

## TOOLBOX

One of the resources that I have been working on is a *Competency Assessment Worksheet*. For this issue of the Tool Box, I want to make you aware of this resource, help you understand why it is being developed, how it is structured and how it can be used by your mentor team.

The completed resource will be quite substantial - a spreadsheet consisting of 27+ tabs with each of them providing space to outline the task of assessment and to monitor the record of learning. There are a number of reasons for undertaking this project that provide a very practical benefit for students and mentors.

1. It outlines a clearer structure for identifying, defining and observing required competencies.
2. It links the competency descriptions/MLO emphases with the Knowledge-Character-Skill triad helping mentor teams to more easily identify clear indicators of competence.
3. It provides a framework for reviewing and revising the Northview curriculum according to the structure and language in Northwest Seminary's CBTE (context-based theological education) Quality Framework.

To demonstrate the components and usefulness of the resource, I am using as an example NV 507 - "Persevering Faith." Please note, I am outlining only the first competency/MLO emphasis of the five emphases.

### Notice two things in this section:

1. Each MLO emphasizes now consists of a title (A. Deep Faith Practice) and a brief description (Students will be people of deep Christian Faith) clarifying the core competency.
2. Each competency statement has the Quality Frame Grading Rubric and assessment statements included. The associated descriptors provide a good development frame of reference for assessment.

| MLO                              | Competency                    | Competency Statement                                   |                  |                   |                 |                    |                        |                     |                    | page |
|----------------------------------|-------------------------------|--|------------------|-------------------|-----------------|--------------------|------------------------|---------------------|--------------------|------|
|                                  |                               |  |                  |                   |                 |                    |                        |                     |                    |      |
| <b>NV 507: Persevering Faith</b> |                               |  |                  |                   |                 |                    |                        |                     |                    |      |
|                                  | <b>A. Deep Faith Practice</b> | <b>Students will be people of deep Christian Faith</b> |                  |                   |                 |                    |                        |                     |                    |      |
|                                  |                               | Grading Rubric   | A+               | A                 | A-              | B+                 | INCOMPLETE             |                     |                    |      |
|                                  |                               |  | Absolute Mastery | Competent Mastery | Growing Mastery | Reasonable Mastery | Developing Proficiency | Emerging Confidence | Initial Engagement |      |
|                                  |                               | Mentor Assessment                                      |                  |                   |                 |                    |                        |                     |                    |      |

Alongside the Grading Rubric and Assessment section will be a section which will help fine tune the associated competency indicators, both from the competency descriptions and the Knowledge-Character-Skill triad that complements the MLO descriptions. These sections further describe and define what leadership is seeking to see developed and displayed.

| Competency Description   | Knowledge - Character - Skill Triad   |
|--|---|
| Professing, practicing and persevering                           | K - Understands the life changing truth that faith is a gift from God that results in grateful action<br><br>C - Wrestle authentically with personal faith<br><br>S - Addresses the challenges to faith for oneself as well as others, especially pertaining to atheism and agnosticism<br><br>S - Proactively plan and implement growth in the means of grace (Bible, Community, Personal Application and Joyful Discipleship) |
| Displaying vision and godly practice in their lives and ministry |   |
| Rooted in Biblical Truth   |   |
| Energizing a compelling and ongoing way of being                 |   |

The “worksheet” part of the spreadsheet for mentors or mentor teams will be the third section, where mentors and mentor teams can make notes regarding what they are looking for (potential) and what they have seen (demonstrated).

- Noting “potential” indicators of competence helps you as a mentor and mentor team describe what you are looking for individually and collectively. Two questions are particularly helpful to envision what you are looking for as indicators of competence:
  - ▶ How would I know it if I saw it?
  - ▶ How will I know when I see it?
- Demonstrated Indicators of Competence effectively note what the student has demonstrated, compiling an ongoing resource to justify the student record of learning as the student approaches program completion. Two questions guide this section as well:
  - ▶ What have you seen?
  - ▶ What is the evidence that has been demonstrated?

| Indicators of Competence (potential) | Indicators of Competence (demonstrated)                 |
|--------------------------------------|---|
| <i>How would you know?</i>           | <i>What have you seen?</i>                              |
| <i>How will you know?</i>            | <i>What is the evidence that has been demonstrated?</i> |
|                                      |   |
|                                      |   |

As you can hopefully see, a resource like this has the potential to simplify the complexity of assessment by organizing the more complex descriptions into component parts that are easier to define and assess. The Northview Immerse leadership team sees other potential applications as well. Two immediately come to mind - as a tool to assist mentor teams in Prior Learning Assessment and Recognition (PLAR) and to assist individual mentor teams manage and align assessments of MLOs that are proving difficult or complex.

A tool like this is obviously not for everyone as it entails a level of administration that is more than what most of us are wanting to manage for the full program, so I (Trent) am offering multiple scenarios for using it. There are three likely scenarios:

1. **Individuals and/or teams** who will find this interesting and useful. If you would like to receive a copy of the spreadsheet for your personal or team's use - let me know. It is a resource that was created to be useful for our mentors and I am happy to share as it is developed.
2. **Mentor teams that are looking for some structure to assist in PLAR (prior learning)**. If you would like to use the resource but have myself manage it, let me know. I would love to meet with your team and use the resource with you.
3. **Mentor Teams that are facing a particular assessment that is challenging and possibly creating a roadblock**. This resource can help manage a scenario like this by compiling, coordinating and aligning perspectives and assessments in a coordinated fashion that helps create a team plan for moving forward.

If any of these scenarios (or others that I haven't thought of) draw your attention, please reach out and draw me into conversation with yourself, or to assist your teams.

As we conclude, the ultimate goal of this resource is to have each of the Northview Immerse Ministry Leadership Outcomes (MLOs) outlined individually. The current strategy has been to complete the work of reverse-engineering the MLOs in smaller manageable portions coinciding with the current Micro-Course schedule. However, if there is a particular MLO that you would like fast-tracked in its development to assist your student and team in a more immediate way - let me know. I am more than happy to adjust my plans to benefit yours.