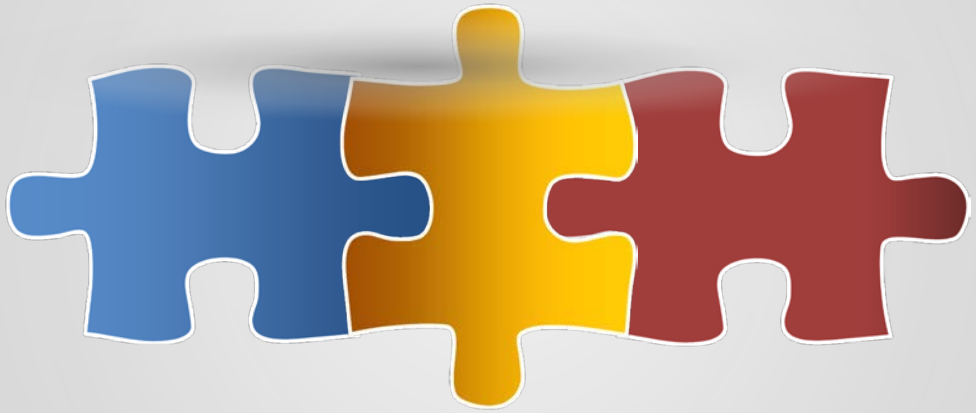
A NEW DIRECTION:
Competency Based Approach to Learning and Evaluation

This presentation will be posted on the ACPE website for further reference.



Bringing the Pieces of the Puzzle Together

The Essential Questions

What knowledge, skills, attitudes, and behaviors do we see as core to becoming an effective, competent, emerging supervisor in our programs?

and

How do we assess our aspirants in these areas?

The Answers

Competency Based Education

and

Portfolio Assessment

What is Competency Based Education?

Competency-based learning (education) refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

source: http://edglossary.org/competency-based-learning/

Why Competency Based Education?

Competency based education

- allows aspirants to demonstrate mastery of knowledge and skills regardless of time, place or pace of learning
- helps to aspirants to identify specific learning needs, creating an opportunity to achieve greater efficiency and increase productivity
- allows for individual learning styles to be a key driver in an aspirant's certification process
- creates multiple pathways for individual success
- has learning outcomes that emphasize the application and creation of knowledge, along with the development of important skills and dispositions

Why Competencies?

Competencies

- are broken down into discreet categories with behavioral descriptors to demonstrate achievement
- include explicit, measurable, transferable learning objectives that empower aspirants.
- serve as a guide for educators and aspirants
- allow aspirants to advance based on their ability to master a skill or competency at their own pace
- are documented and evaluated in the aspirant's portfolio

Overview of Competencies

Competencies are divided into six main categories; in some cases, a competency may appear in more than one category.

- **Professionalism**
  Values and Attributes, Ethics, Reflective Practice and Self Care

- **Relationships and Identity**
  Relational Abilities, Identity Formation as an Educator/Supervisor, and Cultural Awareness/Humility (within educational context)

- **Education**
  Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation

Overview of Competencies

- **Application and Integration**
  - Pastoral/Spiritual Care Practice
    provision of care; theological reflection; self-supervision
  - Practice of Supervision
    clinical method of learning; process model of education; program design and implementation
  - Integration of Theory and Practice
    use of self; conceptual understanding, articulation of theoretical orientation informing practice

- **Conceptualization and Theories**
  Spiritual Care Theology/Philosophy, Supervision and Behavioral Sciences, Education and Personality Theories (Basic 101 courses), Systems (contextual) Theory, Research Knowledge and Methodology

- **Leadership and Organizational Development**
  Organizational Systems, Management and Administration, Accreditation and ACPE Standards, Continuous Improvement

Assessment of the Competencies

Competencies will be assessed with a rubric as part of their portfolios

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria...It should be clear from the definition that rubrics have two major aspects: *coherent sets of criteria* and *descriptions of levels of performance* for these criteria.

Taken from, "How to Create and Use Rubrics for Formative Assessment and Grading," by Susan M. Brookhart

Why a Rubric?

Rubrics are descriptive and not evaluative. While rubrics can be used to evaluate, the main idea is that one should match the performance to the description rather than evaluate it.

The main purpose of a rubric is to assess performance. This can be done through direct observation of an aspirant or observing the product of a aspirant's work.

The competencies are not "scored" in the traditional sense; competencies are met when it is determined that the aspirant has successfully addressed the behavioral descriptors listed for each phase.

How Does a Rubric Help?

A rubric will help aspirants to

- Understand expectations and components of the competencies needed to function as a supervisor
- Become more aware of their learning process and progress
- Improve their achievement through timely and detailed feedback

A rubric will help supervisors and mentors to

- Communicate expectations related to the competencies needed to function as a supervisor
- Guide the aspirant through their certification journey

The Rubric

The rubric utilizes three levels of performance:

Readiness for Entry into an SES Program: These descriptors describe the expectations for an aspirant at the beginning their journey to becoming a supervisor.

To be Attained During Phase I: These descriptors describe the competencies that are required for an aspirant to achieve before they will be allowed to move into independent supervision of students.

To be Attained During Phase II: These descriptors describe the competencies that are required for an aspirant to achieve prior to coming for the Integration Interview.

Sample Competency Rubrics

READINESS FOR ENTRY INTO AN SES PROGRAM	COMPETENCIES TO BE ATTAINED DURING PHASE 1	COMPETENCIES TO BE ATTAINED DURING PHASE 2
PROFESSIONALISM		
Reflective Practice & Self-Care		
Displays self-awareness and reflection in spiritual care practice. Ability to utilize educational resources to develop reflectivity. Demonstrates emotional & spiritual maturity.	Ability to utilize reflection to enhance self-awareness, self-assessment and self-monitoring to evaluate and enhance supervisory practice. Understands and demonstrates the importance of self-care and its use for effective spiritual care and supervisory practice.	Consistently demonstrates self-care/spiritual care/wellness practices. Engages in reflection to evaluate and enhance professional supervisory practice. Demonstrates a broader range of self-awareness, self-assessment and self-monitoring to evaluate and enhance professional practice. Emotional & spiritual maturity utilized in supervisory practice.

The Competencies

READINESS FOR ENTRY INTO AN SES PROGRAM	COMPETENCIES TO BE ATTAINED DURING PHASE 1	COMPETENCIES TO BE ATTAINED DURING PHASE 2
PROFESSIONALISM *Values and Attributes, Ethics, and Reflective Practice & Self Care*		
Values and Attributes: *Integrity, honesty, accountability, responsibility, relational*		
Demonstrates knowledge and adherence to attributes of integrity, honesty, personal responsibility, and accountability. Deports oneself in a manner that reflects conduct and appearance appropriate to the context.		
Ethics		
Demonstrates knowledge of ACPE Standards and Manuals, ACPE Code of Professional Ethics, and APC Common Code of Ethics for Chaplains, Pastoral Counselors, Pastoral Educators, and Students. Recognizes situations that challenge adherence to Standards and Ethics. Demonstrates awareness of the need to uphold ethical behavior and protect the welfare of others.	Adheres to ACPE Standards and Code of Professional Ethics. Demonstrates knowledge and application of ethical decision-making processes applicable to context. Acts to understand and safeguard the welfare of others.	Adheres to ACPE Standards and Manuals and ACPE Code of Professional Ethics in practice of supervision/as an educator. Deports oneself in a manner that reflects ethical conduct appropriate to the role and context of a Supervisor/Educator. Engages in broader context to understand and safeguard the welfare of others. Holds others accountable to ethical standards.

The Competencies

READINESS FOR ENTRY INTO AN SES PROGRAM	COMPETENCIES TO BE ATTAINED DURING PHASE 1	COMPETENCIES TO BE ATTAINED DURING PHASE 2
EDUCATION --*Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation*		
Assessment of Learning		
Demonstrates basic knowledge of spiritual care assessment tools and human development. Assesses the strengths and needs of those served, grounded in a spiritual belief system, behavioral sciences and cultural contexts. Formulates and utilizes spiritual assessments in order to develop, contribute to, and appropriately communicate and met appropriately plans of care. Knows how to proceed with assessment, plan of care, intervention and evaluation of outcomes, based on a few assessment methods Shows appropriate use of the clinical methods to reflect holistically on spiritual well-being. Demonstrates awareness of models of report writing and progress notes	Demonstrates basic knowledge of the theoretical and contextual basis of assessment and interviewing. Demonstrates awareness of the strengths and limitations of assessment during an interview process. Knows how to formulate questions and investigate the level of preparation and readiness for CPE applicants. Applies concepts of how persons learn to identify learning needs and formulate a learning plan in the contest of stages of human development and diversity. Acquiring assessment methods in an educational context to evaluate students' learning needs and individual learning styles. Writes assessments reports and progress notes and communicates assessment findings verbally to supervisor/student.	Independently understands the strengths and limitations of assessment approaches and development of educational planning. Independently selects and implements means of evaluation in ways that are responsive to and respectful of diverse individuals, groups, and context. Shows evidence of cultural competence in assessing students from a variety of socio-cultural and spiritual backgrounds. Shows Mastery of different assessment and interviewing tools as appropriate to a variety of people and sensitive to cultural/spiritual differences. Formulates one's own assessment practice, shows evidence of making use of appropriate educational assessment tools and being able to utilize different assessment methods related to different learning styles. Communicates results in written and verbal form clearly, constructively and accurately in a conceptually appropriate manner.

The Competencies

READINESS FOR ENTRY INTO AN SES PROGRAM	COMPETENCIES TO BE ATTAINED DURING PHASE 1	COMPETENCIES TO BE ATTAINED DURING PHASE 2
APPLICATION AND INTEGRATION *Curriculum Development, Teaching Skills, Assessment of Learning, Intervention and Consultation*		
Pastoral/Spiritual Care Practice--*provision of care; theological reflection; self-supervision*		
Demonstrates ability to provide care as a skillful, empathic and compassionate spiritual caregiver (Level II outcomes fully met) Articulates the connection between the provision of pastoral/ spiritual care and one's spiritual/theological foundation in reference to one's religious heritage and spiritual growth over time Demonstrates self-awareness both in the moment and in subsequent reflection	Extends the ability to provide supervision and care to students in an educational context and to distinguish between the two. Demonstrates the connection between theology and spiritual care from a theoretical and practical viewpoint Knows how to reflect in the here and now and how to adjust the course of one's practice in alignment with one's interior emotional process	Models and teaches how to provide care empathically, respectfully, compassionately and supportively Shows integration of personal theology and spirituality with one's practice of education Is able to teach others how to reflect theologically in the practice of care Integrates self-supervision in the educational process through reflection of personal and interpersonal dynamics
Practice of Supervision--*Clinical Method of Learning; Process Model of Education; Program Design and Implementation*		
Demonstrates intellectual and practical understanding of the clinical method of learning (action/reflection/action model) Knows about the process method of education having been the recipient of the CPE process and having reflected about one's learning Has an understanding of the structure of a CPE program and its constituent parts	Uses the clinical method of learning to develop students' ability to reflect on their spiritual care practice and to bring the necessary behavioral and intellectual modification Has achieved a theoretical and practical understanding of the process model of education and is competent to articulate the use of theories of adult education Knows how to build a CPE unit curriculum and can articulate the various core components of a CPE unit from a theoretical and practical viewpoint	Integrates the clinical method of learning with the whole supervisory process and demonstrates the ability to guide students in their own learning trajectory Demonstrates mastery in the process model of education; engages both learning problems and problems about learning to address the various steps of students' learning Demonstrates ability to design and implement the whole process of structuring and leading a CPE unit at Level I or Level II or in a mixed Level I and Level II composition

The Competencies

READINESS FOR ENTRY INTO AN SES PROGRAM	COMPETENCIES TO BE ATTAINED DURING PHASE 1	COMPETENCIES TO BE ATTAINED DURING PHASE 2
CONCEPTUALIZATION & THEORIES		
	Systems (Contextual)Theory	
Articulates awareness of the impact of systems and groups on individual persons	Develops a theory that orients supervision beyond individual personal development to the larger (social/group) context ("Living Human Document" *and* "Living Human Web" or Living Human System")	Demonstrates skill in CPE supervisory leadership that monitors and intervenes on behalf of both individuals and the group
	Research Knowledge and Methodology	
Demonstrates basic research literacy and awareness of evidence based practice in spiritual care	Demonstrates basic research literacy and awareness of evidence based practice in education	Articulates and uses research outcomes in education

The Competencies

READINESS FOR ENTRY INTO AN SES PROGRAM	COMPETENCIES TO BE ATTAINED DURING PHASE 1	COMPETENCIES TO BE ATTAINED DURING PHASE 2
LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT		
Accreditation and ACPE Standards		
Demonstrates basic knowledge of current ACPE Standards and the Common Standards for Professional Chaplains and how to access them	Shows developing ability to apply ACPE Standards to the educational context	Demonstrates initiative and programmatic accountability in adhering to Standards
Demonstrates interest in the accountability of the CPE center to ACPE	Shows initiative in establishing collegial relationships and contributing to the work of the organization at the local ACPE level	Sustains relationships to local and national leadership structures for collegiality and program enhancement
Understands the value of accountability to an accrediting body for quality improvement	Demonstrates knowledge of requirements of CPE Center's ongoing compliance with Standards	Demonstrates center-wide accountability through timely reporting, fiscal responsibility to ACPE, and compliance with Standards
No expectation at this level	Participates in continuous program evaluation; follows changes in Accreditation Standards	Demonstrates the necessary knowledge of and readiness to assume responsibility for maintaining Accreditation

What is Portfolio Assessment?

Portfolio assessment is an evaluation tool used to document student learning through a series of student-developed artifacts. Portfolio assessment gives both educators and students a controlled space to document, review, and analyze content leaning.

At its best, portfolio assessment demands the following: clarity of goals, explicit criteria for evaluation, work samples tied to those goals, student participation in selection of entries, teacher and student involvement in the assessment process, and self-reflections that demonstrate students' metacognitive ability, that is, their understanding of what worked for them in the learning process, what did not, and why. These elements enhance the learning experience and the self-understanding of the student as learner.

The Portfolio

- The SES's portfolio will be an electronic set of documents that will serve as a guide to and a record of the aspirant's journey and work.

- Gives both supervisors and aspirants a controlled space to document, review, and analyze content learning

- Items in the portfolio will include (but are not limited to) video presentations, all papers/reflections/vignettes written throughout the process, theory integration presentations and evaluations, rubrics illustrating the attainment of competencies, evaluations, and recommendations

Q & A

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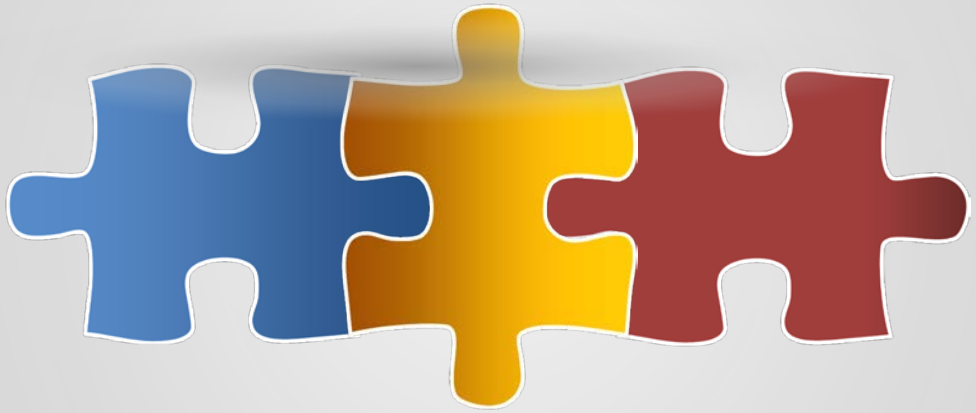

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