COMPETENCY-BASED EDUCATION CURRICULUM

Jose Fierro – Jeff Kissinger – Robert Greene
Competencies are defined as the knowledge, skills and attitudes necessary to be competitive in the 21st century workforce.

It is a real and demonstrated capability.
COMPETENCIES:

- Lifelong learning
- Problem solving
- Self-management
- Teamwork
Assessment in Competency-based Curriculum

• Learning processes are very much guided by the way tests are organized.

• Systematic use of individual and group assignments, the qualifications are determined needed for a particular worker.

• Professors should carry out four tasks: observe, register, classify and evaluate.
Six Steps to Developing a Competency-based Curriculum

1. Conduct needs assessment
2. Identify competencies addressed by this rotation or experience
3. Write goals and objectives
4. Determine teaching methods
5. Determine assessment methods
6. Determine program improvement methods
Standard-based Curriculum
“The mind is not a vessel to be filled but a fire to be kindled.” (Plutarch)
Standard-based Curriculum in Constructivism

- Socrates’ approach was to lead his students through a series of questions in order to promote critical thinking.
- Knowledge is constructed by the individual through his interviews with his environment.
- Learners actively construct knowledge in their attempts to make sense of their world. Then, learning will likely emphasize the development of meaning and understanding.
• **Outcomes/Standard:**
What do I want my students to know, be able to do and value?

- Learner-centered
- Holistic Development
- Considers the student’s interest
- Emphasizes individual spontaneity
Standards-Based vs. Performance-Based Curriculum

An article from a student newspaper at an upstate New York high school:

A lot of the administration, teachers, and students don’t like the performance-based curriculum, but have no power to change it. The performance-based curriculum imposes content specifications without taking into account the different needs, opportunities to learn, and skills that may be appropriate for specific districts, regions, or students. But then, why have it at all? It’s difficult, unnecessary and somewhat medieval. School curriculum shouldn’t be one-size-fits-all. Wouldn’t we all like to do what we’re good at to the best of our abilities and therefore shine? Why should different people with different talents, interests, and abilities be forced into homogenization?
Performance-based Curriculum

• Designed or centered on a uniform quality student achievement & student generated product.
• There is a certain standard that learners should follow.
• It does not address the learner’s individual needs.