Uber Competency Development Process

Steps in the Uber competency development

1. Team sorted the 347 benchmarks (ECE Levels 2-5) into employment positions:
   1. Teacher Assistant
   2. Teacher Practitioner
   3. Lead Teacher
   4. Master Teacher/Director
2. Sub Committee sorted by level of indicator verb
   1. Knowing
   2. Doing
   3. Developing in others/programmatic level
3. Sub committee Sorted benchmarks were further coded into Gateways content areas.
   1. HGD (Human Growth & Dev)
   2. IRE (Interactions, relationships & environments)
   3. O&A (Observation & Assessment)
   4. CUR (Curriculum & Planning)
   5. PRO (professionalism)
   6. FCR (Family & Community Relationships)
4. The benchmark sort resulting from numbers 2 & 3 above was used to collapse benchmarks under uber competency in each of the content areas that emerged. This resulted in 45-50 competencies across levels 2-5 (from 347 benchmarks)
5. This work was reviewed by team members in November. Each team member was assigned a content area to look at the following:
   1. Do you feel like the indicators (benchmarks) in your assigned content area are correctly aligned under each suggested uber competency?
   2. Do you feel like the indicators (benchmarks) in your assigned content area are correctly aligned under the most appropriate employment level?
   3. Do you have any suggestions for further indicator collapsing (redundancy) in the indicators in your assigned content area?
6. These uber competencies were than reviewed and revised to ensure they were stated as a solid, measurable representation of the benchmarks categorized under them.
7. Draft language using these measurable competencies was used to begin drafting assessment rubrics