

Teaching competencies

Instructor Competencies: Standards for Face-to-Face, Online & Blended Settings

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All eighteen competencies are classified into one of five domains, a new feature in this edition. The first domain, professional foundations, includes four competency areas: communications, professional development, law and ethics, and credibility. The second, planning and preparation, has a competency in each area. Instructional methods and strategies, the third and largest domain, encompasses seven areas: motivating, presenting, facilitating, questioning, clarifying and correcting, skill retention and transfer. Assessment and evaluation, the fourth domain, has a competency in each area. Managing the environment and managing appropriate technology use are the two competency areas in the last domain.

Nine of the eighteen competencies in the current third edition directly address the instructor's responsibilities toward the student. They mandate that instructors interact with learners – that the instructors bear the responsibility (not the instruction or learners) for making the interaction happen. Student-oriented competencies require instructors to:

- communicate with learners (1);
- present information to them (8);
- facilitate learners in the learning process (9);
- question learners to direct learning processes (10);
- clarify learning processes and outcomes (11);
- provide feedback about performance (11);
- promote their skills and knowledge transfer (12) and retention (13); and
- motivate and engage learners (7).

2003 IBSTPI Instructor Competencies

Professional Foundations

- Communicate effectively.
- Update and improve one's professional knowledge and skills.
- Comply with established ethical and legal standards.
- Establish and maintain professional credibility.

Planning & Preparation

- Plan instructional methods and materials
- Prepare for instruction.

Instructional Methods & Strategies

- Stimulate and sustain learner motivation and engagement.
- Demonstrate effective presentation skills.
- Demonstrate effective facilitation skills.
- Demonstrate effective questioning skills.
- Provide clarification and feedback.
- Promote retention of knowledge and skills.
- Promote transfer of knowledge and skills.

Assessment & Evaluation

- Assess learning and performance.
- Evaluate instructional effectiveness.

Management

- Manage an environment that fosters learning and performance.
- Manage the instructional process through the appropriate use of technology.

From: <http://grants.id.ucsb.edu/teaching-competances-tas>, University of Calif – Santa Barbara

Teaching Competances for TAs

It has been the goal of Instructional Development's campuswide TA Development Program (TADP) to provide activities and to assist in the development of departmental TA training activities in order to strengthen the instructional abilities of UCSB's graduate student teaching assistants. The outcomes expected by the TADP are as follows.

As a result of campus TA training activities, TAs are expected to improve their

- basic presentation skills (e.g., voice volume, pacing, avoidance of speech fillers, good eye contact w/ students, organized boardwork);
- understanding of and facility in general teaching and discussion skills (e.g., using advanced organizers, organizing, encouraging and focusing discussions, creating learning-centered instruction, grading with rubrics, encouraging discussions focused, interacting with a wide variety of students);
- ability to evaluate when and how to refer students to various campus resources (e.g., learning skills, tutoring, interpersonal skills, disabilities, conflict resolution, drug and alcohol counseling, sexual harassment, career counseling);
- ability to create instructional materials including in-print, wet lab exercises, and online interactive exercises that can be effectively assessed and found to enhance student learning.
- knowledge about teaching and learning and to adopt a scholarly approach to their teaching.

Advanced Teaching Competencies for Future Faculty

Campus-wide programs for the preparation of future faculty, including the Summer Teaching Institute for Associates and the Certificate in College and University Teaching include the following competencies.

- Ability to create and evaluate a teaching philosophy
- Ability to create and evaluate a syllabus
- Ability to apply research on teaching and learning to their own instruction and to instruction in general
- Ability to discuss the uses and abuses of instructional technologies
- Ability to articulate, reflect upon, and evaluate instructional decisions

The overall goal of UCSB's future faculty programs is to assist graduate students in becoming reflective teacher-practitioners who value and seek to implement a scholarly approach to teaching.

TUSM Faculty Development Program Competencies

The TUSM Faculty Development Program is based on a curriculum that pursues teaching excellence and professionalism through the development of faculty teaching competencies. This curriculum is informed by the literature on medical education and the teaching needs of TUSM faculty as determined by faculty responses to the OEA faculty development needs-based assessments and student evaluations.

The following TUSM faculty teaching competencies are meant for different kinds of teachers - basic scientists, clinicians, and residents.*

Learner-related competencies

- Establishing a supportive and challenging learning environment which promotes professionalism, reflective practice, self-directed learning, self-assessment and lifelong learning.
- Planning instruction that matches the learner's needs and level of training.
- Actively engaging learners in their task of learning across teaching settings/formats by implementing learning contracts, attentive listening and active educational strategies such as questioning and knowledge application, hand-on exercises.
- Developing and/or using learning resources to promote active learning, e.g. handouts, A/V resources, cases.
- Assessing learner's knowledge, skills and attitudes through the implementation of formative and summative assessments and various approaches, e.g. direct observations, OSCEs, written exams, self-assessments.
- Giving timely, specific, descriptive, reinforcing and constructive feedback to learners.
- Advising/mentoring learners.

Teacher-related competencies

- Assessing and reflecting on your own teaching practice for improvement and lifelong learning.
- Acting as a professional role model for learners.
- Consulting the medical education literature to inform your teaching practice.
- Engaging in educational innovations, program evaluation and/or medical education research.

Peer-related competencies

- Giving and eliciting collegial peer feedback.
- Sharing best practices with peers.

Faculty Development Handouts

- [Establishing a Supportive Learning Environment](#)
- [Knowing the Learners](#)
- [Defining an Effective Course Syllabus at TUSM](#)
- [Writing Learning Objectives](#)
- [Effective Lectures](#)
- [Guidelines for Effective Lectures at TUSM](#)
- [Leading Effective Small Group Sessions](#)
- [Strategies for Group Sessions](#)
- [Medical Student Perceptions of Effective Small Group Session](#)
- [Teaching with Cases](#)
- [TUSM Peer Observation with Collegial Feedback Guidelines](#)
- [Guidlines for Writing Lettters of Intent/Grant Proposals](#)
- [Research Administration at Tufts University](#)
- [Effective and Constructive Feedback](#)