Child Care Training Consultants, LLC

Self-Study Guide

Staying on Target: Competency-based Objectives

(Bloom's Taxonomy Framework)

Dr. Theresa Vadala

Preface

Staying on Target: Competency-based Objectives Study Guide is to provide current research-based training content by incorporating best practices and integration of new learning strategies for learners to connect new learning concepts to prior learning. This will be performed by alignment of all course design training content with *Five Essential Training Components.*

Five Essential Training Components

1) Alignment of instructional objectives to the training goal
2) Alignment of activities to instructional objectives
3) Alignment of assessments to Instructional objectives
4) Alignment of learning outcomes to instructional objectives
5) Alignment of the transfer of learning to instructional objectives

Vision

"Applying Knowledge: Learning & Transfer."

Mission

"Child Care Training Consultants, LLC mission is to develop professional growth online training that include self-study guides with best practices and integration of new learning strategies and concepts for learners to connect to prior learning. This self- paced online delivery method enables us to reach and accommodate child care providers/educators across the nation with clock/contact hours and Continuing Education Units (CEU) to stay up to date with any changes in their field.

About the Course Designer

Terry has over 30 years experience in the filed of Early Childhood Education. During that time she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of a Early Childcare Program. She has a Bachelors Degree in Child Development, a Masters and Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. She is a Professional Development Trainer and Curriculum Designer and offers web-based courses nationally. She continues to develop training courses for child care providers and also designs and develops lesson plans for early childcare educators, locally, nationally, and globally.

Title: Staying on Target: Competency-based Objectives

2.0 Clock Hours/0.2 CEUs

Online/Self-paced Course

Core Competency: Leadership and Professional Development

Level:

☐Beginning ☐Intermediate X Advanced

Course Description:

Stay on target with learning objectives that provide learners with a clear understanding of the goal and purpose of training content presented. The objective template provides an easy-to-use guide to design objectives that align with action verbs, core competencies, and a set of observable skills with Core Knowledge Areas that differ from state to state.

Target Audience: Caregivers, Supervisors, Trainers, Faculty, and Curriculum Designers.

Course Materials: E-book/Self-study Guide

Instructional Designer/Trainer: Theresa Vadala, Ed.D.

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Title: Reaching your Target: Competency-based Objectives

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Communication

By Phone: You are welcome to call or text anytime. If no response, leave a message and we will respond as soon as possible.

By Email: We respond to emails within 24 hours. This is the easiest way to reach us.

Needs Assessment

To be eligible or to renew as a trainer new requirements for each state include Registry-approved training sessions and completion of 15-30 hours of continuing education on Adult Learning Principles, Course Design, and Code of Ethics for trainers.

Purpose

The purpose of the training course "Reaching your Target: Competency-based Objectives" is to help fulfill the training requirements and to write effective objectives with a clear understanding of the goal and purpose of training content.

Chat Room Times (As Needed)

Mondays from 8:00-8:45 pm (PST)

Competency-based Objectives and Outline

Objectives:

Learners will be able to…

[1] Identify the Professional Development System (PDS) and evaluate the competency-based system.

[2] Support and write three (3) measurable learning objectives based on an early childcare topic using action verbs and objective template.

[3] Create three (3) measurable competency-based objectives for an early childcare topic using the core competencies for their selected state and objective template.

Part 1: Competencies: The Foundation of the Professional Development System (PDS) Early Education Work Force

- What is a Competency?
- Core Knowledge Area (CKA)
- Core Competency Areas
- Exercise 1.1 Core Knowledge Area (CKA) and Core Competency Areas Scavenger Hunt

Part 2: Taxonomy of Cognitive Objectives

- Three (3) Domains of Learning
- The Cognitive Domain of Six (6) Levels
- Revised Taxonomy of Action Verbs
- The Knowledge Dimension
- SMART Objectives
- What are Objectives?
- Exercise 2.2 Writing Objectives (Verbs) Template

Part 3: Course Design and Competency-based Objectives

- ADDIE Model (Instructional Design)
- Exercise 3.3 Writing Competency-based Objectives Template
- Exercise 3.4 Course Design/Lesson Plan Template

References

Glossary of Terms

Evaluation

Appendixes

Part 1: Competencies: The Foundation of the Professional Development System Early Education Workforce

Competencies are the foundation of the Professional Development System (PDS) Early Education Workforce. Each state has a Professional Development System for Early Care and Education Professionals. The PDS provides contact information on professional development, tracks training and education, identifies learners credential level, offers professional development plan (PLP) and provides information on the Early Education Workforce.

What is a Competency?

A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment.

Competencies are relevant to an individual's job responsibilities, roles and capabilities. They are a way to verify that a learner has in fact learned what was intended in the learning objectives. Learning objectives describe what the learner should be able to achieve at the end of a learning period. Learning objectives should be specific, measurable statements and written in behavioral terms. In short, objectives say what we want the learners to know and competencies say how we can be certain they know it.

Key Concept

Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment.

Core Knowledge Areas (CKA)

First, identify the Core Knowledge Areas and Competencies for your state. Competencies are organized in sets related to the professional area of practice. Most states have three sets of early childhood competencies with varying titles; Early Childhood, Administrators, and Coaches. For the purpose of this training the early childcare professional development competencies are used.

- Locate the Core Knowledge Areas and Competencies for your state. (These can be found on www.childcaretrainingclasses.org website under each state.)
- Identify the Core Knowledge Areas. Some states have six core knowledge areas and other states may have up to 12 core knowledge areas.

List the Core Knowledge Areas for your State below:

The competencies are divided into domains, also referred to as developmental domains, observable competencies, content areas, or levels. Under each domain, competencies are broken down into categories, Beginning, Intermediate, or Advanced levels. These categories describe competencies that address a skill area within the domain. Training content falls under a specific Core Knowledge Area and Domain. Training content may also fall under more than one domain.

Beginning Competencies/Level 1

Beginning Competencies often include words such as define, give an example, engage, articulate, utilizes, or promotes what the learner will do.

Intermediate Competencies/Level 2

Intermediate Competencies often includes words such as incorporate, design, embeds, plans, models, provides opportunities, problem-solve, articulates, or supports what the learner will do.

Advanced Competencies/Level 3

Advanced Competencies often include words such as develop, evaluate, communicates, explains, integrates, consults, assesses, monitors uses, practices, or facilitates.

For Example:

A *Beginning Competency* under Science may include the following:
Engages children in activities that support scientific thinking and problem solving.

An *Intermediate Competency* under Special Needs may include the following:
Articulates the basic understanding of the special needs and disabilities laws.

An *Advanced Competency* under Leadership may include the following:
Integrates the ethical code into practice, policies and instruction.

Scavenger Hunt

Materials:
Core Knowledge Areas (CKA) and Competency Areas document for your state. (These can be found on www.childcaretrainingclasses.org website under each state.) Answer the following questions:

Question 1.
How many CKA did you locate for your state? _____

Question 2:
Which CKA addresses Child Development?

_____

Question 3.
Which CKA addresses Leadership/Professional Development.

_____

Question 4:
Look under the CKA that addresses Health and Safety. List two (2) *intermediate* competencies under that core knowledge area.

1._____
_____

2._____
_____

Question 5.

Look under the CKA that addresses Teaching Practices or Curriculum. List two (2) *advanced* competencies under that core knowledge area.

1._____
_____

2._____
_____

Bloom's Taxonomy was developed in the 1950's and is still used today to categorize ways of learning and thinking. A revised model was developed in the 1990's to better fit educational practices of the 21st century; the nouns have been changed to verbs.

Taxonomy of Cognitive Objectives

- 1950's- developed by Benjamin Bloom.
- Means of expressing qualitatively different kinds of thinking.
- Been adapted for classroom use as a planning tool.
- Continues to be one of the most universally applied models.
- Provides a way to organize thinking skills into six levels, from the most basic to the
- more complex levels of thinking.
- 1990's- Lorin Anderson (former student of Bloom) revisited the taxonomy.

The Revised Taxonomy Framework is used to develop learning objectives in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles. The main purpose of the taxonomy is to allow educators to create learning outcomes that target not only the subject to be taught, but the depth of the learning that is to occur, as well as to then create assessments that accurately report on the students' progress towards these outcomes.

Revised Taxonomy

Original Domain	New Domain
Evaluation	Creating
Synthesis	Evaluating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering

Three (3) Domains of Learning

There are three domains of learning educators use when constructing lessons. These domains are *cognitive (thinking)*, *affective (emotion/feeling)*, and *psychomotor (physical/ kinesthetic).* Within these domains are hierarchies composed of action verbs that correspond to different levels/depths of thinking ranging from the simplest to more complex levels.

Cognitive

The cognitive domain deals with how we acquire, process, and use knowledge. It is the *thinking* domain with 6 levels consisting of verbs used to write objectives.

Affective

Affective objectives are concerned with feelings or emotions.

Psychomotor

Psychomotor objectives are specific to physically encoding of information. These physical activities pertain to gross and fine muscles are used for interpreting information or concepts.

For the purpose of this training, the *cognitive domain* is used as it is focused on mental, intellectual skills such as critical thinking, problem solving, and creating a knowledge base. The cognitive domain in the learning taxonomy reflects a more active form of thinking.

Key Concept

The cognitive domain deals with how we acquire, process, and use knowledge. It is the *thinking* domain with 6 levels consisting of verbs used to write objectives.

The Cognitive Domain Consist of Six (6) Levels (Revised Taxonomy)

The cognitive domain involve the development of our mental skills and the acquisition of knowledge. The six categories are:

Level 1 Remembering:
Exhibit memory or previously learned material by recalling facts, terms, basic concepts, and answers.

Level 2 Understanding:
Show an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

Level 3 Applying:
Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way.

Level 4 Analyzing:
Examine and break information into parts by identifying motives and causes. Make inferences and find evidence to support generalizations.

Level 5 Evaluating:
Present, and defend, opinions by making judgments about information, validity of ideas, or quality of work, based on a set of criteria.

Level 6 Creating:
Compile information together in a different way by combing elements in a new pattern or proposing alternative solutions.

Key Concept
The cognitive domain involve the development of our mental skills and the acquisition of knowledge. The six categories are remembering, understanding, applying, analyzing, evaluating, and creating.

Revised Taxonomy of Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

List additional action verbs for each level:

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

The Knowledge Dimension

The knowledge dimension represents a range from concrete (factual) to abstract (metacognition) dimensions that learners may be expected to acquire or construct, ranging from factual to abstract. The four dimensions are factual, conceptual, procedural, and metacognitive.

Factual

- knowledge of terminology
- knowledge of specific details and elements

Conceptual

- knowledge of classifications and categories
- knowledge of principles and generalizations
- knowledge of theories, models, and structures

Procedural

- knowledge of subject-specific skills and algorithms
- knowledge of subject-specific techniques and methods
- knowledge of criteria for determining when to use appropriate procedures

Metacognitive

- strategic knowledge
- knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
- self-knowledge

	The Cognitive Process Dimension					
The Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualize

These knowledge dimensions are used in conjunction with the Taxonomy Framework. A statement of a learning objective contains a verb (an action) and an object (usually a noun.) The verb generally refers to actions associated with the intended cognitive process. The object generally describes the knowledge students are expected to acquire or construct.

SMART Objectives

Learning objectives describe the behavior the trainer expects to demonstrate as a result of the training, and to evaluate the success of the training session. Characteristics of learning objectives should be S.M.A.R.T. meaning:

S Specific – says exactly what the learner will be able to do

M Measurable – can be observed by the end of the training session

A Attainable for the participants within scheduled time and specified conditions

R Relevant to the needs of the participant and the organization

T Time-framed - achievable by the end of the training session

Key Concept

Learning objectives describe the behavior the trainer expects to demonstrate as a result of the training, and to evaluate the success of the training session. Characteristics of learning objectives should be S.M.A.R.T.

What are Objectives?

Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance. To help avoid challenges when writing objectives, there are four components to help guide objective writing. Well written objectives include four components, and combined clearly describe who the learner is, what a learner will be able to do during and after the training course and how to measure the success of the training. The four components are:

Audience	Who is the audience? (Learners/Participants/Students)
Behavior	What is observable? (Resources, handouts, etc.)
Condition	What do the learners need to perform the task?
Degree	Number of times, a specific score, amount of error allowed, or time limit.

These four components help the trainer/designer stay on target!

Audience

Identify your audience!

Behavior

The action verbs define what the learners will do after they complete the training. Use the action verb based on Bloom's Taxonomy/Core Competency verbs .

Condition

Condition refers to what the learners will use to perform the behavior. This may include a handout, lecture content, a form, or type of tool.

Degree

The degree refers to the amount of times the learner is intended to do a particular strategy.

Key Concept

Well written objectives include four components, and combined clearly describe who the learner is, what a learner will be able to do during and after the training course and how to measure the success of the training. The four components are Audience Behavior, Condition, and Degree.

What are Objectives?

Learning objectives are concise statements about what learners will be able to do after the training. Well-defined learning objectives provide learners with a clear purpose to focus their learning efforts, direct instructional strategies, and guide assessment strategies.

In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating effective, focused training courses and evaluating learners performance. The most important aspect of writing effective learning objectives is the ability to define observable behavior that can be measured.

Learning Objectives Challenges

Writing learning objectives may pose challenges for course/lesson designers. Training content may not always accomplish what they are intended to do. For example, learning objectives may contain too much information. Unfocused objectives may cause an overload of information causing learners to get lost or confused regarding the main point. Another challenge may include fun activities that do not relate to the training content topic. This may also confuse learners about the key points. Yet, another challenge, often missed in writing objectives, is there is no way to measure what was learned. In order to avoid challenges when writing objectives, focus the training experiences on what learners will be able to do when they complete the training.

Key Concept

In order to avoid challenges when writing objectives, focus the training experiences on what learners will be able to do when they complete the training.

Exercise 2.2 Writing Learning Objectives (Verbs) Template

Use this template to practice writing learning objectives based on action verbs. Use the list of action verbs.

Writing Learning Objectives Template		
Audience	Who is the audience?	The _____ will be able to Learners/Participants/Students
Behavior	What is observable? (Engagement Strategy)	_____ What will the learner be doing?
Condition (Performance)	What do the learners need to perform the task? (Resources, handouts, etc..)	given _____ What will the learner use? Tools/Resources to _____ Explain how the learner will use tools/resources
Degree (Measure)	Provide a time limit and range (Number of times, a specific score, amount of error allowed, or time limit.	Within/by _____ with Time limit _____ Range
The learners/participants/students will be able to:		

Writing Objectives Template

Use this template to write three (3) learning/competency-based objectives for your training topic/content.

Objective 1

Objective 2

Objective 3

Part 3: Course Design and Competency-based Objectives

The ADDIE Model is one of the most commonly used instructional design. Learning/ Competency-based objectives are typically written during the design stage of a training course.

ADDIE Model (Instructional Design)

The ADDIE model is the process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.

Phase 1: Analysis

In the analysis phase, the instructional problem is clarified, the instructional goals and objectives are established, and the learning environment and learner's existing knowledge and skills are identified.

Phase 2: Design

The design phase deals with learning/competency-based objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific.

Phase 3: Development

The development phase is where the developers create and assemble the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. The project is reviewed, and revised, according to any feedback given.

Phase 4: Implementation

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures.

Phase 5: Evaluation

The evaluation phase consists of two parts: Formative and Summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users.

Exercise 3.3 Writing Competency-based Objectives Template

Use this template to practice writing competency-based objectives. Use the core knowledge areas and core competencies document.

NOTE: When writing Competency-based Objectives, use action verbs directly from the competencies written in the document.

Writing Competency-based Objectives Template		
Audience	Who is the audience?	The _____ will be able to Learners/Participants/Students
Behavior	What is observable? (Engagement Strategy)	_____ What will the learner be doing?
Condition (Performance)	What do the learners need to perform the task? (Resources, handouts, etc..)	given _____ What will the learner use? Tools/Resources to _____ Explain how the learner will use tools/resources
Degree (Measure)	Provide a time limit and range (Number of times, a specific score, amount of error allowed, or time limit.	Within/by _____ with Time limit _____ Range
The learners/participants/students will be able to:		

Writing Objectives Template

Use this template to write three (3) learning/competency-based objectives for your training topic/content.

Objective 1

Objective 2

Objective 3

Exercise 3.4 Course Design/Lesson Plan Template

Use the course design/lesson plan to add the CKA/competencies, objectives for your training topic.

Trainer:_____ **Time:**_____

Course Title: _____

Core Knowledge Area:_____

Core Competency:_____

Objective/s

Course Description (What is the training course about? List three main ideas for your training course)

Part 1:

Part 2:

Part 3:

Exercises/Activities (What type of activities will you use to engage learners?)

References

Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete edition). New York: Longman.

Bloom's Digital Taxonomy by Andrew Churches – a thorough orientation to the revised taxonomy; practical recommendations for a wide variety of ways mapping the taxonomy to the uses of current online technologies; and associated rubriBloom et al.'s Taxonomy of the Cognitive Domain (Dr. William G. Huitt, Valdosta State University)

Instructional Design. (2013). Retrieved from http://www.instructionaldesign.org/models/addie.html

Krathwohl, D.R., Bloom,B.S. and Masia, B. B. (1964).Taxonomy of educational objectives, Book II. Affective domain. New York, NY. David McKay Company, Inc.

Simpson E.J. (1972). The Classification of Educational Objectives in the Psychomotor Domain. Washington, DC: Gryphon House.

Volume Information. (2002). *Theory Into Practice, 41*(4), 265-267. Retrieved from http://www.jstor.org/stable/1477402

ADDIE Model

The ADDIE model is the process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.

Competency

Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment.

Domains of Learning

There are three domains of learning educators use when constructing lessons. These domains are *cognitive (thinking)*, *affective (emotion/feeling)*, and *psychomotor (physical/ kinesthetic).* Within these domains are hierarchies composed of action verbs that correspond to different levels/depths of thinking ranging from the simplest to more complex levels.

Knowledge Dimension

The knowledge dimension represents a range from concrete (factual) to abstract (metacognition) dimensions that learners may be expected to acquire or construct, ranging from factual to abstract. The four dimensions are factual, conceptual, procedural, and metacognitive.

Objectives

Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance.

Appendixes

- Revised Taxonomy of Verbs
- Writing Objectives Template
- Course Design/Lesson Plan Template

Revised Taxonomy of Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

List additional action verbs for each level:

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Writing Competency-based Objectives Template

Use this template to practice writing competency-based objectives. Use the taxonomy of verbs/core knowledge areas and core competencies document.

NOTE: When writing Competency-based Objectives, use action verbs directly from the competencies written in the document.

Writing Competency-based Objectives Template		
Audience	Who is the audience?	The _____ will be able to Learners/Participants/Students
Behavior	What is observable? (Engagement Strategy)	_____ What will the learner be doing?
Condition (Performance)	What do the learners need to perform the task? (Resources, handouts, etc..)	given _____ What will the learner use? Tools/Resources to _____ Explain how the learner will use tools/resources
Degree (Measure)	Provide a time limit and range (Number of times, a specific score, amount of error allowed, or time limit.	Within/by _____ with Time limit _____ Range
The learners/participants/students will be able to:		

Writing Objectives Template

Use this template to write three (3) learning/competency-based objectives for your training topic/content.

Objective 1

Objective 2

Objective 3

Course Design/Lesson Plan Template

Trainer:_____ **Time:**_____

Course Title: _____

Core Knowledge Area:_____

Core Competency:_____

Objective/s

Course Description (What is the training course about? List three main ideas for your training course)

Part 1:

Part 2:

Part 3:

Exercises/Activities (What type of activities will you use to engage learners?)