# SKILLS FOR SUCCESS

## Practitioner Competency Framework

Canada

SKILLPLAN

SRDC 25 SRSA
SOCIAL RESEARCH AND DEMONSTRATION CORPORATION
SOCIÉTÉ DE RECHERCHE SOCIALE APPLIQUÉE

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# Skills for Success Common Core

## 1. Pursues Professionalism
2. Applies Skills for Success Best Practices
3. Teaches Skills for Success Strategies

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### COMPETENCY 1.1

Stays informed about current developments in Skills for Success and adult education fields

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### PERFORMANCE INDICATORS

1.1.1  Uses evidence-based learning principles based on examination of research studies, reports and other publications and resources relevant to best practices and emerging trends in Skills for Success and Adult Education

1.1.2  Upskills to understand new concepts and/or procedures by participating in professional development, workshops, courses, etc.

1.1.3  Integrates new knowledge and skills in design, delivery and/or assessment practices

## SUPPORTING KNOWLEDGE

- Knowledge of the history and evolution of the Skills for Success framework
- Knowledge of research studies, literacy surveys and other publications related to the Skills for Success Framework and adult education fields
- Knowledge of research and resources related to the new Skills for Success Framework domains
- Knowledge of Indigenous principles of learning, ways of knowing and worldviews
- Knowledge of Canada's history and legacy of colonialism and racism: e.g., Indian residential schools, contemporary racism, and steps towards reconciliation
- Knowledge of processes and practices to support the Indigenization of education and curricula
- Knowledge of research and resources related to social-emotional skills and learning, growth mindset, personality and soft skills
- Knowledge of human capital theory, skill supply and demand and social theories
- Knowledge of the theories, principles and approaches of andragogy
- Knowledge of emerging trends in adult education
- Knowledge of learning principles of cognitive psychology, such as interweaving and spacing

# Skills for Success Common Core

**1. Pursues Professionalism**
2. Applies Skills for Success Best Practices
3. Teaches Skills for Success Strategies

## COMPETENCY 1.2

Contributes knowledge and service to the Skills for Success Professional Community

## PERFORMANCE INDICATORS

1.2.1   Contributes to knowledge sharing in the Skills for Success field

1.2.2   Participates in mentorship as a mentee or mentor

1.2.3   Adheres to a code of ethics (Note: TBD for Skills for Success field)

1.2.4   Advocates for an inclusive, equitable and accessible Skills for Success community

## SUPPORTING KNOWLEDGE

- Knowledge of collaborative practice: e.g., interprofessional collaboration, team teaching, collaborative planning, etc.
- Knowledge of professional communities of inquiry: e.g., collaborative dialogues, book studies, social media, professional networks
- Knowledge of training partners that make up the Skills for Success community and field: e.g., participants, funders, training organizations, employers, instructors, supervisors, mentors, peers and community members
- Knowledge of mentorship frameworks and strategies: e.g., Mentorship Matters
- Awareness of how race, class, sexual orientation, culture, trauma, disability and gender identity intersect in the workplace and educational contexts and impact adult learners

# Skills for Success Common Core

**1. Pursues Professionalism**
2. Applies Skills for Success Best Practices
3. Teaches Skills for Success Strategies

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## COMPETENCY 1.3

### Engages in self-reflection

### PERFORMANCE INDICATORS

1.3.1   Assesses personal strengths and areas for growth

1.3.2   Sets professional development goals

1.3.3   Seeks feedback on performance

1.3.4   Participates in formal and informal professional development activities

### SUPPORTING KNOWLEDGE

- Knowledge of self-assessment tools and self-reflective exercises: e.g., journaling, Socratic methods, etc.
- Knowledge of professional development opportunities: e.g., conferences, workshops, seminars, training sessions, institutes, sharing circles, etc. (Note: Specific opportunities for inclusion in supplemental resource material)
- Knowledge of coursework opportunities: e.g., community courses, certificates, diplomas, graduate work, community college (Note: Specific opportunities for inclusion in supplemental resource material)

# Skills for Success Common Core



## 1. Pursues Professionalism
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### COMPETENCY 1.4

Promotes the role and value of Skills for Success with participants and other training partners

### PERFORMANCE INDICATORS

1.4.1 Advocates for the role, value and transferability of Skills for Success in work, learning and life

1.4.2 Explains the connection between Skills for Success training and improved work performance

1.4.3 Explains the relationship between Skills for Success and social and ecomonic outcomes

1.4.4 Explains the relationship between efficient skill acquisition in one domain and proficiency level in another domain

### SUPPORTING KNOWLEDGE

- Knowledge of the definition and constructs of Skills for Success as specified in the framework
- Knowledge of connection between Skills for Success and economic and social prosperity
- Awareness of the ways Skills for Success interconnect and how that affects learning and instruction: e.g., numeracy requires sufficient reading and document use skills; problem-solving ability improves with greater reading and numeracy skills; collaboration requires communication and problem-solving skills
- Knowledge of training partners that make up the Skills for Success community and field: e.g., participants, funders, training organizations, employers, instructors, supervisors, mentors, peers and community members

# Skills for Success Common Core

## COMPETENCY 2.1

### Integrates Skills for Success into learning materials and activities

### PERFORMANCE INDICATORS

2.1.1 Considers job requirements and skill importance and frequency of use to identify the most relevant Skills for Success domains for program design, delivery and assessment

2.1.2 Uses targeted Skills for Success as the basis for program design, delivery and assessment

2.1.3 Determines advantageous skill domains for integration into learning activities

2.1.4 Integrates multiple Skills for Success into learning tasks to reflect the integrated nature of workplace tasks

### SUPPORTING KNOWLEDGE

- Knowledge of criticality and frequency: i.e., ability to determine the importance and frequency of skills used in specific roles
- Awareness of the ways Skills for Success interconnect and how that affects learning and instruction: e.g., numeracy requires sufficient reading and document use skills; problem-solving ability improves with greater reading and numeracy skills; collaboration requires communication and problem-solving skills
- Knowledge of needs analysis processes (See Design 1. Conducts Needs Analyses)

## COMPETENCY 2.2

Contextualizes Skills for Success training to make learning relevant and practical

## PERFORMANCE INDICATORS

2.2.1  Selects and incorporates authentic materials and scenarios into learning activities, including culturally and contextually relevant materials

2.2.2  Creates task-based learning activities based on real-world, workplace applications

2.2.3  Adapts the language, style and presentation of content to maximize relevancy for specific audiences

## SUPPORTING KNOWLEDGE

- Knowledge of different types of authentic documents
- Knowledge of intercultural competence and culturally relevant and responsive curriculum
- Knowledge of task-based learning
- Knowledge of the theories, principles and approaches of andragogy, including the connection between adult experience, needs, relevancy and motivation
- Knowledge of techniques to gather information and create realistic scenarios: e.g., critical incident method

## COMPETENCY 2.3

Applies a competency-based approach to Skills for Success training

### PERFORMANCE INDICATORS

2.3.1 Creates performance tasks that require participants to demonstrate what they can do

2.3.2 Assesses participants' mastery of required skills and knowledge to determine appropriate individual learning paths

2.3.3 Facilitates active learning processes with problem, inquiry or project-based tasks that are open-ended and challenging

2.3.4 Uses proficiency scales and mastery standards to measure participant performance, ladder instruction, monitor progress and motivate participants

2.3.5 Aligns competencies with relevant occupational and industry standards

## SUPPORTING KNOWLEDGE

- Knowledge of the nature of proficiency scales: i.e., the standard metric that supports comparison and aggregation
- Understanding of how proficiency levels are established: e.g., probability, mastery and the costs of error, employer expectations or impacts on outcomes
- Understanding of the impact of familiarity and transfer
- Knowledge of occupational and industry standards
- Awareness of the ways Skills for Success interconnect and how that affects learning and instruction: e.g., numeracy requires sufficient reading and document use skills; problem-solving ability improves with greater reading and numeracy skills; collaboration requires communication and problem-solving skills

# Skills for Success Common Core



1. Pursues Professionalism
2. **Applies Skills for Success Best Practices**
3. Teaches Skills for Success Strategies

## COMPETENCY 2.4

Varies complexity of learning tasks and materials to align to participants' Skills for Success needs and goals

## PERFORMANCE INDICATORS

2.4.1 Uses data from job task analysis to determine the complexity level of Skills for Success used in specific occupations

2.4.2 Uses pre-assessment and needs analysis data to determine differences between participants' starting levels and required levels

2.4.3 Creates learning tasks at target complexity levels

2.4.4 Selects and develops materials at the appropriate complexity level to match participants' needs

## SUPPORTING KNOWLEDGE

- Knowledge of complexity levels for each Skill for Success domain, including the variables that affect complexity for each skill
- Knowledge of theoretical foundations of complexity

# Skills for Success Common Core

## COMPETENCY 2.5

Applies instructional scaffolds to help participants progress

## PERFORMANCE INDICATORS

2.5.1 Focuses instruction on areas of skill development where participants are struggling

2.5.2 Guides participants through progressively more complex learning tasks

2.5.3 Motivates learners by providing a level of challenge that is slightly beyond learner's current abilities yet still within reach

2.5.4 Provides learning supports, such as templates, scripts, outlines and prompts, to assist participants with skill acquisition

2.5.5 Builds participants' awareness of aspects of tasks they find difficult and proposes strategies for improvement

2.5.6 Models metacognition using think aloud step-by-step processes

2.5.7 Identifies and develops enabling skills for participants who may require upgrading prior to developing proficiency in other Skills for Success domains

## SUPPORTING KNOWLEDGE

- Knowledge of scaffolding techniques: e.g., provision of examples, models and templates; think aloud step-by-step processes; pre-teach vocabulary; use of visual aids; checks for understanding during lessons; division of large tasks into smaller chunks; slowing of the instructional pace; etc.
- Knowledge of how to differentiate instruction relative to the needs of individual participants
- Awareness of the ways Skills for Success interconnect and how that affects learning and instruction: e.g., numeracy requires sufficient reading and document use skills; problem-solving ability improves with greater reading and numeracy skills; collaboration requires communication and problem-solving skills

# Skills for Success Common Core

1. Pursues Professionalism
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## COMPETENCY 2.6

### Provides direct instruction to structure and guide Skills for Success learning

### PERFORMANCE INDICATORS

2.6.1 Establishes specific learning outcomes for lessons and communicates those to participants

2.6.2 Provides explicit instruction on component parts and structure of concepts and performance tasks

2.6.3 Guides the learning process with step-by-step processes, templates, demonstrations and/or models for participants to follow

### SUPPORTING KNOWLEDGE

- Knowledge of how to break down large and complex concepts into manageable instructional/learning chunks
- Knowledge of models and direct instruction strategies

# Skills for Success Common Core

1. Pursues Professionalism
## 2. Applies Skills for Success Best Practices
3. Teaches Skills for Success Strategies

## COMPETENCY 2.7

Incorporates ongoing formative assessment and feedback to track progress of Skills for Success outcomes

## PERFORMANCE INDICATORS

2.7.1  Regularly monitors learning through a variety of formative assessment strategies

2.7.2  Incorporates frequent opportunities to provide participants with formal and informal feedback on progress

2.7.3  Uses formative assessment to adapt and align instruction and curriculum with participant levels, interests and goals

2.7.4  Provides quick and timely formative feedback after and/or during assessment

2.7.5  Focuses feedback on the specific strengths and areas for growth that have the greatest impact on participant performance

2.7.6  Incorporates self-assessment and self-reflection activities throughout the training period

2.7.7  Facilitates participant self-reflection to evaluate progress and set goals for continued improvement

## SUPPORTING KNOWLEDGE

- Knowledge of formative assessment strategies
- Knowledge of approaches to deliver feedback
- Knowledge of goalsetting approaches and frameworks
- Awareness of the ways Skills for Success interconnect and how that affects learning and instruction: e.g., numeracy requires sufficient reading and document use skills; problem-solving ability improves with greater reading and numeracy skills; collaboration requires communication and problem-solving skills

# Skills for Success Common Core

## COMPETENCY 2.8

**Supports social-emotional well-being to develop self-regulation skills**

### PERFORMANCE INDICATORS

2.8.1 Encourages participants to see errors and mistakes as growth opportunities rather than setbacks or failures

2.8.2 Encourages a growth mindset by praising and commenting on participants' efforts and processes rather than qualities or traits that reinforce a fixed mindset

2.8.3 Supports participants with anxiety, trauma and other adverse experiences and behaviours

2.8.4 Uses interventions to improve participants' ability to focus, minimize distractions and regulate emotions

### SUPPORTING KNOWLEDGE

- Knowledge of goal setting approaches and frameworks: e.g., SMART, BSQ, BHAG, backward goals, one-word goal setting, golden circle, etc.
- Knowledge of ways to empathize and support participants with anxiety, trauma and other adverse experiences and behaviours
- Knowledge of outside agencies that support complex participant needs: e.g., trauma, mental health and other adverse experiences
- Knowledge of research and resources related to social-emotional skills and learning, growth mindset, personality and soft skills
- Knowledge of psychological interventions: e.g., mindfulness, acceptance, appraisal/perspective taking-based approaches, box breathing, etc.

# Skills for Success Common Core

## COMPETENCY 2.9

### Applies a learner-centred approach to Skills for Success training

## PERFORMANCE INDICATORS

2.9.1  Acknowledges and builds upon the prior knowledge and experiences of participants

2.9.2  Connects learning to participants' career and personal goals

2.9.3  Co-creates learning by involving participants in decisions about content, process and assessment where possible

2.9.4  Respects, accommodates and incorporates individual differences in learners' backgrounds, interests, abilities, identities and experiences

2.9.5  Incorporates culturally responsive materials and activities

2.9.6  Encourages participants to collaborate and learn from each other

2.9.7  Creates individual learning plans based on participants' needs and abilities

2.9.8  Provides instruction and materials to accommodate a variety of participant levels, abilities and interests

2.9.9  Offers additional supports and resources for participants who are struggling or seeking additional challenge

2.9.10  Supports participants with learning differences and disabilities to access assistive technologies

## SUPPORTING KNOWLEDGE

- Knowledge of the theories, principles and approaches of andragogy, including the connection between adult experience, needs, relevancy and motivation
- Knowledge of constructivist learning theory
- Knowledge of learner-centred approaches
- Knowledge of disability and accessibility standards as applicable to community context: e.g., Accessible Canada Act, Accessibility for Ontarians with Disabilities Act, Accessibility for Manitobans Act, Nova Scotia Accessibility Act, etc.
- Knowledge of accommodations that support participants with learning differences and disabilities
- Knowledge of assistive technologies for participants with learning differences and disabilities: e.g., screen readers, screen magnifiers, text-to-speech software, etc.
- Knowledge of Indigenous principles of learning, ways of knowing and worldviews
- Knowledge of processes and practices to support the Indigenization of education and curricula
- Knowledge of intercultural competence and culturally relevant and responsive curriculum

# Skills for Success Common Core

1. Pursues Professionalism
2. Applies Skills for Success Best Practices
3. **Teaches Skills for Success Strategies**

## COMPETENCY 3.1

Uses instructional strategies to improve participants' reading skills

### PERFORMANCE INDICATORS

3.1.1 Provides instruction on foundational reading skills and knowledge as required

3.1.2 Provides instruction on reading strategies to help participants respond systematically to comprehension questions

3.1.3 Integrates context-specific language and vocabulary-building activities into reading instruction

3.1.4 Integrates authentic documents into reading activities, including culturally and contextually relevant documents

3.1.5 Provides instruction on structures, features and purposes of different types of documents

3.1.6 Provides instruction on strategies for navigating documents through the use of features and structures

3.1.7 Provides instruction on question structure and determining requested information

- Knowledge of foundational reading skills and knowledge: e.g. print concepts, letter knowledge, phonological awareness, phonics, word recognition, etc.
- Knowledge of reading strategies: e.g., 4-Step Question Strategy, SQ3R Method, close reading, KWL charts, GIST summary, etc.
- Knowledge of vocabulary building strategies: e.g., use of context clues, word clusters, word walls, mnemonics, glossaries, visual associations, flash cards, etc.
- Knowledge of different document types: e.g., lists, tables, entry forms, manuals, policies, procedures, diagrams, flowcharts, symbols, regulations, codes, etc.
- Knowledge of document features and structures: e.g., headings, subheadings, numbering systems, bullets, bolding, colour, etc.
- Knowledge of document purposes: e.g., to inform, instruct, explain, describe, analyze, persuade, entertain, etc.
- Knowledge of intercultural competence and culturally relevant and responsive curriculum
- Knowledge of Kirsch Mosenthal Taxonomy and Question Structure Theory: e.g., Type of Requested Information (TORI), Type of Match (TOM), Type of Processing (TOP) and Competing Information (CI)
- Knowledge of reading instructional techniques, academic research on teaching reading, and reading teaching and learning materials

# Skills for Success Common Core



1. Pursues Professionalism
2. Applies Skills for Success Best Practices
3. **Teaches Skills for Success Strategies**

## COMPETENCY 3.2

### Uses instructional strategies to improve participants' numeracy skills

## PERFORMANCE INDICATORS

3.2.1  Provides instruction on math operations

3.2.2  Provides instruction on problem-solving strategies to help participants solve numeracy tasks systematically

3.2.3  Provides participants with opportunities to use different numeracy approaches and strategies and to explain their reasoning

3.2.4  Provides instruction on the language of numeracy

3.2.5  Incorporates concrete, visual and hands-on activities to develop participants' understanding of numeracy concepts

3.2.6  Provides participants with opportunities to reflect on their prior learning in numeracy and connect it to new concepts

3.2.7  Recognizes, assesses and addresses participants' diverse and potentially negative experiences, beliefs and emotions towards numeracy that may interfere with learning

3.2.8  Integrates authentic documents into numeracy activities, including culturally and contextually relevant documents

3.2.9  Provides instruction on strategies for navigating documents through the use of features and structures

3.2.10  Provides instruction on the structure, features and purposes of different types of documents

3.2.11  Provides instruction on question structure and determining requested information

## SUPPORTING KNOWLEDGE

- Knowledge of basic math operations: e.g., whole numbers, ratios, proportions, percent, geometry, simple and complex correlation
- Knowledge of numeracy problem-solving strategies: e.g., identification of requested and given information, use of the 5-Step Question Strategy, CUBES, RUNS, UPS Check, etc.
- Knowledge of multiple methods to calculate an answer
- Knowledge of numeracy language: e.g., 'total' means addition and 'difference' means subtract
- Knowledge of numeracy visual representations, manipulatives and hands-on tasks: e.g., tape measures, base ten blocks, fraction circles and tiles, Cuisenaire rods, place value blocks, algebra tiles, etc.
- Knowledge of math anxiety
- Knowledge of ways to empathize and support participants who are displaying anxious, struggling or challenging behaviours
- Knowledge of different document types: e.g., lists, tables, entry forms, manuals, policies, procedures, diagrams, flowcharts, symbols, regulations, codes, etc.
- Knowledge of document features and structures: e.g., headings, subheadings, numbering systems, bullets, bolding, colour, etc.
- Knowledge of document purposes: e.g., to inform, instruct, explain, describe, analyze, persuade, entertain, etc.
- Knowledge of intercultural competence and culturally relevant and responsive curriculum
- Knowledge of Kirsch Mosenthal Taxonomy and Question Structure Theory: e.g., Type of Requested Information (TORI), Type of Match (TOM), Type of Processing (TOP) and Competing Information (CI)
- Knowledge of numeracy instructional techniques, academic research on teaching numeracy, and numeracy teaching and learning materials

# Skills for Success Common Core

## 3. Teaches Skills for Success Strategies

## COMPETENCY 3.3

### Uses instructional strategies to improve participants' writing skills

## PERFORMANCE INDICATORS

3.3.1 Provides instruction on elements of writing

3.3.2 Provides instruction on the relationship between audience, tone and formality

3.3.3 Provides instruction on organizational strategies to help participants approach writing tasks systematically

3.3.4 Provides instruction on strategies for pre-writing and generating ideas, such as brainstorming and discussion

3.3.5 Provides instruction on strategies for gathering and integrating information from one or more sources into writing content

3.3.6 Provides instruction on strategies for editing, revising and proofreading

3.3.7 Integrates context-specific language and vocabulary-building activities into writing instruction

3.3.8 Integrates authentic documents into writing activities, including culturally and contextually relevant documents

3.3.9 Provides instruction on structures, features and purposes of different types of documents

3.3.10 Provides instruction on strategies for navigating documents through the use of features and structures

3.3.11 Provides instruction on question structure and determining requested information

3.3.12 Integrates collaboration, communication and digital skills into writing tasks to help participants generate ideas, peer edit, revise writing and share knowledge

## SUPPORTING KNOWLEDGE

- Knowledge of basic elements of writing: e.g., length, purpose, style, structure, organization, content, audience, etc.
- Knowledge of purposes of writing: e.g., to inform, organize, remind, explain, request, express opinion, give directions, compare, contrast, make recommendations, evaluate, critique, persuade, etc.
- Knowledge of elements of style: e.g., informal, formal, mood, tone, etc.
- Knowledge of organizational strategies: e.g., graphic organizers, paragraph outline, writing process, etc.
- Knowledge of vocabulary-building strategies: e.g., use of context clues, word clusters, word walls, mnemonics, glossaries, visual associations, flash cards, etc.
- Knowledge of different document types: e.g., lists, tables, entry forms, manuals, policies, procedures, diagrams, flowcharts, symbols, regulations, codes, etc.
- Knowledge of document features and structures: e.g., headings, subheadings, numbering systems, bullets, bolding, colour, etc.
- Knowledge of document purposes: e.g., to inform, instruct, explain, describe, analyze, persuade, entertain, etc.
- Knowledge of intercultural competencies and culturally responsive curriculum
- Knowledge of Kirsch Mosenthal Taxonomy and Question Structure Theory: e.g., Type of Requested Information (TORI), Type of Match (TOM), Type of Processing (TOP) and Competing Information (CI)
- Knowledge of writing instructional techniques, academic research on teaching writing, and writing teaching and learning materials

## COMPETENCY 3.4

Uses instructional strategies to improve participants' creativity and innovation skills

## PERFORMANCE INDICATORS

3.4.1   Uses conceptual model(s) to help participants work systematically with information in creativity-based tasks

3.4.2   Creates open-ended, creativity-based tasks to prevent from leading participants' thinking towards a pre-determined path

3.4.3   Integrates discussion, brainstorming and collaboration into creativity and innovation activities

## SUPPORTING KNOWLEDGE

- Knowledge of conceptual models of creativity: e.g., Osborn-Parnes Creative Problem Solving (CPS) model, Kaufman & Beghetto Four-C model, etc.
- Knowledge of skills related to creative and innovative thinking: e.g., critical thinking, divergent thinking, convergent thinking, constraint identification, analogies, problem solving, conceptual combination, idea generation, abstract thinking, intercultural competence, etc.
- Knowledge of active learning strategies: e.g. case study, problem-based learning, project-based learning, etc.
- Knowledge of team dynamics
- Knowledge of creativity instructional techniques, academic research on teaching creativity, and creativity teaching and learning materials

# Skills for Success Common Core

## COMPETENCY 3.5

### Uses instructional strategies to improve participants' collaboration skills

## PERFORMANCE INDICATORS

3.5.1   Provides explicit instruction on collaboration skills

3.5.2   Provides instruction on strategies for analyzing the context and procedure of collaboration tasks

3.5.3   Creates challenging collaboration tasks that encourage diverse perspectives and outcomes

3.5.4   Structures group interactions to encourage participation and individual accountability

3.5.5   Incorporates activities to develop trust and psychological safety in team environments

- Knowledge of collaboration skills: e.g., group listening skills, appropriate disagreement, conflict resolution, collaboration strategies, negotiation, etc.
- Knowledge of the difference between collaboration, teamwork, cooperative learning, group work, parallel work, etc.
- Knowledge of the effect of group structure on participation and accountability: e.g., size of groups, role assignment, homogeneous versus heterogeneous skill groupings, etc.
- Awareness of the influence of culture on collaboration
- Knowledge of role assignment in collaboration tasks: e.g., elaborator, clarifier, etc.
- Knowledge of personality and behaviour assessments to support understanding self and others: e.g., Myers-Brigs, DISC assessment, PDA Behavioural assessment, etc.
- Knowledge of the principles of team cognition and team dynamics
- Knowledge of strategies to increase psychological safety designed to improve teamwork and collaboration: e.g., approach conflict as a collaborator, recognize the emotions/feelings of others, anticipate team member reactions to feedback, avoid blaming, etc.
- Knowledge of collaboration instructional techniques, academic research on teaching collaboration, and collaboration teaching and learning materials

# Skills for Success Common Core

## COMPETENCY 3.6

### Uses instructional strategies to improve participants' problem-solving skills

## PERFORMANCE INDICATORS

3.6.1 Provides explicit instruction on the basic elements and procedures of problem solving

3.6.2 Uses problem-solving models that provide systematic processes for participants to follow

3.6.3 Provides instruction on cognitive biases and how they can hamper successful problem solving

3.6.4 Provides instruction on research methods and determining relevancy of information

3.6.5 Provides instruction on thinking strategies to choose the best course of action and evaluate its effectiveness

3.6.6 Provides participants with sufficient time to work through problem-solving steps and find their own solutions

3.6.7 Intervenes in problem-solving activities to provide structured guidance, feedback and questions, rather than leaving participants solely to the discovery method

3.6.8 Debriefs the process and results of problem-solving to model critical thinking processes and encourage participant reflection

3.6.9 Provides opportunities for participants to compare each other's work and critique alternative problem-solving strategies

3.6.10 Integrates discussion, brainstorming and collaboration into problem-solving activities

## SUPPORTING KNOWLEDGE

- Knowledge of problem-solving elements and procedures: e.g., identifying the issue, gathering information, analyzing the issue, considering multiple routes of action, addressing the issue, and evaluating the effectiveness of the solution or decision, etc.
- Knowledge of different problem-solving models: e.g., IDEALS, the 5 Whys, PROACT, etc.
- Knowledge of cognitive biases: e.g., confirmation bias, fundamental attribution, bias blind spot, pre-conceptions, habits, etc.
- Knowledge of thinking strategies to choose the best course of action: e.g., logical thinking, if-then thinking, etc.
- Knowledge of problem, inquiry and project-based learning
- Knowledge of feedback and intervention strategies in group activities
- Knowledge of question strategies and Bloom's Taxonomy
- Knowledge of problem-solving instructional techniques, academic research on teaching problem-solving, and problem-solving teaching and learning materials

## COMPETENCY 3.7

### Uses instructional strategies to improve participants' adaptability skills

### PERFORMANCE INDICATORS

3.7.1   Uses adaptability training models to guide instruction

3.7.2   Uses frameworks to teach participants how to manage goals and time

3.7.3   Provides instruction on adaptive thinking strategies to build resilience and positivity in the face of change

3.7.4   Provides constructive feedback to encourage adaptability

3.7.5   Encourages a growth mindset by praising and commenting on participants' efforts and processes rather than qualities or traits that reinforce a fixed mindset

3.7.6   Encourages participants to see errors and mistakes as growth opportunities rather than setbacks or failures

3.7.7   Uses interventions to improve participants' ability to focus, minimize distractions and regulate emotions

## SUPPORTING KNOWLEDGE

- Knowledge of adaptability training models: e.g., experiential variety, strategic information provision and frame-changing guidance, error management training, and perspective taking
- Knowledge of goal-setting approaches and frameworks: e.g., SMART, BSQ, BHAG, backward goals, one-word goal setting, golden circle, etc.
- Knowledge of approaches to time management: e.g., Kanban, Pomodoro, time blocking, Getting Things Done (GTD), Bullet Journal, 1-3-5 List, Parkinson's Law of Time Management, etc.
- Knowledge of adaptive thinking strategies: e.g., reframing (finding the "silver lining"), replacing (finding something to replace a loss) and reinventing (finding new ways to do things)
- Knowledge of constructive feedback techniques: e.g., providing comments instead of marks and having participants use feedback to make changes to their work
- Knowledge of growth mindset and self-directed learning
- Knowledge of the research on personality trait change
- Knowledge of psychological interventions: e.g., mindfulness, acceptance, appraisal/perspective taking-based approaches, box breathing, etc.
- Knowledge of adaptability instructional techniques, academic research on teaching adaptability, and adaptability teaching and learning materials

## COMPETENCY 3.8

Uses instructional strategies to improve participants' communication skills

## PERFORMANCE INDICATORS

3.8.1  Provides instruction on strategies to reduce public-speaking anxiety

3.8.2  Provides instruction on techniques to improve active listening skills

3.8.3  Provides instruction on intercultural communication skills

3.8.4  Incorporates role-play and simulation-based communication tasks

3.8.5  Presents expert and peer models of successful communication performance

3.8.6  Provides instruction on non-verbal aspects of communication

3.8.7  Creates learning tasks that require participants to consider their own and others' perspectives, biases, purposes and intentions

3.8.8  Provides instruction on adapting communication approaches to different contexts depending on the needs, preferences, interests, abilities, cultures and relationships with training partners

- Knowledge of public-speaking anxiety and strategies to reduce it: e.g., relaxation techniques, cognitive reappraisal techniques and training to improve public-speaking skills to boost confidence
- Knowledge of active listening techniques: e.g., paraphrasing, verbalizing emotions, summarizing, clarifying, encouraging/prompting and asking questions
- Knowledge of intercultural communication skills
- Knowledge of action methods to enhance role-play in problem-based learning: e.g., warm-ups, role-creation, doubling, role-reversal and sharing
- Knowledge of non-verbal aspects of communication: e.g., tone of voice, facial expression, body language, etc.
- Knowledge of the role of conscious and unconscious bias in communication
- Knowledge of communication instructional techniques, academic research on teaching communication, and communication teaching and learning materials

# Skills for Success Common Core

## COMPETENCY 3.9

### Uses instructional strategies to improve participants' digital skills

## PERFORMANCE INDICATORS

3.9.1 Provides instruction on the technical "how to" of digital tasks and the contextual "when" and "why" to foster participant transfer of learning to new digital technologies

3.9.2 Differentiates instruction and curriculum to address participants' different learning needs and starting points

3.9.3 Addresses the needs of participants with low confidence in their digital skills

3.9.4 Provides instruction on basic functions and terminology of digital devices

3.9.5 Provides instruction on strategies for navigating digital content through the use of features and structures

3.9.6 Provides instruction on strategies to evaluate the relevance and reliability of digital information

3.9.7 Provides instruction on digital safety, storage, privacy, protection and ethics

3.9.8 Supports participants with learning differences and disabilities to access assistive technologies

## SUPPORTING KNOWLEDGE

- Knowledge of current and emerging technologies and digital skills: e.g., digital and mobile applications, online communication and social media platforms, learning management systems, etc.
- Knowledge of differentiated instruction methods: e.g., flexible learning groups, choice in learning tasks, varied content presentation, differently leveled materials, etc.
- Ability to empathize and support participants who are displaying anxious, struggling or challenging behaviours: e.g., through the provision of one-to-one support, positive feedback, appropriate staging of difficulty, early direct instruction to ensure participants succeed and build confidence, a welcoming learning climate with adequate resources, a sense of community amongst participants, etc.
- Knowledge of assistive technologies for participants with learning differences and disabilities: e.g., screen readers, screen magnifiers, text-to-speech software, etc.
- Knowledge of digital skills instructional techniques, academic research on digital skills, and digital skills teaching and learning materials

# Design

**01**   Conducts Needs Analyses

**02**   Develops Program Framework

**03**   Develops Learning Materials
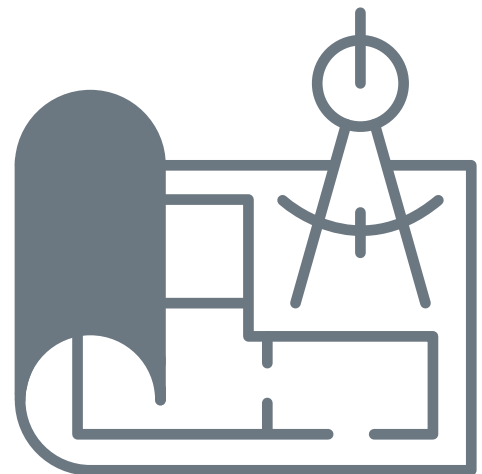
# Design

**1. Conducts Needs Analyses**
2. Develops Program Framework
3. Develops Learning Materials

## COMPETENCY 1.1

Identifies and engages training partners to participate in needs analysis

## PERFORMANCE INDICATORS

1.1.1 Participates in networking to build relationships with training partners and potential clients

1.1.2 Identifies appropriate training partners in relation to project objectives

1.1.3 Compares and contrasts training partners' objectives and implications for workforce development

## SUPPORTING KNOWLEDGE

- Skills in networking, collaboration, marketing and engagement
- Knowledge of training partners at local, provincial and national levels relative to programming needs: e.g., participants, funders, training organizations, employers, Indigenous organizations, instructors, supervisors, mentors, peers and community members
- Knowledge of Gender-based Analysis Plus (GBA+) process and framework

# Design

**1. Conducts Needs Analyses**
2. Develops Program Framework
3. Develops Learning Materials

## COMPETENCY 1.2

### Conducts preliminary research to plan and prepare needs analysis

## PERFORMANCE INDICATORS

1.2.1   Researches background information about industry, company, occupation and economic context

1.2.2   Identifies challenges and opportunities for training within training partner context

1.2.3   Identifies performance metrics relevant to business, organization and/or industry needs, such as productivity, safety and costs

1.2.4   Creates needs analysis framework relative to training partners' needs and constraints

1.2.5   Validates needs analysis framework with the client

1.2.6   Prepares interview and confidentiality protocols

## SUPPORTING KNOWLEDGE

- Knowledge of research skills to find information from a variety of sources, such as Labour Market Information, NOC, Essential Skills Job Profiles, etc.
- Knowledge of how Skills for Success impact performance: e.g., productivity, error rates, re-do rates, material wastage, absenteeism, teamwork, accident rates, morale, client satisfaction, health outcomes, etc.

# Design

**1. Conducts Needs Analyses**
2. Develops Program Framework
3. Develops Learning Materials

## COMPETENCY 1.3

Conducts needs analysis with various training partners to inform Skills for Success program design

## PERFORMANCE INDICATORS

1.3.1 Follows interview and confidentiality protocols

1.3.2 Collects needs analysis data using suitable research methods

1.3.3 Asks probing questions to uncover which skills are impairing performance and impacting business success

1.3.4 Completes job task analysis to determine complexity levels, criticality and frequency of tasks required for specific roles

1.3.5 Identifies the most relevant Skills for Success domains depending on criticality and frequency within job tasks and availability of time for training

1.3.6 Benchmarks participants relative to identified performance indicators and competencies

1.3.7 Collects workplace material and identifies scenarios for application-based training

## SUPPORTING KNOWLEDGE

- Knowledge of confidentiality protocols and privacy acts: e.g., The Privacy Act, Freedom of Information and Protection of Privacy Act (FIPPA), Personal Information Protection and Electronic Documents Act (PIPEDA)
- Knowledge of interview skills and types of interview questions
- Knowledge of research methods: e.g., observation, questionnaires, interviews, focus groups, etc.
- Knowledge of how Skills for Success impact performance: e.g., productivity, error rates, re-do rates, material wastage, absenteeism, teamwork, accident rates, morale, client satisfaction, health outcomes, etc.
- Knowledge of job task analysis process
- Knowledge of criticality and frequency: i.e., determination of most important and frequently used skills in specific roles

# Design

## 1. Conducts Needs Analyses
2. Develops Program Framework
3. Develops Learning Materials

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**COMPETENCY 1.4**

Evaluates needs analysis results to make recommendations for training

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**PERFORMANCE INDICATORS**

1.4.1　Identifies the need for skill upgrading

1.4.2　Identifies context, constraints, resources, costs, timing and other pragmatics of delivery to determine viability of training program

1.4.3　Recommends a plan for upgrading training

1.4.4　Aligns results of needs analysis with training partners' priorities

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**SUPPORTING KNOWLEDGE**

- Knowledge of how Skills for Success impact performance: e.g., productivity, error rates, re-do rates, material wastage, absenteeism, teamwork, accident rates, morale, client satisfaction, health outcomes, etc.
- Knowledge of best practice models
- Knowledge of project management

# Design

## 1. Conducts Needs Analyses
2. Develops Program Framework
3. Develops Learning Materials

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### COMPETENCY 1.5

#### Develops agreements with clients

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### PERFORMANCE INDICATORS

1.5.1   Writes and presents proposals to secure contracts

1.5.2   Defines project scope, protocols and training partner roles

1.5.3   Negotiates agreement terms and conditions

1.5.4   Finalizes contract

---

### SUPPORTING KNOWLEDGE

- Knowledge of format and processes of formal report writing
- Knowledge of networking, collaboration, marketing and engagement strategies
- Knowledge of structures of Memorandums of Understanding, legal agreements and financial models to build proposals, budgets and understanding agreements

# Design

1. Conducts Needs Analyses
## 2. Develops Program Framework
3. Develops Learning Materials

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**COMPETENCY 2.1**

Identifies goals and overarching principles of Skills for Success training

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**PERFORMANCE INDICATORS**

2.1.1   Identifies the goals, objectives and intended program outcomes, based on needs analysis

2.1.2   Identifies levels of skills required relative to training timeline

2.1.3   Creates a profile of the intended participant

2.1.4   Balances participant, employer, funder and societal goals

2.1.5   Establishes overall design principles

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**SUPPORTING KNOWLEDGE**

- Knowledge of business measures
- Knowledge of educational philosophies: e.g., progressive adult education, behaviourist adult education, etc.
- Knowledge of design approaches: e.g., performance-centered design, universal design for learning, etc.
- Knowledge of design processes: e.g., design thinking, successive approximation model (SAM), etc.

# Design

## COMPETENCY 2.2

Applies Universal Design for Learning principles to reduce barriers to learning and give all participants equal opportunity to succeed

## PERFORMANCE INDICATORS

2.2.1   Develops flexible curriculum materials and activities that can be adjusted to individual needs

2.2.2   Presents information and content in different ways and modalities

2.2.3   Incorporates culturally responsive materials and activities

2.2.4   Provides a variety of ways for participants to express and demonstrate what they know

2.2.5   Stimulates participant interest and motivation for learning using a variety of strategies

## SUPPORTING KNOWLEDGE

- Knowledge of Universal Design for Learning (UDL) framework, principles and methods
- Knowledge of multiple means of representation: e.g., using different modalities, providing customizable display of information, providing alternatives for auditory and visual information
- Knowledge of intercultural competence and culturally relevant and responsive curriculum
- Knowledge of multiple means of action and expression: e.g., different options for physical action, expression and communication and executive functions
- Knowledge of multiple means of engagement: e.g., different strategies for recruiting interest, sustaining effort and persistence, and self-regulation
- Knowledge of disability and accessibility standards as applicable to community context: e.g., Accessible Canada Act, Accessibility for Ontarians with Disabilities Act, Accessibility for Manitobans Act, Nova Scotia Accessibility Act, etc.
- Knowledge of digital learning tools and environments: e.g., learning management systems, software, applications, synchronous and asynchronous learning, etc.
- Knowledge of Gender-based Analysis Plus (GBA+) process and framework

# Design

1. Conducts Needs Analyses
2. **Develops Program Framework**
3. Develops Learning Materials

---

## COMPETENCY 2.3

### Builds Skills for Success training framework

### PERFORMANCE INDICATORS

2.3.1   Determines scope of concepts, content and competencies to be included in Skills for Success curriculum based on established training goals, principles and constraints

2.3.2   Determines a logical sequence for delivery, recognizing that efficient acquisition of higher proficiency levels is dependent on mastery of lower order skills within proficiency levels and between domains

2.3.3   Writes measurable, observable program learning outcomes in alignment with relevant occupational and industry performance standards, job profiles and benchmarked participants

### SUPPORTING KNOWLEDGE

- Knowledge of how to write clear and measurable learning outcomes
- Knowledge of Bloom's taxonomy
- Knowledge of industry performance standards and competencies
- Awareness of the ways Skills for Success interconnect and how that affects learning and instruction: e.g., numeracy requires sufficient reading and document use skills; problem-solving ability improves with greater reading and numeracy skills; collaboration requires communication and problem-solving skills

# Design

1. Conducts Needs Analyses
2. Develops Program Framework
## 3. Develops Learning Materials

## COMPETENCY 3.1

Integrates Skills for Success and workplace applications throughout curriculum

## PERFORMANCE INDICATORS

3.1.1 Incorporates real-world tasks and authentic workplace materials into program materials, including culturally and contextually relevant materials

3.1.2 Integrates multiple Skills for Success into learning tasks to reflect the integrated nature of workplace tasks

## SUPPORTING KNOWLEDGE

- Awareness of the ways Skills for Success interconnect and how that affects learning and instruction: e.g., numeracy requires sufficient reading and document use skills; problem-solving ability improves with greater reading and numeracy skills; collaboration requires communication and problem-solving skills
- Awareness of how greater social-emotional skills improve acquisition of other skills
- Knowledge of intercultural competence and culturally relevant and responsive curriculum

# Design

## COMPETENCY 3.2

### Creates program materials

## PERFORMANCE INDICATORS

3.2.1   Establishes learning outcomes for each curriculum component

3.2.2   Develops participant training materials to support achievement of learning outcomes

3.2.3   Develops instructor training materials to support transfer of knowledge and facilitation

3.2.4   Develops formative assessment materials to provide feedback to participants

3.2.5   Develops summative assessment materials to evaluate participants' achievement of learning outcomes

3.2.6   Develops a range of supplemental materials to scaffold learning for struggling participants and extend learning for participants who would benefit from extra challenge

## SUPPORTING KNOWLEDGE

- Knowledge of how to produce user-friendly participant training materials: e.g., worksheets, assignments, activities, presentations, interactive online materials, review exercises, graphic organizers, etc.
- Knowledge of how to produce user-friendly instructor training materials: e.g., instructor guides, presentations, lesson plans, etc.
- Knowledge of plain language and design principles
- Knowledge of formative assessment strategies: e.g., learning observations, discussion, self-reflection, exit-slips, portfolios, quizzes, interviews, questionnaires, student error logs, etc.
- Knowledge of summative assessment strategies: e.g., tests, exams, performance assessments, rubrics, etc.
- Knowledge of scaffolding techniques:  e.g., provision of examples, models and templates; think aloud step-by-step processes; pre-teach vocabulary; use of visual aids; checks for understanding during lessons; division of large tasks into smaller chunks; slowing the pace of instruction; etc.
- Knowledge of differentiated instruction methods: e.g., flexible learning groups, choice in learning tasks, varied content presentation, differently leveled materials, etc.
- Knowledge of existing program materials to revise and reuse for new training purposes

# Design

## COMPETENCY 3.3

### Keeps training development on track

## PERFORMANCE INDICATORS

3.3.1   Develops and/or follows a workplan of project activities and timeline for completion of each stage

3.3.2   Communicates with team members and clients about the status of deliverables

3.3.3   Troubleshoots any obstacles and delays

## SUPPORTING KNOWLEDGE

- Knowledge of project management
- Knowledge of communication and collaboration strategies

# Design

1. Conducts Needs Analyses
2. Develops Program Framework
## 3. Develops Learning Materials

## COMPETENCY 3.4

Ensures curriculum materials adhere to quality assurance standards

## PERFORMANCE INDICATORS

3.4.1   Follows organizational Quality Assurance (QA) and Quality Control (QC) processes

3.4.2   Monitors the quality of all curriculum components and learning and instructional materials

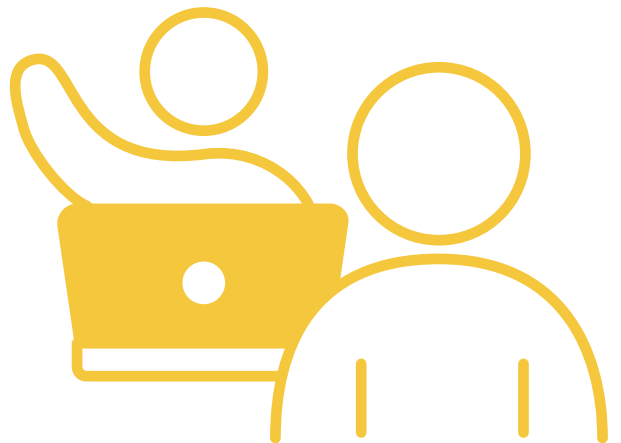3.4.3   Revises elements that do not meet quality standards

## SUPPORTING KNOWLEDGE

- Knowledge of QA and QC practices
- Knowledge of proofreading and editing techniques
- Knowledge of change management procedures for updating and maintaining curriculum

# Deliver

**01**  Shapes Learning Environment

**02**  Engages Adult Learners

**03**  Fosters Learning

# Deliver

**1. Shapes Learning Environment**
2. Engages Adult Learners
3. Fosters Learning

## COMPETENCY 1.1

Organizes the physical, virtual and/or remote learning space to maximize participant engagement

## PERFORMANCE INDICATORS

1.1.1   Arranges an appropriate physical, virtual and/or remote learning space

1.1.2   Orients participants on how to use the physical, virtual and/or remote space

1.1.3   Identifies possible barriers within the learning space and offers adaptations as required

## SUPPORTING KNOWLEDGE

- Knowledge of the impact of different physical, virtual and/or remote layouts on learning, including for participants with learning differences and disabilities
- Knowledge of different virtual conferencing technologies and learning management systems
- Knowledge of digital trouble-shooting techniques
- Knowledge of disability and accessibility standards as applicable to community context: e.g., Accessible Canada Act, Accessibility for Ontarians with Disabilities Act, Accessibility for Manitobans Act, Nova Scotia Accessibility Act, etc.
- Knowledge of assistive technologies for participants with learning differences and disabilities: e.g. screen readers, screen magnifiers, text-to-speech software, etc.
- Knowledge of accommodations that support participants with learning differences and disabilities

# Deliver

**1. Shapes Learning Environment**
2. Engages Adult Learners
3. Fosters Learning

## COMPETENCY 1.2

Creates an atmosphere that addresses the social-emotional needs of participants

## PERFORMANCE INDICATORS

1.2.1   Welcomes and greets participants as they enter the learning space

1.2.2   Models respectful and inclusive language in interactions with participants and staff

1.2.3   Sets expectations with participants regarding behaviour, policies and rules

1.2.4   Manages disruptive or counter-productive behaviour

1.2.5   Identifies and troubleshoots social-emotional barriers to learning

1.2.6   Integrates participants' diverse identities, experiences, background knowledge, skills, abilities, interests, cultures and values into learning activities

1.2.7   Refers participants to community and outside resources as required

1.2.8   Helps participants to get to know each other, develop trust and build community

## SUPPORTING KNOWLEDGE

- Knowledge of community-building activities that foster a positive learning environment: e.g., icebreakers, Tribes Learning Communities, etc.
- Knowledge of human resources, inclusivity, diversity and respectful workplace policies
- Knowledge of social-emotional and other barriers that adult learners face in educational settings
- Knowledge of social-emotional skills
- Knowledge of positive learning and behaviour management approaches
- Awareness of how race, class, sexual orientation, culture, trauma, disability and gender identity intersect in the workplace and educational contexts and impact adult learners
- Knowledge of intercultural competence and culturally relevant and responsive curriculum
- Knowledge of Indigenous principles of learning, ways of knowing and worldviews
- Knowledge of processes and practices to support the Indigenization of education and curricula
- Knowledge of available community and outside resources:  e.g., counselling, program advisors, etc.

# Deliver

**1. Shapes Learning Environment**
2. Engages Adult Learners
3. Fosters Learning

Builds participants' confidence and ownership of learning process

## PERFORMANCE INDICATORS

1.3.1    Shares learning strategies and behaviours that promote success

1.3.2    Communicates the roles and responsibilities of participants

1.3.3    Fosters independence by reducing the amount of support provided as participants gain ability, confidence and readiness to become independent

1.3.4    Provides opportunities for participants to reflect on their prior learning and progress and set goals for continued improvement

1.3.5    Models thinking processes for participants through think aloud demonstrations

1.3.6    Encourages participants to ask questions and seek help when experiencing difficulty

1.3.7    Checks in with participants to discuss their learning progress, engagement and challenges

1.3.8    Provides opportunities for participants' choice in learning materials and activities where possible

1.3.9    Supports participants in recognizing their strengths and developing a positive disposition toward challenging learning tasks, taking risks and learning from mistakes

1.3.10   Creates individual learning plans based on participants' needs and abilities

## SUPPORTING KNOWLEDGE

- Knowledge of Vygotsky's Zone of Proximal Development
- Knowledge of meta-cognition, self-reflection, self-regulation, self-advocacy and self-determination strategies
- Knowledge of the impacts of participants' educational and life experiences on their openness and ability to learn, and how to best overcome these barriers to learning
- Awareness of how race, class, sexual orientation, culture, trauma, disability and gender identity intersect in the workplace and educational contexts and impact adult learners
- Knowledge of intercultural competence and culturally relevant and responsive curriculum
- Knowledge of flexible delivery strategies

# Deliver

1. Shapes Learning Environment
2. **Engages Adult Learners**
3. Fosters Learning

## COMPETENCY 2.1

### Makes learning relevant to participants

### PERFORMANCE INDICATORS

2.1.1   Connects learning to participants' career and personal goals

2.1.2   Connects learning theory to practical workplace tasks and future training

2.1.3   Incorporates real-world tasks and authentic workplace materials into learning activities, including culturally and contextually relevant materials

### SUPPORTING KNOWLEDGE

- Knowledge of the principles of adult learning, competency-based education, constructivist learning theory
- Knowledge of workplace context and methods to research these contexts
- Knowledge of intercultural competence and culturally relevant and responsive curriculum
- Awareness of the ways Skills for Success interconnect and how that affects learning and instruction: e.g., numeracy requires sufficient reading and document use skills; problem-solving ability improves with greater reading and numeracy skills; collaboration requires communication and problem-solving skills

# Deliver

1. Shapes Learning Environment
2. **Engages Adult Learners**
3. Fosters Learning

## COMPETENCY 2.2

Recognizes and builds upon participants' prior learning, knowledge and experience

## PERFORMANCE INDICATORS

2.2.1 Provides opportunities for participants to reflect on their prior learning and connect it to new concepts

2.2.2 Incorporates participants' knowledge, skills and experiences into learning activities and discussions

2.2.3 Encourages collaboration and idea-sharing among participants

2.2.4 Connects new concepts to previous lessons and activities

## SUPPORTING KNOWLEDGE

- Knowledge of strategies to activate prior knowledge: e.g., graphic organizers, KWL charts, anticipatory guides, gallery walk, free discussion, brainstorming, etc.
- Knowledge of narrative learning: e.g. autobiography, storytelling, etc.

## COMPETENCY 2.3

### Makes learning interactive

## PERFORMANCE INDICATORS

2.3.1 Asks questions to facilitate discussion and check understanding

2.3.2 Asks questions at a variety of levels to target different types of thinking

2.3.3 Encourages questions and comments from participants

2.3.4 Listens actively to participants by focusing attention, nodding, asking clarification questions, and soliciting responses

2.3.5 Responds to participant questions and comments

2.3.6 Uses a variety of response strategies to encourage learning

2.3.7 Incorporates a variety of small and large group discussion strategies

2.3.8 Uses silence and wait time to encourage participants' reflection and response

2.3.9 Uses interactive technology

## SUPPORTING KNOWLEDGE

- Knowledge of discussion, question and response strategies: e.g., think-pair-share, tell-help-check, wait time, Bloom's taxonomy, didactic method, Socratic method, cooperative learning structures, answering directly, redirecting the question to the class, guiding the participant to answer their own question, etc.
- Knowledge of interactive technologies:  e.g., polls, discussion boards, online quizzes, etc.
- Knowledge of online discussion strategies:  open-ended discussion, closed-ended discussion, etc.

# Deliver

1. Shapes Learning Environment
2. Engages Adult Learners
3. **Fosters Learning**

## COMPETENCY 3.1

Communicates in a way that meets needs of participants

### PERFORMANCE INDICATORS

3.1.1   Speaks using a vocabulary level that is appropriate for participants' needs and abilities

3.1.2   Speaks at a speed that is appropriate for participants' needs and abilities

3.1.3   Speaks with sufficient volume that is audible to all participants

3.1.4   Speaks with grammar and pronunciation that is comprehensible to participants

3.1.5   Confirms instructions for activities are understood by participants

3.1.6   Simplifies complex and specialized knowledge to make it comprehensible to participants

3.1.7   Rewords explanations and instructions when participants need clarification

### SUPPORTING KNOWLEDGE

- Knowledge of process of second language acquisition and strategies to support English language learners
- Knowledge of communication strategies to support participants with learning differences and disabilities

# Deliver

1. Shapes Learning Environment
2. Engages Adult Learners
## 3. Fosters Learning

## COMPETENCY 3.2

### Structures and scaffolds delivery to maximize learning

## PERFORMANCE INDICATORS

3.2.1   Communicates lesson objectives to participants

3.2.2   Connects new ideas to participants' prior knowledge

3.2.3   Breaks learning into manageable steps

3.2.4   Presents information in logical sequence

3.2.5   Introduces new concepts based on participant readiness

3.2.6   Balances direct instruction with opportunity for participants to practice

3.2.7   Builds repetition into lessons and practice to support learner mastery of skills

3.2.8   Uses bridges and transitions to help participants see the connection and continuity among concepts and sections

3.2.9   Provides summaries and opportunities to review

- Knowledge of Vygotsky's Zone of Proximal Development and Bloom's taxonomy
- Knowledge of scaffolding techniques:  e.g., provide examples, models and templates; think aloud step-by-step processes; pre-teach vocabulary; use of visual aids; checks for understanding during lessons; division of large tasks into smaller chunks; slowing of the instructional pace; etc.
- Knowledge of strategies to activate prior knowledge: e.g., graphic organizers, Know Wonder Learn (KWL) charts, anticipatory guides, gallery walk, free discussion, brainstorming, etc.
- Knowledge of differentiated instruction methods: e.g., flexible learning groups, choice in learning tasks, varied content presentation, differently leveled materials, etc.

# Deliver

## COMPETENCY 3.3

Delivers content in a variety of ways

### PERFORMANCE INDICATORS

3.3.1   Uses a variety of instructional techniques and modalities to provide content

3.3.2   Uses visual and audio-visual displays of information to enhance learning

3.3.3   Incorporates technology into instructional and learning activities

### SUPPORTING KNOWLEDGE

- Knowledge of different ways to present content: e.g., demonstration, lecture, group discussion
- Knowledge of how to incorporate visual and audio-visual information: e.g., videos, pictures, replicas, models, images, graphs, diagrams, etc.
- Knowledge of digital tech tools: e.g., presentation tools, multimedia, online resources, learning management systems, word processing, spreadsheets, video editing software, etc.
- Knowledge of legal, ethical, safe and healthy behaviour related to technology use

# Deliver



1. Shapes Learning Environment
2. Engages Adult Learners
## 3. Fosters Learning

## COMPETENCY 3.4

### Adapts instruction based on participant needs and abilities

## PERFORMANCE INDICATORS

3.4.1   Selects paper and/or digital materials that reflect participants' interests, backgrounds, needs and goals

3.4.2   Provides instruction and materials to accommodate a variety of participant levels and abilities

3.4.3   Offers additional supports and resources for participants who are struggling or seeking additional challenge

3.4.4   Adjusts the pace of the lesson depending on participants' understanding and response

3.4.5   Offers adaptations, accommodations, assistive devices and supportive technology for participants with learning differences and disabilities

3.4.6   Adjusts instructional strategies based on participant feedback

## SUPPORTING KNOWLEDGE

- Knowledge of how to adapt learning materials
- Knowledge of common signs of learning disability
- Knowledge of accommodations that support participants with learning differences and disabilities
- Knowledge of assistive technologies for participants with learning differences and disabilities: e.g. screen readers, screen magnifiers, text-to-speech software, etc.
- Knowledge of social-emotional skills

# Assess

**01** Develops Assessment Framework

**02** Uses Data to Inform Instruction

**03** Communicates Results

**04** Evaluates Program

# Assess



**1. Develops Assessment Framework**
2. Uses Data to Inform Instruction
3. Communicates Results
4. Evaluates Program

## COMPETENCY 1.1

Bases assessment framework on program goals, industry standards, learning outcomes and participant needs

## PERFORMANCE INDICATORS

1.1.1   Develops assessment framework to align with relevant occupational and industry standards, benchmarks and needs analysis results

1.1.2   Develops assessment framework to measure participants' achievement of program goals and learning outcomes

1.1.3   Develops assessment framework to address issues of validity, reliability and bias

1.1.4   Plans for assessment of each learning outcome

1.1.5   Adjusts complexity, length and/or format of assessments depending on assessment purpose and participants' levels, skills and abilities

## SUPPORTING KNOWLEDGE

- Knowledge of characteristics, uses, advantages and limitations of different types of assessments: e.g., multiple choice vs. short answer; number of questions, length, etc.
- Knowledge of how to select, construct and use assessment strategies and instruments appropriate to learning outcomes being evaluated
- Knowledge of assessment-related issues: e.g., validity, reliability, bias, scoring concerns, ethics, etc.
- Knowledge of complexity levels for each Skill for Success, including variables that affect complexity for each skill, such as question structure, number of steps, length, risk, etc.
- Knowledge of Bloom's taxonomy
- Knowledge of basic statistics
- Knowledge of Universal Design for Learning (UDL) framework, principles and methods

## COMPETENCY 1.2

### Incorporates a variety of assessment types into assessment framework

## PERFORMANCE INDICATORS

1.2.1  Administers a pre-assessment to measure participants' levels, skills, abilities, goals, background knowledge and pre-requisites

1.2.2  Monitors learning through a variety of formative assessment strategies

1.2.3  Evaluates participants' achievement of program goals and learning outcomes through a variety of summative assessment strategies to ensure participants' learning is fully and fairly captured

## SUPPORTING KNOWLEDGE

- Knowledge of Prior Learning Assessment and Recognition (PLAR) processes
- Knowledge of formative assessment strategies: e.g., classroom observations, discussion, self-reflection, exit-slips, portfolios, quizzes, interviews, questionnaires, student error logs, demonstrations, learning activities, etc.
- Knowledge of summative assessment strategies: e.g., section tests, final exams, performance assessments, standardized tests, demonstrations, portfolio, etc.
- Knowledge of Universal Design for Learning (UDL) framework, principles and methods

# Assess

**1. Develops Assessment Framework**
2. Uses Data to Inform Instruction
3. Communicates Results
4. Evaluates Program

## COMPETENCY 1.3

Plans for ongoing assessment at regular intervals

### PERFORMANCE INDICATORS

1.3.1  Determines the appropriate frequency of assessment

1.3.2  Schedules a balance of formative and summative assessment

1.3.3  Builds in frequent opportunities to provide formal and informal feedback to participants on their progress

### SUPPORTING KNOWLEDGE

- Knowledge of formative assessment strategies: e.g., classroom observations, discussion, self-reflection, exit-slips, portfolios, quizzes, interviews, questionnaires, student error logs, demonstrations, learning activities, etc.
- Knowledge of summative assessment strategies: e.g., section tests, final exams, performance assessments, standardized tests, demonstrations, portfolio, etc.
- Knowledge of different ways to deliver formative feedback: e.g. individual conferences, group discussions, peer feedback, gallery walks, written feedback, interactive online activities, etc.

# Assess



**1. Develops Assessment Framework**
2. Uses Data to Inform Instruction
3. Communicates Results
4. Evaluates Program

## COMPETENCY 1.4

### Keeps a record of participant performance

## PERFORMANCE INDICATORS

1.4.1   Collects and stores evidence of participants' work and learning

1.4.2   Ensures privacy of participants and confidentiality of information

1.4.3   Follows storage and confidentiality guidelines as applicable to regional and/or training partner requirements

## SUPPORTING KNOWLEDGE

- Knowledge of physical and digital ways to record participant work and grades
- Knowledge of confidentiality protocols and privacy acts: e.g., The Privacy Act, Freedom of Information and Protection of Privacy Act (FIPPA), Personal Information Protection and Electronic Documents Act (PIPEDA)

## Assess



1. Develops Assessment Framework
2. **Uses Data to Inform Instruction**
3. Communicates Results
4. Evaluates Program

---

### COMPETENCY 2.1

## Uses pre-assessment results to adapt instruction and curriculum

### PERFORMANCE INDICATORS

2.1.1   Supports participants to acquire prerequisite skills and knowledge

2.1.2   Adjusts curriculum and materials to align course content to participant levels, interests and goals

2.1.3   Uses results to set participants' expectations regarding learning gain, level of effort, duration and impact

### SUPPORTING KNOWLEDGE

- Knowledge of ways to address pre-training gaps: e.g., asking participants to re-enrol when ready, providing participants with additional resources or referring participants to additional learning
- Knowledge of how to adapt learning materials
- Knowledge of assessment standards and related issues: e.g., validity, reliability, bias, scoring concerns, ethics, etc.

# Assess

1. Develops Assessment Framework
2. **Uses Data to Inform Instruction**
3. Communicates Results
4. Evaluates Program

## COMPETENCY 2.2

Uses formative assessment to inform instruction

### PERFORMANCE INDICATORS

2.2.1 Uses formative assessment results to plan a range of supplemental activities for use with participants who are struggling to achieve learning outcomes or who would benefit from extra challenge

2.2.2 Uses formative assessment results to make judgments about when and how to diverge from a lesson plan in response to learning needs as they emerge

2.2.3 Uses task deconstruction to identify where exactly learners are experiencing difficulty

### SUPPORTING KNOWLEDGE

- Knowledge of formative assessment strategies: e.g., classroom observations, discussion, self-reflection, exit-slips, portfolios, quizzes, interviews, questionnaires, student error logs, demonstrations, learning activities, etc.
- Knowledge of scaffolding techniques: e.g., provision of examples, models and templates; think aloud step-by-step processes; pre-teach vocabulary; use of visual aids; checks for understanding during lessons; division of large tasks into smaller chunks; slowing of the pace of instruction; etc.
- Knowledge of differentiated instruction methods: e.g., flexible learning groups, choice in learning tasks, varied content presentation, differently leveled materials, etc.

# Assess

## COMPETENCY 2.3

### Uses summative assessment to inform instruction

## PERFORMANCE INDICATORS

2.3.1 Uses summative assessment results to adapt instruction to reach participants who have difficulty with a particular approach or concept

2.3.2 Uses summative assessment results to identify participants who need additional support in the next steps of their training or career paths

## SUPPORTING KNOWLEDGE

- Knowledge of summative assessment strategies: e.g., section tests, final exams, performance assessments, standardized tests, demonstrations, portfolio, etc.
- Knowledge of scaffolding techniques: e.g., provision of examples, models and templates; think aloud step-by-step processes; pre-teach vocabulary; use of visual aids; checks for understanding during lessons; division of large tasks into smaller chunks; slowing of the pace of instruction; etc.
- Knowledge of differentiated instruction methods: e.g., flexible learning groups, choice in learning tasks, varied content presentation, differently leveled materials, etc.

# Assess

1. Develops Assessment Framework
2. Uses Data to Inform Instruction
## 3. Communicates Results
4. Evaluates Program

## COMPETENCY 3.1

Provides ongoing formative feedback to participants and other training partners

## PERFORMANCE INDICATORS

3.1.1 Communicates specific details of learning progress and developing skills to participants, employers and other relevant training partners throughout the training period

3.1.2 Delivers formative feedback using a variety of tools and approaches

3.1.3 Provides timely formative feedback as soon as possible after assessment

3.1.4 Focuses feedback on the specific strengths and areas for growth that have the greatest impact on participant performance

3.1.5 Follows assessment protocols when debriefing to ensure participants understand the results, what they need to do and are motivated to do it

## SUPPORTING KNOWLEDGE

- Knowledge of formative assessment strategies: e.g. classroom observations, discussion, self-reflection, exit-slips, portfolios, quizzes, interviews, questionnaires, student error logs, demonstrations, learning activities, etc.
- Knowledge of different ways to deliver formative feedback: e.g. individual conferences, group discussions, peer feedback, gallery walks, written feedback, interactive online activities, etc.
- Knowledge of how to communicate assertively, sensitively, diplomatically, and in culturally appropriate ways
- Knowledge of assessment standards and related issues: e.g., validity, reliability, bias, scoring concerns, ethics, etc.

# Assess

1. Develops Assessment Framework
2. Uses Data to Inform Instruction
## 3. Communicates Results
4. Evaluates Program

## COMPETENCY 3.2

### Encourages participants to self-reflect on their own progress and achievement

## PERFORMANCE INDICATORS

3.2.1   Incorporates self-assessment activities throughout the training period

3.2.2   Models self-reflection processes for participants through think aloud demonstrations

3.2.3   Uses a variety of tools to encourage participants to self-reflect

3.2.4   Provides opportunities for participants to reflect on their progress and set goals for continued improvement

## SUPPORTING KNOWLEDGE

- Knowledge of strategies to encourage a growth mindset
- Knowledge of self-assessment approaches and tools: e.g., individual conferences, self-assessment checklists, reflection logs, etc.

# Assess

## COMPETENCY 3.3

Provides summative evaluation of participants' achievement of learning outcomes

## PERFORMANCE INDICATORS

3.3.1   Uses summative assessments to measure participant achievement of program goals and learning outcomes

3.3.2   Compares summative assessment data to pre-assessment data to measure participant improvement

3.3.3   Identifies individual and group trends, patterns and areas of strength and development

3.3.4   Uses summative assessments to determine marks and grades

3.3.5   Uses summative assessments to make decisions and recommendations about participants' progression and placement following the training period

3.3.6   Communicates overall learning progress and developing skills to participants, employers and other relevant training partners after key summative assessments, during and after the training period

3.3.7   Uses formalized reports to communicate summative evaluation of participants' performance

3.3.8   Follows assessment protocols when debriefing to ensure participants understand the results, what they need to do and are motivated to do it

## SUPPORTING KNOWLEDGE

- Knowledge of summative assessment strategies: e.g., section tests, final exams, performance assessments, standardized tests, demonstrations, portfolio, etc.
- Knowledge of assessment standards and related issues: e.g., validity, reliability, bias, scoring concerns, ethics, etc.

# Assess

1. Develops Assessment Framework
2. Uses Data to Inform Instruction
3. Communicates Results
4. **Evaluates Program**

## COMPETENCY 4.1

Evaluates participant and other training partner feedback

## PERFORMANCE INDICATORS

4.1.1　Collects feedback from participants, employers and other training partners through feedback forms, online surveys, etc.

4.1.2　Analyzes data for patterns and trends in participant feedback

4.1.3　Identifies factors inside and outside of training that might positively or negatively affect participant feedback

4.1.4　Recommends changes to improve design and delivery based on participant feedback

## SUPPORTING KNOWLEDGE

- Knowledge of training evaluation models: e.g., Kirkpatrick-Katzell, Anderson's Value of Learning, Brinkerhoff's Success Case Method, Learning-Transfer Evaluation Model (LTEM), etc.
- Knowledge of methods and instruments to collect participant feedback: e.g., surveys, focus groups, interviews, etc.
- Knowledge of confidentiality and privacy protocols

# Assess



1. Develops Assessment Framework
2. Uses Data to Inform Instruction
3. Communicates Results
4. **Evaluates Program**

## COMPETENCY 4.2

### Evaluates achievement of learning outcomes

### PERFORMANCE INDICATORS

4.2.1  Compiles aggregate data on participant achievement of learning outcomes

4.2.2  Analyzes data for patterns and trends in participants' performance

4.2.3  Identifies factors inside and outside of training that might positively or negatively affect participants' performance

4.2.4  Recommends changes to improve design and delivery based on participants' performance

### SUPPORTING KNOWLEDGE

- Knowledge of how to interpret and aggregate data

# Assess

## COMPETENCY 4.3

### Evaluates transfer of learning from training to workplace

## PERFORMANCE INDICATORS

4.3.1   Gathers data on transfer of learning from training to workplace

4.3.2   Analyzes data for improvement in participant post-training performance

4.3.3   Identifies factors inside and outside of training that might positively or negatively affect participants' post-training performance

4.3.4   Recommends changes to design and delivery to support transfer of learning based on participants' post-training performance

## SUPPORTING KNOWLEDGE

- Knowledge of methods and instruments to assess transfer of learning: e.g., post-training observation checklists, manager feedback, performance management appraisals, questionnaires, 360-degree evaluations, calculating competency gains, etc.

# Assess



1. Develops Assessment Framework
2. Uses Data to Inform Instruction
3. Communicates Results
## 4. Evaluates Program

## COMPETENCY 4.4

### Evaluates business results

## PERFORMANCE INDICATORS

4.4.1 Gathers data to identify differences between pre-training, post-training and desired participant performance

4.4.2 Analyzes data for impact of training on participant performance and subsequent business results

4.4.3 Identifies factors outside of training that might positively or negatively affect business results

4.4.4 Recommends changes to improve impact of training based on participant performance and subsequent business results

## SUPPORTING KNOWLEDGE

- Knowledge of methods and instruments to assess business results: e.g., evaluations, interviews, focus groups, calculating Return on Investment (ROI)
- Knowledge of business performance measures: e.g., productivity/output, sales, turnover, customer satisfaction and retention, wastage, employee absences, etc.

# Assess

1. **Develops Assessment Framework**
2. **Uses Data to Inform Instruction**
3. **Communicates Results**
4. **Evaluates Program**

## COMPETENCY 4.5

### Evaluates quality assurance and quality control processes

### PERFORMANCE INDICATORS

4.5.1 Reviews organizational Quality Assurance (QA) and Quality Control (QC) processes

4.5.2 Monitors and documents QA/QC activities with internal reporting and audits

4.5.3 Identifies areas to improve in the QA/QC processes

4.5.4 Recommends changes to improve QA/QC processes

### SUPPORTING KNOWLEDGE

- Knowledge of QA and QC practices
- Knowledge of audit process