	**1**	**1**	**3**	**3**	**5**	**3**	**4**
Demonstrates professionalism Instructor treats others and work assignments with respect. All ideas are considered, and work is either original or credited correctly.	**2**	**1**	**3**	**3**	**5**	**5**	**4**
Takes initiative Instructor commits to time-on-task and begins work without fanfare. This is also evident during teamwork.	**2**	**1**	**3**	**3**	**3**	**3**	**3**
Displays a positive attitude and sense of self-worth Instructor contributes positively to the program.	**1**	**1**	**3**	**3**	**5**	**5**	**3**
Takes responsibility for professional growth Instructor is an active listener, seeking clarification and understanding when needed.	**1**	**1**	**3**	**3**	**3**	**5**	**3**

Workplace Skills – Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an instructor manages class time.	**A1** Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	**A2** Set up, maintain and repair instructional systems, equipment and/or tools	**A3** Develop a growth and replacement plan for systems, equipment and/or tools	**A4** Lead students and supervise learning environments	**A5** Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	**A6** Evaluate and monitor the safety of the instructional areas and practices	**A7** Identify, evaluate, and implement new instructional strategies and technologies
Manages time Instructor demonstrates time management when organizing and planning project activities with a team or when organizing and managing themselves and individual responsibilities and homework. Time management is inherent in almost all assignments.	**3**	**3**	**3**	**3**	**3**	**2**	**3**
Manages money Instructor manages money in program activities requiring allocation of limited finances and resources (i.e. writing and adhering to a budget, acquiring supplies, or planning a trip).	**5**	**5**	**3**	**3**	**2**	**2**	**2**
Manages resources Instructor manages resources in projects requiring allocation of limited finances, resources (materials), and personnel.	**5**	**5**	**3**	**3**	**3**	**2**	**2**
Manages personnel Instructor gains experience managing personnel in program activities requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.	**5**	**5**	**3**	**3**	**2**	**2**	**2**

Workplace Skills – Information Use Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a report or preparing an oral presentation.	**A1** Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	**A2** Set up, maintain and repair instructional systems, equipment and/or tools	**A3** Develop a growth and replacement plan for systems, equipment and/or tools	**A4** Lead students and supervise learning environments	**A5** Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	**A6** Evaluate and monitor the safety of the instructional areas and practices	**A7** Identify, evaluate, and implement new instructional strategies and technologies
Locates Instructor uses analytical strategies to determine the best medium for finding necessary information.	**3**	**3**	**3**	**3**	**2**	**3**	**3**
Organizes Instructor uses any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.	**2**	**1**	**1**	**3**	**3**	**3**	**3**
Uses Instructor uses classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.	**3**	**2**	**3**	**3**	**3**	**4**	**3**
Analyzes Instructor assesses information to determine which is relevant (does not have to be a mathematical analysis).	**3**	**3**	**3**	**3**	**4**	**4**	**3**
Communicates Instructor summarizes information to compose written or oral presentations, reports, slides, etc. This can also be as simple as an instructor explaining a problem scenario in front of the class.	**2**	**3**	**3**	**3**	**3**	**4**	**3**

Workplace Skills – Communication Skills Routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their students, and govern themselves.	**A1** Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	**A2** Set up, maintain and repair instructional systems, equipment and/or tools	**A3** Develop a growth and replacement plan for systems, equipment and/or tools	**A4** Lead students and supervise learning environments	**A5** Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	**A6** Evaluate and monitor the safety of the instructional areas and practices	**A7** Identify, evaluate, and implement new instructional strategies and technologies
Communicates verbally Instructor provides oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.	**1**	**1**	**3**	**3**	**4**	**5**	**4**
Listens actively Instructor is noticeably engaged through note taking, questioning, and responding.	**1**	**1**	**3**	**3**	**4**	**5**	**4**
Comprehends written material Instructor uses/demonstrates reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.	**1**	**1**	**3**	**3**	**4**	**5**	**3**
Conveys information in writing Instructor relies on writing skills to organize reports, projects, presentation materials and to take notes and reply to questions.	**1**	**1**	**3**	**3**	**3**	**4**	**3**
Observes carefully Instructor interprets verbal and nonverbal communication efforts of others.	**3**	**3**	**3**	**3**	**2**	**3**	**2**

Workplace Skills – Systems Thinking A team working in sync to accomplish an assignment can be thought of as a system.	**A1** Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	**A2** Set up, maintain and repair instructional systems, equipment and/or tools	**A3** Develop a growth and replacement plan for systems, equipment and/or tools	**A4** Lead students and supervise learning environments	**A5** Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	**A6** Evaluate and monitor the safety of the instructional areas and practices	**A7** Identify, evaluate, and implement new instructional strategies and technologies
Understands and uses systems Instructor understands their roles and assignments when collaborating as a team (system) and contributes to the organizational structure and function of the team.	**3**	**5**	**3**	**3**	**3**	**4**	**3**
Monitors systems Instructor devises methods to assess team (system) progress.	**5**	**5**	**3**	**3**	**3**	**3**	**2**
Improves systems Instructor negotiates mid-course corrections, adaptations to team (system) tasks if necessary.	**4**	**5**	**3**	**3**	**3**	**3**	**2**

Workplace Skills – Technology Use In the classroom and workplace, technology skills typically refer to the use of digital electronics.	**A1** Research, evaluate and obtain required equipment, systems, tools, supplies, and/or materials	**A2** Set up, maintain and repair instructional systems, equipment and/or tools	**A3** Develop a growth and replacement plan for systems, equipment and/or tools	**A4** Lead students and supervise learning environments	**A5** Research, select, evaluate and maintain off-campus learning environments with assistance of industry partners	**A6** Evaluate and monitor the safety of the instructional areas and practices	**A7** Identify, evaluate, and implement new instructional strategies and technologies
Understands and uses technology Instructor often relies on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	**2**	**2**	**3**	**3**	**3**	**3**	**3**

Critical Work Function B: Develop Outcomes, Assessments, and Curricula

Applied Knowledge – Applied Academic Skills Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.	**B1** Identify, evaluate, and modify outcomes	**B2** Create, evaluate, and modify curriculum	**B3** Create, evaluate, and modify assessments	**B4** Implement curriculum and assessments.	**B5** Integrate curriculum with other faculty in the department and in other instructional areas/institutions
Reading skills Instructor applies/demonstrates reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	**3**	**5**	**5**	**5**	**5**
Writing skills Instructor relies on writing skills to construct lesson plans, reports, course and presentation materials, take notes, and compose responses to questions.	**3**	**5**	**5**	**5**	**5**
Math strategies/procedures Instructor uses computational skills appropriately and makes logical choices when analyzing and differentiating among available procedures. Outside of math-related courses, this includes creating/interpreting tables and graphs and organizing/displaying data.	**3**	**4**	**5**	**3**	**4**
Scientific principles/procedures Instructor follows procedures, experiments, infers, hypothesizes (even as simple as "what if we do it this way"), and constructs processes to complete a task (can occur outside of math/science classes).	**3**	**3**	**4**	**3**	**4**

Applied Knowledge – Critical Thinking Skills Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	**B1** Identify, evaluate, and modify outcomes	**B2** Create, evaluate, and modify curriculum	**B3** Create, evaluate, and modify assessments	**B4** Implement curriculum and assessments.	**B5** Integrate curriculum with other faculty in the department and in other instructional areas/institutions
Thinks creatively Instructor creates innovative and novel ideas/solutions and displays divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.	**3**	**5**	**4**	**4**	**4**
Thinks critically Instructor displays analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).	**3**	**3**	**4**	**3**	**5**
Makes sound decisions Instructor differentiates between multiple approaches and assesses options (could be linked to thinking critically).	**4**	**3**	**4**	**3**	**4**
Solves problems Instructor assesses problems involving the use of available resources (personnel and materials) and reviews multiple strategies for resolving problems (could be linked to thinking creatively).	**3**	**4**	**5**	**2**	**4**
Reasons Instructor negotiates pros/cons of ideas, approaches, and solutions and analyzes options using "if-then" rationale.	**3**	**4**	**5**	**2**	**4**
Plans/organizes Instructor plans steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.	**3**	**4**	**4**	**3**	**4**

Effective Relationships – Interpersonal Skills Interpersonal skills are almost always displayed when instructor works in pairs or teams to complete short-term or long-term tasks.	**B1** Identify, evaluate, and modify outcomes	**B2** Create, evaluate, and modify curriculum	**B3** Create, evaluate, and modify assessments	**B4** Implement curriculum and assessments.	**B5** Integrate curriculum with other faculty in the department and in other instructional areas/institutions
Understands teamwork and works with others Instructor participates in cooperative groups or with a partner, contributes fairly to the task, and shows respect to others.	**3**	**5**	**5**	**5**	**5**
Responds to customer needs Instructor helps fellow instructors and students understand tasks, find resources, and fulfill assigned roles (think of fellow instructors and students as customers).	**3**	**4**	**5**	**5**	**5**
Exercises leadership Instructor participates as team leader or effective team member in project assignments and organizes work to meet project goals and team roles.	**2**	**4**	**4**	**4**	**4**
Negotiates to resolve conflict Instructor keeps team members on track, suggests alternatives, and discusses options (can be as much about agreement as conflict).	**2**	**3**	**3**	**4**	**4**
Respects individual differences Instructor listens to and considers all team members' ideas, responds supportively to ideas given in class or in teams, and works well with all teammates.	**3**	**5**	**5**	**5**	**5**

Effective Relationships – Personal Qualities Personal qualities are routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat students and their fellow instructors, and govern themselves.	**B1** Identify, evaluate, and modify outcomes	**B2** Create, evaluate, and modify curriculum	**B3** Create, evaluate, and modify assessments	**B4** Implement curriculum and assessments.	**B5** Integrate curriculum with other faculty in the department and in other instructional areas/institutions
Demonstrates responsibility and self-discipline Instructor actively participates in course management and administration, asking questions, volunteering answers, completing/submitting projects and assignments, and working well in groups.	**3**	**5**	**5**	**5**	**5**
Adapts and shows flexibility Instructor adapts easily to different modes of instruction and different types of assignments.	**3**	**4**	**5**	**5**	**5**
Works independently Instructor commits to time-on-task and begins work without fanfare.	**3**	**5**	**5**	**4**	**4**
Demonstrates a willingness to learn Instructor is cooperative and noticeably engaged.	**5**	**5**	**5**	**5**	**5**
Demonstrates integrity Instructor treats work assignments with respect in that work is either original or credited correctly.	**5**	**5**	**5**	**5**	**5**
Demonstrates professionalism Instructor treats others and work assignments with respect. All ideas are considered, and work is either original or credited correctly.	**5**	**5**	**5**	**5**	**5**
Takes initiative Instructor commits to time-on-task and begins work without fanfare. This is also evident during teamwork.	**5**	**5**	**5**	**4**	**5**
Displays a positive attitude and sense of self-worth Instructor contributes positively to the program.	**3**	**5**	**5**	**5**	**5**
Takes responsibility for professional growth Instructor is an active listener, seeking clarification and understanding when needed.	**3**	**4**	**4**	**4**	**4**

Workplace Skills – Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an instructor manages class time.	**B1** Identify, evaluate, and modify outcomes	**B2** Create, evaluate, and modify curriculum	**B3** Create, evaluate, and modify assessments	**B4** Implement curriculum and assessments.	**B5** Integrate curriculum with other faculty in the department and in other instructional areas/institutions
Manages time Instructor demonstrates time management when organizing and planning project activities with a team or when organizing and managing themselves and individual responsibilities and homework. Time management is inherent in almost all assignments.	**3**	**5**	**5**	**5**	**5**
Manages money Instructor manages money in program activities requiring allocation of limited finances and resources (i.e. writing and adhering to a budget, acquiring supplies, or planning a trip).	**2**	**3**	**3**	**4**	**3**
Manages resources Instructor manages resources in projects requiring allocation of limited finances, resources (materials), and personnel.	**2**	**3**	**3**	**4**	**3**
Manages personnel Instructor gains experience managing personnel in program activities requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.	**1**	**4**	**2**	**3**	**3**

Workplace Skills – Information Use Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a report or preparing an oral presentation.	**B1** Identify, evaluate, and modify outcomes	**B2** Create, evaluate, and modify curriculum	**B3** Create, evaluate, and modify assessments	**B4** Implement curriculum and assessments.	**B5** Integrate curriculum with other faculty in the department and in other instructional areas/institutions
Locates Instructor uses analytical strategies to determine the best medium for finding necessary information.	**3**	**4**	**5**	**5**	**5**
Organizes Instructor uses any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.	**3**	**3**	**5**	**5**	**5**
Uses Instructor uses classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.	**3**	**4**	**4**	**5**	**5**
Analyzes Instructor assesses information to determine which is relevant (does not have to be a mathematical analysis).	**3**	**4**	**4**	**4**	**5**
Communicates Instructor summarizes information to compose written or oral presentations, reports, slides, etc. This can also be as simple as an instructor explaining a problem scenario in front of the class.	**3**	**5**	**5**	**5**	**5**

Workplace Skills – Communication Skills Routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their students, and govern themselves.	**B1** Identify, evaluate, and modify outcomes	**B2** Create, evaluate, and modify curriculum	**B3** Create, evaluate, and modify assessments	**B4** Implement curriculum and assessments.	**B5** Integrate curriculum with other faculty in the department and in other instructional areas/institutions
Communicates verbally Instructor provides oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.	**3**	**5**	**5**	**5**	**5**
Listens actively Instructor is noticeably engaged through note taking, questioning, and responding.	**5**	**5**	**5**	**5**	**5**
Comprehends written material Instructor uses/demonstrates reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.	**3**	**5**	**5**	**5**	**5**
Conveys information in writing Instructor relies on writing skills to organize reports, projects, presentation materials and to take notes and reply to questions.	**3**	**5**	**5**	**5**	**5**
Observes carefully Instructor interprets verbal and nonverbal communication efforts of others.	**2**	**5**	**5**	**5**	**4**

Workplace Skills – Systems Thinking A team working in sync to accomplish an assignment can be thought of as a system.	**B1** Identify, evaluate, and modify outcomes	**B2** Create, evaluate, and modify curriculum	**B3** Create, evaluate, and modify assessments	**B4** Implement curriculum and assessments.	**B5** Integrate curriculum with other faculty in the department and in other instructional areas/institutions
Understands and uses systems Instructor understands their roles and assignments when collaborating as a team (system) and contributes to the organizational structure and function of the team.	**3**	**4**	**3**	**3**	**4**
Monitors systems Instructor devises methods to assess team (system) progress.	**2**	**3**	**3**	**3**	**3**
Improves systems Instructor negotiates mid-course corrections, adaptations to team (system) tasks if necessary.	**2**	**3**	**2**	**2**	**3**

Workplace Skills – Technology Use In the classroom and workplace, technology skills typically refer to the use of digital electronics.	**B1** Identify, evaluate, and modify outcomes	**B2** Create, evaluate, and modify curriculum	**B3** Create, evaluate, and modify assessments	**B4** Implement curriculum and assessments.	**B5** Integrate curriculum with other faculty in the department and in other instructional areas/institutions
Understands and uses technology Instructor often relies on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	**3**	**4**	**5**	**5**	**5**

Critical Work Function C: Develop and Review Programs

Applied Knowledge – Applied Academic Skills Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.	**C1** Develop, review, and update program course plan to align with maps and Guided Pathways Principles	**C2** Recruit and work with advisory committee and employers to meet changing needs of the program and industry	**C3** Identify, evaluate, and modify program outcomes and assessments	**C4** Identify and develop core and support courses	**C5** Maintain (or obtain) program accreditation	**C6** Research, identify and evaluate trends and implement current industry standards	**C7** Coordinate program development with other college programs and institutions
Reading skills Instructor applies/demonstrates reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	**1**	**3**	**1**	**1**	**1**	**2**	**2**
Writing skills Instructor relies on writing skills to construct lesson plans, reports, course and presentation materials, take notes, and compose responses to questions.	**1**	**3**	**1**	**1**	**1**	**3**	**2**
Math strategies/procedures Instructor uses computational skills appropriately and makes logical choices when analyzing and differentiating among available procedures. Outside of math-related courses, this includes creating/interpreting tables and graphs and organizing/displaying data.	**1**	**3**	**2**	**3**	**3**	**2**	**2**
Scientific principles/procedures Instructor follows procedures, experiments, infers, hypothesizes (even as simple as "what if we do it this way"), and constructs processes to complete a task (can occur outside of math/science classes).	**3**	**3**	**3**	**3**	**2**	**2**	**2**

Applied Knowledge – Critical Thinking Skills Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	**C1** Develop, review, and update program course plan to align with maps and Guided Pathways Principles	**C2** Recruit and work with advisory committee and employers to meet changing needs of the program and industry	**C3** Identify, evaluate, and modify program outcomes and assessments	**C4** Identify and develop core and support courses	**C5** Maintain (or obtain) program accreditation	**C6** Research, identify and evaluate trends and implement current industry standards	**C7** Coordinate program development with other college programs and institutions
Thinks creatively Instructor creates innovative and novel ideas/solutions and displays divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.	**3**	**4**	**4**	**3**	**2**	**2**	**2**
Thinks critically Instructor displays analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).	**3**	**4**	**5**	**3**	**1**	**1**	**1**
Makes sound decisions Instructor differentiates between multiple approaches and assesses options (could be linked to thinking critically).	**3**	**4**	**4**	**4**	**1**	**1**	**1**
Solves problems Instructor assesses problems involving the use of available resources (personnel and materials) and reviews multiple strategies for resolving problems (could be linked to thinking creatively).	**3**	**4**	**4**	**4**	**2**	**2**	**2**
Reasons Instructor negotiates pros/cons of ideas, approaches, and solutions and analyzes options using "if-then" rationale.	**4**	**5**	**5**	**5**	**1**	**1**	**1**
Plans/organizes Instructor plans steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.	**3**	**2**	**3**	**2**	**2**	**2**	**2**

Effective Relationships – Interpersonal Skills Interpersonal skills are almost always displayed when instructor works in pairs or teams to complete short-term or long-term tasks.	**C1** Develop, review, and update program course plan to align with maps and Guided Pathways Principles	**C2** Recruit and work with advisory committee and employers to meet changing needs of the program and industry	**C3** Identify, evaluate, and modify program outcomes and assessments	**C4** Identify and develop core and support courses	**C5** Maintain (or obtain) program accreditation	**C6** Research, identify and evaluate trends and implement current industry standards	**C7** Coordinate program development with other college programs and institutions
Understands teamwork and works with others Instructor participates in cooperative groups or with a partner, contributes fairly to the task, and shows respect to others.	**1**	**1**	**1**	**1**	**3**	**3**	**2**
Responds to customer needs Instructor helps fellow instructors and students understand tasks, find resources, and fulfill assigned roles (think of fellow instructors and students as customers).	**3**	**3**	**3**	**3**	**2**	**2**	**2**
Exercises leadership Instructor participates as team leader or effective team member in project assignments and organizes work to meet project goals and team roles.	**4**	**4**	**3**	**4**	**2**	**2**	**2**
Negotiates to resolve conflict Instructor keeps team members on track, suggests alternatives, and discusses options (can be as much about agreement as conflict).	**4**	**4**	**4**	**4**	**1**	**2**	**2**
Respects individual differences Instructor listens to and considers all team members' ideas, responds supportively to ideas given in class or in teams, and works well with all teammates.	**4**	**1**	**4**	**5**	**3**	**3**	**3**

Effective Relationships – Personal Qualities Personal qualities are routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat students and their fellow instructors, and govern themselves.	**C1** Develop, review, and update program course plan to align with maps and Guided Pathways Principles	**C2** Recruit and work with advisory committee and employers to meet changing needs of the program and industry	**C3** Identify, evaluate, and modify program outcomes and assessments	**C4** Identify and develop core and support courses	**C5** Maintain (or obtain) program accreditation	**C6** Research, identify and evaluate trends and implement current industry standards	**C7** Coordinate program development with other college programs and institutions
Demonstrates responsibility and self-discipline Instructor actively participates in course management and administration, asking questions, volunteering answers, completing/submitting projects and assignments, and working well in groups.	**3**	**1**	**3**	**2**	**3**	**3**	**3**
Adapts and shows flexibility Instructor adapts easily to different modes of instruction and different types of assignments.	**3**	**2**	**3**	**2**	**2**	**2**	**2**
Works independently Instructor commits to time-on-task and begins work without fanfare.	**1**	**1**	**1**	**1**	**2**	**3**	**3**
Demonstrates a willingness to learn Instructor is cooperative and noticeably engaged.	**1**	**1**	**1**	**1**	**3**	**3**	**3**
Demonstrates integrity Instructor treats work assignments with respect in that work is either original or credited correctly.	**1**	**1**	**1**	**1**	**3**	**3**	**3**
Demonstrates professionalism Instructor treats others and work assignments with respect. All ideas are considered, and work is either original or credited correctly.	**3**	**1**	**1**	**1**	**3**	**3**	**3**
Takes initiative Instructor commits to time-on-task and begins work without fanfare. This is also evident during teamwork.	**1**	**1**	**1**	**1**	**3**	**3**	**3**
Displays a positive attitude and sense of self-worth Instructor contributes positively to the program.	**1**	**1**	**1**	**1**	**3**	**3**	**3**
Takes responsibility for professional growth Instructor is an active listener, seeking clarification and understanding when needed.	**1**	**1**	**1**	**2**	**3**	**3**	**3**

Workplace Skills – Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an instructor manages class time.	**C1** Develop, review, and update program course plan to align with maps and Guided Pathways Principles	**C2** Recruit and work with advisory committee and employers to meet changing needs of the program and industry	**C3** Identify, evaluate, and modify program outcomes and assessments	**C4** Identify and develop core and support courses	**C5** Maintain (or obtain) program accreditation	**C6** Research, identify and evaluate trends and implement current industry standards	**C7** Coordinate program development with other college programs and institutions
Manages time Instructor demonstrates time management when organizing and planning project activities with a team or when organizing and managing themselves and individual responsibilities and homework. Time management is inherent in almost all assignments.	**3**	**2**	**3**	**3**	**2**	**2**	**2**
Manages money Instructor manages money in program activities requiring allocation of limited finances and resources (i.e. writing and adhering to a budget, acquiring supplies, or planning a trip).	**5**	**4**	**5**	**5**	**1**	**1**	**1**
Manages resources Instructor manages resources in projects requiring allocation of limited finances, resources (materials), and personnel.	**5**	**4**	**5**	**5**	**1**	**1**	**1**
Manages personnel Instructor gains experience managing personnel in program activities requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.	**5**	**5**	**5**	**5**	**1**	**1**	**1**

Workplace Skills – Information Use Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a report or preparing an oral presentation.	**C1** Develop, review, and update program course plan to align with maps and Guided Pathways Principles	**C2** Recruit and work with advisory committee and employers to meet changing needs of the program and industry	**C3** Identify, evaluate, and modify program outcomes and assessments	**C4** Identify and develop core and support courses	**C5** Maintain (or obtain) program accreditation	**C6** Research, identify and evaluate trends and implement current industry standards	**C7** Coordinate program development with other college programs and institutions
Locates Instructor uses analytical strategies to determine the best medium for finding necessary information.	**3**	**3**	**3**	**3**	**2**	**2**	**2**
Organizes Instructor uses any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.	**2**	**3**	**3**	**3**	**2**	**2**	**2**
Uses Instructor uses classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.	**2**	**4**	**3**	**4**	**1**	**1**	**1**
Analyzes Instructor assesses information to determine which is relevant (does not have to be a mathematical analysis).	**3**	**5**	**4**	**4**	**1**	**1**	**1**
Communicates Instructor summarizes information to compose written or oral presentations, reports, slides, etc. This can also be as simple as an instructor explaining a problem scenario in front of the class.	**1**	**4**	**4**	**4**	**1**	**1**	**1**

Workplace Skills – Communication Skills Routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their students, and govern themselves.	**C1** Develop, review, and update program course plan to align with maps and Guided Pathways Principles	**C2** Recruit and work with advisory committee and employers to meet changing needs of the program and industry	**C3** Identify, evaluate, and modify program outcomes and assessments	**C4** Identify and develop core and support courses	**C5** Maintain (or obtain) program accreditation	**C6** Research, identify and evaluate trends and implement current industry standards	**C7** Coordinate program development with other college programs and institutions
Communicates verbally Instructor provides oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.	**1**	**1**	**1**	**1**	**3**	**3**	**3**
Listens actively Instructor is noticeably engaged through note taking, questioning, and responding.	**1**	**1**	**1**	**1**	**3**	**3**	**3**
Comprehends written material Instructor uses/demonstrates reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.	**1**	**1**	**1**	**1**	**3**	**3**	**3**
Conveys information in writing Instructor relies on writing skills to organize reports, projects, presentation materials and to take notes and reply to questions.	**1**	**1**	**1**	**1**	**3**	**3**	**3**
Observes carefully Instructor interprets verbal and nonverbal communication efforts of others.	**2**	**2**	**1**	**2**	**2**	**2**	**2**

Workplace Skills – Systems Thinking A team working in sync to accomplish an assignment can be thought of as a system.	**C1** Develop, review, and update program course plan to align with maps and Guided Pathways Principles	**C2** Recruit and work with advisory committee and employers to meet changing needs of the program and industry	**C3** Identify, evaluate, and modify program outcomes and assessments	**C4** Identify and develop core and support courses	**C5** Maintain (or obtain) program accreditation	**C6** Research, identify and evaluate trends and implement current industry standards	**C7** Coordinate program development with other college programs and institutions
Understands and uses systems Instructor understands their roles and assignments when collaborating as a team (system) and contributes to the organizational structure and function of the team.	**4**	**4**	**2**	**2**	**2**	**2**	**2**
Monitors systems Instructor devises methods to assess team (system) progress.	**4**	**5**	**3**	**3**	**2**	**2**	**1**
Improves systems Instructor negotiates mid-course corrections, adaptations to team (system) tasks if necessary.	**4**	**5**	**3**	**3**	**1**	**1**	**1**

Workplace Skills – Technology Use In the classroom and workplace, technology skills typically refer to the use of digital electronics.	**C1** Develop, review, and update program course plan to align with maps and Guided Pathways Principles	**C2** Recruit and work with advisory committee and employers to meet changing needs of the program and industry	**C3** Identify, evaluate, and modify program outcomes and assessments	**C4** Identify and develop core and support courses	**C5** Maintain (or obtain) program accreditation	**C6** Research, identify and evaluate trends and implement current industry standards	**C7** Coordinate program development with other college programs and institutions
Understands and uses technology Instructor often relies on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	**3**	**3**	**3**	**3**	**2**	**2**	**2**

Critical Work Function D: Provide Student Instruction

Applied Knowledge – Applied Academic Skills Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.	**D1** Prepare and/or gather current instructional materials	**D2** Provide individual and group instruction	**D3** Initiate, develop, and implement student assessments	**D4** Modify instructional materials and methods based on student an industry assessments and feedback	**D5** Promote professionalism in the learning environment
Reading skills Instructor applies/demonstrates reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	**4**	**4**	**3**	**4**	**4**
Writing skills Instructor relies on writing skills to construct lesson plans, reports, course and presentation materials, take notes, and compose responses to questions.	**4**	**3.5**	**3.5**	**4**	**4**
Math strategies/procedures Instructor uses computational skills appropriately and makes logical choices when analyzing and differentiating among available procedures. Outside of math-related courses, this includes creating/interpreting tables and graphs and organizing/displaying data.	**3.5**	**3**	**2.5**	**3**	**3**
Scientific principles/procedures Instructor follows procedures, experiments, infers, hypothesizes (even as simple as "what if we do it this way"), and constructs processes to complete a task (can occur outside of math/science classes).	**3.5**	**3.5**	**3**	**3**	**3**

Applied Knowledge – Critical Thinking Skills Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	**D1** Prepare and/or gather current instructional materials	**D2** Provide individual and group instruction	**D3** Initiate, develop, and implement student assessments	**D4** Modify instructional materials and methods based on student an industry assessments and feedback	**D5** Promote professionalism in the learning environment
Thinks creatively Instructor creates innovative and novel ideas/solutions and displays divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.	**2.5**	**3**	**3**	**3.5**	**3.5**
Thinks critically Instructor displays analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).	**3.5**	**3**	**3.5**	**4.5**	**3.5**
Makes sound decisions Instructor differentiates between multiple approaches and assesses options (could be linked to thinking critically).	**3**	**3.5**	**3.5**	**3.5**	**3**
Solves problems Instructor assesses problems involving the use of available resources (personnel and materials) and reviews multiple strategies for resolving problems (could be linked to thinking creatively).	**2.5**	**3**	**3.5**	**3.5**	**3**
Reasons Instructor negotiates pros/cons of ideas, approaches, and solutions and analyzes options using "if-then" rationale.	**2.5**	**3**	**3.5**	**3.5**	**3.5**
Plans/organizes Instructor plans steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.	**3**	**3.5**	**3**	**4**	**4**

Effective Relationships – Interpersonal Skills Interpersonal skills are almost always displayed when instructor works in pairs or teams to complete short-term or long-term tasks.	**D1** Prepare and/or gather current instructional materials	**D2** Provide individual and group instruction	**D3** Initiate, develop, and implement student assessments	**D4** Modify instructional materials and methods based on student an industry assessments and feedback	**D5** Promote professionalism in the learning environment
Understands teamwork and works with others Instructor participates in cooperative groups or with a partner, contributes fairly to the task, and shows respect to others.	**4**	**3.5**	**3.5**	**4.5**	**4.5**
Responds to customer needs Instructor helps fellow instructors and students understand tasks, find resources, and fulfill assigned roles (think of fellow instructors and students as customers).	**3**	**3**	**3**	**4**	**4**
Exercises leadership Instructor participates as team leader or effective team member in project assignments and organizes work to meet project goals and team roles.	**2**	**3**	**2.5**	**3**	**4**
Negotiates to resolve conflict Instructor keeps team members on track, suggests alternatives, and discusses options (can be as much about agreement as conflict).	**2**	**3**	**3**	**3.5**	**3.5**
Respects individual differences Instructor listens to and considers all team members' ideas, responds supportively to ideas given in class or in teams, and works well with all teammates.	**3.5**	**3**	**3.5**	**4.5**	**4.5**

Effective Relationships – Personal Qualities Personal qualities are routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat students and their fellow instructors, and govern themselves.	**D1** Prepare and/or gather current instructional materials	**D2** Provide individual and group instruction	**D3** Initiate, develop, and implement student assessments	**D4** Modify instructional materials and methods based on student an industry assessments and feedback	**D5** Promote professionalism in the learning environment
Demonstrates responsibility and self-discipline Instructor actively participates in course management and administration, asking questions, volunteering answers, completing/submitting projects and assignments, and working well in groups.	**2.5**	**3**	**3.5**	**4.5**	**4.5**
Adapts and shows flexibility Instructor adapts easily to different modes of instruction and different types of assignments.	**2**	**3**	**3.5**	**3.5**	**2.5**
Works independently Instructor commits to time-on-task and begins work without fanfare.	**3.5**	**3**	**3.5**	**4**	**3.5**
Demonstrates a willingness to learn Instructor is cooperative and noticeably engaged.	**4.5**	**3.5**	**4**	**4**	**4.5**
Demonstrates integrity Instructor treats work assignments with respect in that work is either original or credited correctly.	**4**	**3.5**	**4**	**4.5**	**4**
Demonstrates professionalism Instructor treats others and work assignments with respect. All ideas are considered, and work is either original or credited correctly.	**4**	**3.5**	**4**	**4.5**	**4**
Takes initiative Instructor commits to time-on-task and begins work without fanfare. This is also evident during teamwork.	**4**	**3.5**	**3.5**	**4**	**4.5**
Displays a positive attitude and sense of self-worth Instructor contributes positively to the program.	**5**	**3.5**	**4**	**5**	**4.5**
Takes responsibility for professional growth Instructor is an active listener, seeking clarification and understanding when needed.	**3.5**	**3.5**	**4**	**4.5**	**4.5**

Workplace Skills – Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an instructor manages class time.	**D1** Prepare and/or gather current instructional materials	**D2** Provide individual and group instruction	**D3** Initiate, develop, and implement student assessments	**D4** Modify instructional materials and methods based on student an industry assessments and feedback	**D5** Promote professionalism in the learning environment
Manages time Instructor demonstrates time management when organizing and planning project activities with a team or when organizing and managing themselves and individual responsibilities and homework. Time management is inherent in almost all assignments.	**3**	**3.5**	**3**	**3.5**	**3.5**
Manages money Instructor manages money in program activities requiring allocation of limited finances and resources (i.e. writing and adhering to a budget, acquiring supplies, or planning a trip).	**1.5**	**2**	**2**	**1**	**1.5**
Manages resources Instructor manages resources in projects requiring allocation of limited finances, resources (materials), and personnel.	**2**	**3**	**3**	**2**	**2.5**
Manages personnel Instructor gains experience managing personnel in program activities requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.	**1.5**	**1.5**	**3**	**2.5**	**2.5**

Workplace Skills – Information Use Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a report or preparing an oral presentation.	**D1** Prepare and/or gather current instructional materials	**D2** Provide individual and group instruction	**D3** Initiate, develop, and implement student assessments	**D4** Modify instructional materials and methods based on student an industry assessments and feedback	**D5** Promote professionalism in the learning environment
Locates Instructor uses analytical strategies to determine the best medium for finding necessary information.	**2.5**	**3.5**	**3**	**3.5**	**4**
Organizes Instructor uses any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.	**3**	**3**	**3**	**2.5**	**3.5**
Uses Instructor uses classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.	**3**	**3**	**2**	**2.5**	**3.5**
Analyzes Instructor assesses information to determine which is relevant (does not have to be a mathematical analysis).	**3**	**3**	**3**	**3.5**	**3**
Communicates Instructor summarizes information to compose written or oral presentations, reports, slides, etc. This can also be as simple as an instructor explaining a problem scenario in front of the class.	**3.5**	**3.5**	**3.5**	**4.5**	**4**

Workplace Skills – Communication Skills Routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their students, and govern themselves.	**D1** Prepare and/or gather current instructional materials	**D2** Provide individual and group instruction	**D3** Initiate, develop, and implement student assessments	**D4** Modify instructional materials and methods based on student an industry assessments and feedback	**D5** Promote professionalism in the learning environment
Communicates verbally Instructor provides oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.	**3.5**	**3.5**	**3.5**	**4**	**4.5**
Listens actively Instructor is noticeably engaged through note taking, questioning, and responding.	**4**	**3.5**	**4**	**4.5**	**4**
Comprehends written material Instructor uses/demonstrates reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.	**4**	**3**	**4**	**4.5**	**4**
Conveys information in writing Instructor relies on writing skills to organize reports, projects, presentation materials and to take notes and reply to questions.	**3**	**3**	**3.5**	**4.5**	**4**
Observes carefully Instructor interprets verbal and nonverbal communication efforts of others.	**2.5**	**3.5**	**3**	**4.5**	**3.5**

Workplace Skills – Systems Thinking A team working in sync to accomplish an assignment can be thought of as a system.	**D1** Prepare and/or gather current instructional materials	**D2** Provide individual and group instruction	**D3** Initiate, develop, and implement student assessments	**D4** Modify instructional materials and methods based on student an industry assessments and feedback	**D5** Promote professionalism in the learning environment
Understands and uses systems Instructor understands their roles and assignments when collaborating as a team (system) and contributes to the organizational structure and function of the team.	**3**	**3**	**3**	**3.5**	**2.5**
Monitors systems Instructor devises methods to assess team (system) progress.	**2.5**	**2**	**2.5**	**2.5**	**2.5**
Improves systems Instructor negotiates mid-course corrections, adaptations to team (system) tasks if necessary.	**3**	**2.5**	**2**	**3.5**	**2.5**

Workplace Skills – Technology Use In the classroom and workplace, technology skills typically refer to the use of digital electronics.	**D1** Prepare and/or gather current instructional materials	**D2** Provide individual and group instruction	**D3** Initiate, develop, and implement student assessments	**D4** Modify instructional materials and methods based on student an industry assessments and feedback	**D5** Promote professionalism in the learning environment
Understands and uses technology Instructor often relies on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	**2.5**	**3**	**3**	**4.5**	**3**

Critical Work Function E: Provide Support and Guidance to Students

Applied Knowledge – Applied Academic Skills Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.	**E1** Provide students with access to instructor	**E2** Provide information or referrals to meet student needs	**E3** Provide students with career advising and assist with job placement	**E4** Provide academic advising	**E5** Serve as student activity advisor as applicable
Reading skills Instructor applies/demonstrates reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	**3**	**3**	**3**	**3**	**5**
Writing skills Instructor relies on writing skills to construct lesson plans, reports, course and presentation materials, take notes, and compose responses to questions.	**3**	**3**	**3**	**3**	**5**
Math strategies/procedures Instructor uses computational skills appropriately and makes logical choices when analyzing and differentiating among available procedures. Outside of math-related courses, this includes creating/interpreting tables and graphs and organizing/displaying data.	**3**	**3**	**2**	**3**	**3**
Scientific principles/procedures Instructor follows procedures, experiments, infers, hypothesizes (even as simple as "what if we do it this way"), and constructs processes to complete a task (can occur outside of math/science classes).	**3**	**3**	**3**	**3**	**3**

Applied Knowledge – Critical Thinking Skills Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	**E1** Provide students with access to instructor	**E2** Provide information or referrals to meet student needs	**E3** Provide students with career advising and assist with job placement	**E4** Provide academic advising	**E5** Serve as student activity advisor as applicable
Thinks creatively Instructor creates innovative and novel ideas/solutions and displays divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.	**3**	**3**	**3**	**3**	**4**
Thinks critically Instructor displays analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).	**3**	**3**	**3**	**3**	**5**
Makes sound decisions Instructor differentiates between multiple approaches and assesses options (could be linked to thinking critically).	**2**	**3**	**3**	**3**	**5**
Solves problems Instructor assesses problems involving the use of available resources (personnel and materials) and reviews multiple strategies for resolving problems (could be linked to thinking creatively).	**3**	**3**	**3**	**3**	**4**
Reasons Instructor negotiates pros/cons of ideas, approaches, and solutions and analyzes options using "if-then" rationale.	**3**	**3**	**3**	**3**	**4**
Plans/organizes Instructor plans steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.	**3**	**3**	**3**	**3**	**5**

Effective Relationships – Interpersonal Skills Interpersonal skills are almost always displayed when instructor works in pairs or teams to complete short-term or long-term tasks.	**E1** Provide students with access to instructor	**E2** Provide information or referrals to meet student needs	**E3** Provide students with career advising and assist with job placement	**E4** Provide academic advising	**E5** Serve as student activity advisor as applicable
Understands teamwork and works with others Instructor participates in cooperative groups or with a partner, contributes fairly to the task, and shows respect to others.	**3**	**3**	**3**	**3**	**5**
Responds to customer needs Instructor helps fellow instructors and students understand tasks, find resources, and fulfill assigned roles (think of fellow instructors and students as customers).	**3**	**4**	**4**	**4**	**5**
Exercises leadership Instructor participates as team leader or effective team member in project assignments and organizes work to meet project goals and team roles.	**3**	**3**	**3**	**3**	**5**
Negotiates to resolve conflict Instructor keeps team members on track, suggests alternatives, and discusses options (can be as much about agreement as conflict).	**3**	**3**	**3**	**3**	**4**
Respects individual differences Instructor listens to and considers all team members' ideas, responds supportively to ideas given in class or in teams, and works well with all teammates.	**3**	**3**	**3**	**3**	**5**

Effective Relationships – Personal Qualities Personal qualities are routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat students and their fellow instructors, and govern themselves.	**E1** Provide students with access to instructor	**E2** Provide information or referrals to meet student needs	**E3** Provide students with career advising and assist with job placement	**E4** Provide academic advising	**E5** Serve as student activity advisor as applicable
Demonstrates responsibility and self-discipline Instructor actively participates in course management and administration, asking questions, volunteering answers, completing/submitting projects and assignments, and working well in groups.	**3**	**3**	**3**	**3**	**5**
Adapts and shows flexibility Instructor adapts easily to different modes of instruction and different types of assignments.	**3**	**3**	**3**	**3**	**5**
Works independently Instructor commits to time-on-task and begins work without fanfare.	**3**	**3**	**3**	**3**	**5**
Demonstrates a willingness to learn Instructor is cooperative and noticeably engaged.	**3**	**3**	**3**	**3**	**5**
Demonstrates integrity Instructor treats work assignments with respect in that work is either original or credited correctly.	**3**	**3**	**3**	**3**	**5**
Demonstrates professionalism Instructor treats others and work assignments with respect. All ideas are considered, and work is either original or credited correctly.	**3**	**3**	**3**	**3**	**5**
Takes initiative Instructor commits to time-on-task and begins work without fanfare. This is also evident during teamwork.	**3**	**3**	**3**	**3**	**5**
Displays a positive attitude and sense of self-worth Instructor contributes positively to the program.	**3**	**3**	**3**	**3**	**5**
Takes responsibility for professional growth Instructor is an active listener, seeking clarification and understanding when needed.	**3**	**3**	**3**	**3**	**4**

Workplace Skills – Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an instructor manages class time.	**E1** Provide students with access to instructor	**E2** Provide information or referrals to meet student needs	**E3** Provide students with career advising and assist with job placement	**E4** Provide academic advising	**E5** Serve as student activity advisor as applicable
Manages time Instructor demonstrates time management when organizing and planning project activities with a team or when organizing and managing themselves and individual responsibilities and homework. Time management is inherent in almost all assignments.	**3**	**3**	**3**	**3**	**4**
Manages money Instructor manages money in program activities requiring allocation of limited finances and resources (i.e. writing and adhering to a budget, acquiring supplies, or planning a trip).	**3**	**3**	**3**	**3**	**4**
Manages resources Instructor manages resources in projects requiring allocation of limited finances, resources (materials), and personnel.	**3**	**2**	**2**	**2**	**4**
Manages personnel Instructor gains experience managing personnel in program activities requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.	**3**	**2**	**3**	**3**	**4**

Workplace Skills – Information Use Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a report or preparing an oral presentation.	**E1** Provide students with access to instructor	**E2** Provide information or referrals to meet student needs	**E3** Provide students with career advising and assist with job placement	**E4** Provide academic advising	**E5** Serve as student activity advisor as applicable
Locates Instructor uses analytical strategies to determine the best medium for finding necessary information.	**3**	**3**	**3**	**3**	**5**
Organizes Instructor uses any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.	**3**	**3**	**3**	**3**	**5**
Uses Instructor uses classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.	**3**	**3**	**3**	**3**	**5**
Analyzes Instructor assesses information to determine which is relevant (does not have to be a mathematical analysis).	**3**	**3**	**3**	**3**	**5**
Communicates Instructor summarizes information to compose written or oral presentations, reports, slides, etc. This can also be as simple as an instructor explaining a problem scenario in front of the class.	**3**	**3**	**3**	**3**	**5**

Workplace Skills – Communication Skills Routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their students, and govern themselves.	**E1** Provide students with access to instructor	**E2** Provide information or referrals to meet student needs	**E3** Provide students with career advising and assist with job placement	**E4** Provide academic advising	**E5** Serve as student activity advisor as applicable
Communicates verbally Instructor provides oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.	**3**	**3**	**3**	**3**	**5**
Listens actively Instructor is noticeably engaged through note taking, questioning, and responding.	**3**	**3**	**3**	**3**	**5**
Comprehends written material Instructor uses/demonstrates reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.	**3**	**3**	**3**	**3**	**5**
Conveys information in writing Instructor relies on writing skills to organize reports, projects, presentation materials and to take notes and reply to questions.	**3**	**3**	**3**	**3**	**4**
Observes carefully Instructor interprets verbal and nonverbal communication efforts of others.	**3**	**3**	**3**	**3**	**5**

Workplace Skills – Systems Thinking A team working in sync to accomplish an assignment can be thought of as a system.	**E1** Provide students with access to instructor	**E2** Provide information or referrals to meet student needs	**E3** Provide students with career advising and assist with job placement	**E4** Provide academic advising	**E5** Serve as student activity advisor as applicable
Understands and uses systems Instructor understands their roles and assignments when collaborating as a team (system) and contributes to the organizational structure and function of the team.	**3**	**3**	**3**	**3**	**2**
Monitors systems Instructor devises methods to assess team (system) progress.	**3**	**3**	**3**	**3**	**2**
Improves systems Instructor negotiates mid-course corrections, adaptations to team (system) tasks if necessary.	**3**	**3**	**3**	**3**	**1**

Workplace Skills – Technology Use In the classroom and workplace, technology skills typically refer to the use of digital electronics.	**E1** Provide students with access to instructor	**E2** Provide information or referrals to meet student needs	**E3** Provide students with career advising and assist with job placement	**E4** Provide academic advising	**E5** Serve as student activity advisor as applicable
Understands and uses technology Instructor often relies on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	**3**	**3**	**4**	**3**	**5**

Critical Work Function F: Perform Administrative and Program Management Functions

Applied Knowledge – Applied Academic Skills Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.	**F1** Perform documentation and record keeping duties	**F2** Lead and manage instructional and program assistants	**F3** Mentor, orient, and support new and part-time faculty	**F4** As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	**F5** Provide input for program, schedules, and college printed and electronic publications	**F6** Develop and manage budgets	**F7** Research and assist with writing and implementing grants and targeting financial resources
Reading skills Instructor applies/demonstrates reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	**5**	**5**	**5**	**1**	**1**	**1**	**1**
Writing skills Instructor relies on writing skills to construct lesson plans, reports, course and presentation materials, take notes, and compose responses to questions.	**5**	**5**	**5**	**1**	**1**	**1**	**3**
Math strategies/procedures Instructor uses computational skills appropriately and makes logical choices when analyzing and differentiating among available procedures. Outside of math-related courses, this includes creating/interpreting tables and graphs and organizing/displaying data.	**5**	**3**	**1**	**3**	**3**	**3**	**3**
Scientific principles/procedures Instructor follows procedures, experiments, infers, hypothesizes (even as simple as "what if we do it this way"), and constructs processes to complete a task (can occur outside of math/science classes).	**4**	**3**	**1**	**3**	**3**	**3**	**5**

Applied Knowledge – Critical Thinking Skills Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	**F1** Perform documentation and record keeping duties	**F2** Lead and manage instructional and program assistants	**F3** Mentor, orient, and support new and part-time faculty	**F4** As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	**F5** Provide input for program, schedules, and college printed and electronic publications	**F6** Develop and manage budgets	**F7** Research and assist with writing and implementing grants and targeting financial resources
Thinks creatively Instructor creates innovative and novel ideas/solutions and displays divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.	**4**	**5**	**5**	**4**	**4**	**4**	**4**
Thinks critically Instructor displays analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).	**5**	**5**	**5**	**4**	**4**	**4**	**4**
Makes sound decisions Instructor differentiates between multiple approaches and assesses options (could be linked to thinking critically).	**5**	**5**	**4**	**4**	**4**	**4**	**4**
Solves problems Instructor assesses problems involving the use of available resources (personnel and materials) and reviews multiple strategies for resolving problems (could be linked to thinking creatively).	**5**	**5**	**2**	**5**	**5**	**4**	**5**
Reasons Instructor negotiates pros/cons of ideas, approaches, and solutions and analyzes options using "if-then" rationale.	**4**	**5**	**2**	**5**	**5**	**5**	**5**
Plans/organizes Instructor plans steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.	**5**	**5**	**2**	**2**	**2**	**3**	**4**

Effective Relationships – Interpersonal Skills Interpersonal skills are almost always displayed when instructor works in pairs or teams to complete short-term or long-term tasks.	**F1** Perform documentation and record keeping duties	**F2** Lead and manage instructional and program assistants	**F3** Mentor, orient, and support new and part-time faculty	**F4** As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	**F5** Provide input for program, schedules, and college printed and electronic publications	**F6** Develop and manage budgets	**F7** Research and assist with writing and implementing grants and targeting financial resources
Understands teamwork and works with others Instructor participates in cooperative groups or with a partner, contributes fairly to the task, and shows respect to others.	**5**	**5**	**5**	**1**	**1**	**1**	**1**
Responds to customer needs Instructor helps fellow instructors and students understand tasks, find resources, and fulfill assigned roles (think of fellow instructors and students as customers).	**5**	**5**	**4**	**3**	**3**	**3**	**3**
Exercises leadership Instructor participates as team leader or effective team member in project assignments and organizes work to meet project goals and team roles.	**4**	**5**	**4**	**4**	**4**	**4**	**4**
Negotiates to resolve conflict Instructor keeps team members on track, suggests alternatives, and discusses options (can be as much about agreement as conflict).	**3**	**5**	**4**	**4**	**5**	**4**	**4**
Respects individual differences Instructor listens to and considers all team members' ideas, responds supportively to ideas given in class or in teams, and works well with all teammates.	**5**	**5**	**5**	**5**	**5**	**5**	**5**

Effective Relationships – Personal Qualities Personal qualities are routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat students and their fellow instructors, and govern themselves.	**F1** Perform documentation and record keeping duties	**F2** Lead and manage instructional and program assistants	**F3** Mentor, orient, and support new and part-time faculty	**F4** As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	**F5** Provide input for program, schedules, and college printed and electronic publications	**F6** Develop and manage budgets	**F7** Research and assist with writing and implementing grants and targeting financial resources
Demonstrates responsibility and self-discipline Instructor actively participates in course management and administration, asking questions, volunteering answers, completing/submitting projects and assignments, and working well in groups.	**5**	**5**	**5**	**2**	**3**	**3**	**3**
Adapts and shows flexibility Instructor adapts easily to different modes of instruction and different types of assignments.	**5**	**5**	**5**	**2**	**3**	**3**	**3**
Works independently Instructor commits to time-on-task and begins work without fanfare.	**5**	**4**	**5**	**1**	**1**	**1**	**1**
Demonstrates a willingness to learn Instructor is cooperative and noticeably engaged.	**5**	**5**	**5**	**1**	**1**	**1**	**1**
Demonstrates integrity Instructor treats work assignments with respect in that work is either original or credited correctly.	**5**	**5**	**5**	**1**	**1**	**1**	**1**
Demonstrates professionalism Instructor treats others and work assignments with respect. All ideas are considered, and work is either original or credited correctly.	**5**	**5**	**5**	**1**	**3**	**1**	**1**
Takes initiative Instructor commits to time-on-task and begins work without fanfare. This is also evident during teamwork.	**5**	**5**	**5**	**1**	**1**	**1**	**1**
Displays a positive attitude and sense of self-worth Instructor contributes positively to the program.	**5**	**5**	**5**	**1**	**1**	**1**	**1**
Takes responsibility for professional growth Instructor is an active listener, seeking clarification and understanding when needed.	**4**	**3**	**4**	**2**	**2**	**2**	**2**

Workplace Skills – Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an instructor manages class time.	**F1** Perform documentation and record keeping duties	**F2** Lead and manage instructional and program assistants	**F3** Mentor, orient, and support new and part-time faculty	**F4** As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	**F5** Provide input for program, schedules, and college printed and electronic publications	**F6** Develop and manage budgets	**F7** Research and assist with writing and implementing grants and targeting financial resources
Manages time Instructor demonstrates time management when organizing and planning project activities with a team or when organizing and managing themselves and individual responsibilities and homework. Time management is inherent in almost all assignments.	**5**	**5**	**5**	**4**	**3**	**3**	**3**
Manages money Instructor manages money in program activities requiring allocation of limited finances and resources (i.e. writing and adhering to a budget, acquiring supplies, or planning a trip).	**3**	**4**	**3**	**4**	**4**	**4**	**4**
Manages resources Instructor manages resources in projects requiring allocation of limited finances, resources (materials), and personnel.	**3**	**5**	**3**	**5**	**4**	**5**	**4**
Manages personnel Instructor gains experience managing personnel in program activities requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.	**2**	**5**	**3**	**5**	**5**	**5**	**5**

Workplace Skills – Information Use Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a report or preparing an oral presentation.	**F1** Perform documentation and record keeping duties	**F2** Lead and manage instructional and program assistants	**F3** Mentor, orient, and support new and part-time faculty	**F4** As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	**F5** Provide input for program, schedules, and college printed and electronic publications	**F6** Develop and manage budgets	**F7** Research and assist with writing and implementing grants and targeting financial resources
Locates Instructor uses analytical strategies to determine the best medium for finding necessary information.	**5**	**5**	**5**	**3**	**3**	**3**	**3**
Organizes Instructor uses any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.	**5**	**5**	**5**	**3**	**3**	**3**	**3**
Uses Instructor uses classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.	**5**	**5**	**5**	**3**	**4**	**3**	**3**
Analyzes Instructor assesses information to determine which is relevant (does not have to be a mathematical analysis).	**5**	**5**	**5**	**2**	**3**	**3**	**3**
Communicates Instructor summarizes information to compose written or oral presentations, reports, slides, etc. This can also be as simple as an instructor explaining a problem scenario in front of the class.	**5**	**5**	**5**	**3**	**4**	**4**	**3**

Workplace Skills – Communication Skills Routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their students, and govern themselves.	**F1** Perform documentation and record keeping duties	**F2** Lead and manage instructional and program assistants	**F3** Mentor, orient, and support new and part-time faculty	**F4** As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	**F5** Provide input for program, schedules, and college printed and electronic publications	**F6** Develop and manage budgets	**F7** Research and assist with writing and implementing grants and targeting financial resources
Communicates verbally Instructor provides oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.	**5**	**5**	**5**	**1**	**1**	**1**	**1**
Listens actively Instructor is noticeably engaged through note taking, questioning, and responding.	**5**	**5**	**5**	**1**	**1**	**1**	**1**
Comprehends written material Instructor uses/demonstrates reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.	**5**	**5**	**5**	**1**	**1**	**1**	**1**
Conveys information in writing Instructor relies on writing skills to organize reports, projects, presentation materials and to take notes and reply to questions.	**4**	**4**	**5**	**1**	**1**	**1**	**1**
Observes carefully Instructor interprets verbal and nonverbal communication efforts of others.	**5**	**5**	**5**	**2**	**2**	**2**	**2**

Workplace Skills – Systems Thinking A team working in sync to accomplish an assignment can be thought of as a system.	**F1** Perform documentation and record keeping duties	**F2** Lead and manage instructional and program assistants	**F3** Mentor, orient, and support new and part-time faculty	**F4** As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	**F5** Provide input for program, schedules, and college printed and electronic publications	**F6** Develop and manage budgets	**F7** Research and assist with writing and implementing grants and targeting financial resources
Understands and uses systems Instructor understands their roles and assignments when collaborating as a team (system) and contributes to the organizational structure and function of the team.	**5**	**3**	**3**	**3**	**3**	**4**	**3**
Monitors systems Instructor devises methods to assess team (system) progress.	**4**	**3**	**2**	**3**	**4**	**4**	**4**
Improves systems Instructor negotiates mid-course corrections, adaptations to team (system) tasks if necessary.	**3**	**1**	**2**	**4**	**4**	**4**	**4**

Workplace Skills – Technology Use In the classroom and workplace, technology skills typically refer to the use of digital electronics.	**F1** Perform documentation and record keeping duties	**F2** Lead and manage instructional and program assistants	**F3** Mentor, orient, and support new and part-time faculty	**F4** As appropriate, develop criteria, recruit, and/or make recommendations regarding hiring of faculty	**F5** Provide input for program, schedules, and college printed and electronic publications	**F6** Develop and manage budgets	**F7** Research and assist with writing and implementing grants and targeting financial resources
Understands and uses technology Instructor often relies on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	**5**	**5**	**5**	**3**	**3**	**3**	**3**

Critical Work Function G: Create and Maintain a Professional Environment

Applied Knowledge – Applied Academic Skills Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.	**G1** Collaborate with college staff, faculty, students, and internship/externship site personnel	**G2** Work with program advisory committee	**G3** Maintain current knowledge of the field	**G4** Participate in professional networking	**G5** Develop a professional development plan
Reading skills Instructor applies/demonstrates reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	**1**	**1**	**3**	**3**	**3**
Writing skills Instructor relies on writing skills to construct lesson plans, reports, course and presentation materials, take notes, and compose responses to questions.	**1**	**1**	**3**	**3**	**3**
Math strategies/procedures Instructor uses computational skills appropriately and makes logical choices when analyzing and differentiating among available procedures. Outside of math-related courses, this includes creating/interpreting tables and graphs and organizing/displaying data.	**3**	**3**	**3**	**3**	**3**
Scientific principles/procedures Instructor follows procedures, experiments, infers, hypothesizes (even as simple as "what if we do it this way"), and constructs processes to complete a task (can occur outside of math/science classes).	**3**	**3**	**3**	**3**	**3**

Applied Knowledge – Critical Thinking Skills Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	**G1** Collaborate with college staff, faculty, students, and internship/externship site personnel	**G2** Work with program advisory committee	**G3** Maintain current knowledge of the field	**G4** Participate in professional networking	**G5** Develop a professional development plan
Thinks creatively Instructor creates innovative and novel ideas/solutions and displays divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.	**3**	**3**	**3**	**3**	**3**
Thinks critically Instructor displays analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).	**3**	**3**	**3**	**3**	**3**
Makes sound decisions Instructor differentiates between multiple approaches and assesses options (could be linked to thinking critically).	**3**	**3**	**3**	**3**	**3**
Solves problems Instructor assesses problems involving the use of available resources (personnel and materials) and reviews multiple strategies for resolving problems (could be linked to thinking creatively).	**3**	**3**	**3**	**3**	**3**
Reasons Instructor negotiates pros/cons of ideas, approaches, and solutions and analyzes options using "if-then" rationale.	**1**	**3**	**3**	**3**	**3**
Plans/organizes Instructor plans steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.	**1**	**5**	**3**	**3**	**3**

Effective Relationships – Interpersonal Skills Interpersonal skills are almost always displayed when instructor works in pairs or teams to complete short-term or long-term tasks.	**G1** Collaborate with college staff, faculty, students, and internship/externship site personnel	**G2** Work with program advisory committee	**G3** Maintain current knowledge of the field	**G4** Participate in professional networking	**G5** Develop a professional development plan
Understands teamwork and works with others Instructor participates in cooperative groups or with a partner, contributes fairly to the task, and shows respect to others.	**1**	**1**	**3**	**3**	**3**
Responds to customer needs Instructor helps fellow instructors and students understand tasks, find resources, and fulfill assigned roles (think of fellow instructors and students as customers).	**3**	**1**	**3**	**3**	**3**
Exercises leadership Instructor participates as team leader or effective team member in project assignments and organizes work to meet project goals and team roles.	**1**	**5**	**3**	**3**	**3**
Negotiates to resolve conflict Instructor keeps team members on track, suggests alternatives, and discusses options (can be as much about agreement as conflict).	**5**	**5**	**3**	**3**	**3**
Respects individual differences Instructor listens to and considers all team members' ideas, responds supportively to ideas given in class or in teams, and works well with all teammates.	**1**	**1**	**3**	**3**	**3**

Effective Relationships – Personal Qualities Personal qualities are routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat students and their fellow instructors, and govern themselves.	**G1** Collaborate with college staff, faculty, students, and internship/externship site personnel	**G2** Work with program advisory committee	**G3** Maintain current knowledge of the field	**G4** Participate in professional networking	**G5** Develop a professional development plan
Demonstrates responsibility and self-discipline Instructor actively participates in course management and administration, asking questions, volunteering answers, completing/submitting projects and assignments, and working well in groups.	**3**	**1**	**3**	**3**	**3**
Adapts and shows flexibility Instructor adapts easily to different modes of instruction and different types of assignments.	**3**	**3**	**3**	**3**	**3**
Works independently Instructor commits to time-on-task and begins work without fanfare.	**1**	**3**	**3**	**3**	**3**
Demonstrates a willingness to learn Instructor is cooperative and noticeably engaged.	**1**	**1**	**3**	**3**	**3**
Demonstrates integrity Instructor treats work assignments with respect in that work is either original or credited correctly.	**1**	**1**	**3**	**3**	**3**
Demonstrates professionalism Instructor treats others and work assignments with respect. All ideas are considered, and work is either original or credited correctly.	**1**	**1**	**3**	**3**	**3**
Takes initiative Instructor commits to time-on-task and begins work without fanfare. This is also evident during teamwork.	**1**	**3**	**3**	**3**	**3**
Displays a positive attitude and sense of self-worth Instructor contributes positively to the program.	**1**	**1**	**3**	**3**	**3**
Takes responsibility for professional growth Instructor is an active listener, seeking clarification and understanding when needed.	**1**	**1**	**3**	**3**	**3**

Workplace Skills – Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an instructor manages class time.	**G1** Collaborate with college staff, faculty, students, and internship/externship site personnel	**G2** Work with program advisory committee	**G3** Maintain current knowledge of the field	**G4** Participate in professional networking	**G5** Develop a professional development plan
Manages time Instructor demonstrates time management when organizing and planning project activities with a team or when organizing and managing themselves and individual responsibilities and homework. Time management is inherent in almost all assignments.	**1**	**3**	**3**	**3**	**3**
Manages money Instructor manages money in program activities requiring allocation of limited finances and resources (i.e. writing and adhering to a budget, acquiring supplies, or planning a trip).	**5**	**5**	**3**	**3**	**3**
Manages resources Instructor manages resources in projects requiring allocation of limited finances, resources (materials), and personnel.	**3**	**5**	**3**	**3**	**3**
Manages personnel Instructor gains experience managing personnel in program activities requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.	**5**	**5**	**3**	**3**	**3**

Workplace Skills – Information Use Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a report or preparing an oral presentation.	**G1** Collaborate with college staff, faculty, students, and internship/externship site personnel	**G2** Work with program advisory committee	**G3** Maintain current knowledge of the field	**G4** Participate in professional networking	**G5** Develop a professional development plan
Locates Instructor uses analytical strategies to determine the best medium for finding necessary information.	**1**	**3**	**1**	**3**	**3**
Organizes Instructor uses any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.	**1**	**3**	**3**	**3**	**3**
Uses Instructor uses classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.	**3**	**3**	**1**	**3**	**3**
Analyzes Instructor assesses information to determine which is relevant (does not have to be a mathematical analysis).	**3**	**3**	**1**	**3**	**3**
Communicates Instructor summarizes information to compose written or oral presentations, reports, slides, etc. This can also be as simple as an instructor explaining a problem scenario in front of the class.	**1**	**3**	**3**	**3**	**3**

Workplace Skills – Communication Skills Routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their students, and govern themselves.	**G1** Collaborate with college staff, faculty, students, and internship/externship site personnel	**G2** Work with program advisory committee	**G3** Maintain current knowledge of the field	**G4** Participate in professional networking	**G5** Develop a professional development plan
Communicates verbally Instructor provides oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.	**1**	**3**	**3**	**3**	**3**
Listens actively Instructor is noticeably engaged through note taking, questioning, and responding.	**1**	**1**	**3**	**3**	**3**
Comprehends written material Instructor uses/demonstrates reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.	**1**	**1**	**3**	**3**	**3**
Conveys information in writing Instructor relies on writing skills to organize reports, projects, presentation materials and to take notes and reply to questions.	**1**	**3**	**1**	**3**	**3**
Observes carefully Instructor interprets verbal and nonverbal communication efforts of others.	**3**	**3**	**1**	**3**	**3**

Workplace Skills – Systems Thinking A team working in sync to accomplish an assignment can be thought of as a system.	**G1** Collaborate with college staff, faculty, students, and internship/externship site personnel	**G2** Work with program advisory committee	**G3** Maintain current knowledge of the field	**G4** Participate in professional networking	**G5** Develop a professional development plan
Understands and uses systems Instructor understands their roles and assignments when collaborating as a team (system) and contributes to the organizational structure and function of the team.	**3**	**3**	**1**	**3**	**3**
Monitors systems Instructor devises methods to assess team (system) progress.	**3**	**3**	**1**	**3**	**3**
Improves systems Instructor negotiates mid-course corrections, adaptations to team (system) tasks if necessary.	**5**	**5**	**1**	**3**	**3**

Workplace Skills – Technology Use In the classroom and workplace, technology skills typically refer to the use of digital electronics.	**G1** Collaborate with college staff, faculty, students, and internship/externship site personnel	**G2** Work with program advisory committee	**G3** Maintain current knowledge of the field	**G4** Participate in professional networking	**G5** Develop a professional development plan
Understands and uses technology Instructor often relies on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	**3**	**3**	**3**	**3**	**3**

Critical Work Function H: Promote the Program and Collaborate with College Administration on Student Recruitment

Applied Knowledge – Applied Academic Skills Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.	**H1** Participate in campus, high school and/or community organization activities and educational partnerships	**H2** Consult on promotional planning	**H3** Provide program information for prospective students	**H4** Consult on implementation of recruiting activities
Reading skills Instructor applies/demonstrates reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	**2**	**3**	**3**	**3**
Writing skills Instructor relies on writing skills to construct lesson plans, reports, course and presentation materials, take notes, and compose responses to questions.	**2**	**3**	**3**	**3**
Math strategies/procedures Instructor uses computational skills appropriately and makes logical choices when analyzing and differentiating among available procedures. Outside of math-related courses, this includes creating/interpreting tables and graphs and organizing/displaying data.	**2**	**2**	**2**	**3**
Scientific principles/procedures Instructor follows procedures, experiments, infers, hypothesizes (even as simple as "what if we do it this way"), and constructs processes to complete a task (can occur outside of math/science classes).	**2**	**2**	**2**	**3**

Applied Knowledge – Critical Thinking Skills Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	**H1** Participate in campus, high school and/or community organization activities and educational partnerships	**H2** Consult on promotional planning	**H3** Provide program information for prospective students	**H4** Consult on implementation of recruiting activities
Thinks creatively Instructor creates innovative and novel ideas/solutions and displays divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.	**2**	**2**	**2**	**4**
Thinks critically Instructor displays analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).	**2**	**1**	**2**	**3**
Makes sound decisions Instructor differentiates between multiple approaches and assesses options (could be linked to thinking critically).	**2**	**1**	**2**	**3**
Solves problems Instructor assesses problems involving the use of available resources (personnel and materials) and reviews multiple strategies for resolving problems (could be linked to thinking creatively).	**2**	**2**	**2**	**3**
Reasons Instructor negotiates pros/cons of ideas, approaches, and solutions and analyzes options using "if-then" rationale.	**1**	**1**	**2**	**3**
Plans/organizes Instructor plans steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.	**2**	**2**	**2**	**2**

Effective Relationships – Interpersonal Skills Interpersonal skills are almost always displayed when instructor works in pairs or teams to complete short-term or long-term tasks.	**H1** Participate in campus, high school and/or community organization activities and educational partnerships	**H2** Consult on promotional planning	**H3** Provide program information for prospective students	**H4** Consult on implementation of recruiting activities
Understands teamwork and works with others Instructor participates in cooperative groups or with a partner, contributes fairly to the task, and shows respect to others.	**3**	**3**	**3**	**3**
Responds to customer needs Instructor helps fellow instructors and students understand tasks, find resources, and fulfill assigned roles (think of fellow instructors and students as customers).	**2**	**2**	**2**	**3**
Exercises leadership Instructor participates as team leader or effective team member in project assignments and organizes work to meet project goals and team roles.	**2**	**2**	**2**	**3**
Negotiates to resolve conflict Instructor keeps team members on track, suggests alternatives, and discusses options (can be as much about agreement as conflict).	**1**	**2**	**2**	**2**
Respects individual differences Instructor listens to and considers all team members' ideas, responds supportively to ideas given in class or in teams, and works well with all teammates.	**3**	**3**	**3**	**4**

Effective Relationships – Personal Qualities Personal qualities are routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat students and their fellow instructors, and govern themselves.	**H1** Participate in campus, high school and/or community organization activities and educational partnerships	**H2** Consult on promotional planning	**H3** Provide program information for prospective students	**H4** Consult on implementation of recruiting activities
Demonstrates responsibility and self-discipline Instructor actively participates in course management and administration, asking questions, volunteering answers, completing/submitting projects and assignments, and working well in groups.	**3**	**3**	**3**	**3**
Adapts and shows flexibility Instructor adapts easily to different modes of instruction and different types of assignments.	**3**	**3**	**3**	**3**
Works independently Instructor commits to time-on-task and begins work without fanfare.	**3**	**3**	**3**	**3**
Demonstrates a willingness to learn Instructor is cooperative and noticeably engaged.	**3**	**3**	**3**	**5**
Demonstrates integrity Instructor treats work assignments with respect in that work is either original or credited correctly.	**3**	**3**	**3**	**5**
Demonstrates professionalism Instructor treats others and work assignments with respect. All ideas are considered, and work is either original or credited correctly.	**3**	**3**	**3**	**5**
Takes initiative Instructor commits to time-on-task and begins work without fanfare. This is also evident during teamwork.	**3**	**3**	**3**	**3**
Displays a positive attitude and sense of self-worth Instructor contributes positively to the program.	**3**	**3**	**3**	**5**
Takes responsibility for professional growth Instructor is an active listener, seeking clarification and understanding when needed.	**3**	**3**	**3**	**5**

Workplace Skills – Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an instructor manages class time.	**H1** Participate in campus, high school and/or community organization activities and educational partnerships	**H2** Consult on promotional planning	**H3** Provide program information for prospective students	**H4** Consult on implementation of recruiting activities
Manages time Instructor demonstrates time management when organizing and planning project activities with a team or when organizing and managing themselves and individual responsibilities and homework. Time management is inherent in almost all assignments.	**3**	**2**	**2**	**4**
Manages money Instructor manages money in program activities requiring allocation of limited finances and resources (i.e. writing and adhering to a budget, acquiring supplies, or planning a trip).	**1**	**1**	**1**	**2**
Manages resources Instructor manages resources in projects requiring allocation of limited finances, resources (materials), and personnel.	**1**	**1**	**1**	**2**
Manages personnel Instructor gains experience managing personnel in program activities requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.	**1**	**1**	**1**	**1**

Workplace Skills – Information Use Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a report or preparing an oral presentation.	**H1** Participate in campus, high school and/or community organization activities and educational partnerships	**H2** Consult on promotional planning	**H3** Provide program information for prospective students	**H4** Consult on implementation of recruiting activities
Locates Instructor uses analytical strategies to determine the best medium for finding necessary information.	**2**	**2**	**2**	**3**
Organizes Instructor uses any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.	**2**	**2**	**2**	**2**
Uses Instructor uses classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.	**2**	**2**	**2**	**2**
Analyzes Instructor assesses information to determine which is relevant (does not have to be a mathematical analysis).	**2**	**2**	**2**	**3**
Communicates Instructor summarizes information to compose written or oral presentations, reports, slides, etc. This can also be as simple as an instructor explaining a problem scenario in front of the class.	**2**	**3**	**2**	**3**

Workplace Skills – Communication Skills Routinely displayed in instructor's everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their students, and govern themselves.	**H1** Participate in campus, high school and/or community organization activities and educational partnerships	**H2** Consult on promotional planning	**H3** Provide program information for prospective students	**H4** Consult on implementation of recruiting activities
Communicates verbally Instructor provides oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.	**3**	**3**	**3**	**5**
Listens actively Instructor is noticeably engaged through note taking, questioning, and responding.	**3**	**3**	**3**	**5**
Comprehends written material Instructor uses/demonstrates reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.	**3**	**3**	**3**	**4**
Conveys information in writing Instructor relies on writing skills to organize reports, projects, presentation materials and to take notes and reply to questions.	**3**	**3**	**3**	**3**
Observes carefully Instructor interprets verbal and nonverbal communication efforts of others.	**2**	**2**	**2**	**3**

Workplace Skills – Systems Thinking A team working in sync to accomplish an assignment can be thought of as a system.	**H1** Participate in campus, high school and/or community organization activities and educational partnerships	**H2** Consult on promotional planning	**H3** Provide program information for prospective students	**H4** Consult on implementation of recruiting activities
Understands and uses systems Instructor understands their roles and assignments when collaborating as a team (system) and contributes to the organizational structure and function of the team.	**2**	**2**	**2**	**3**
Monitors systems Instructor devises methods to assess team (system) progress.	**1**	**2**	**2**	**2**
Improves systems Instructor negotiates mid-course corrections, adaptations to team (system) tasks if necessary.	**1**	**2**	**2**	**2**

Workplace Skills – Technology Use In the classroom and workplace, technology skills typically refer to the use of digital electronics.	**H1** Participate in campus, high school and/or community organization activities and educational partnerships	**H2** Consult on promotional planning	**H3** Provide program information for prospective students	**H4** Consult on implementation of recruiting activities
Understands and uses technology Instructor often relies on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	**2**	**2**	**2**	**2**