

# Meta-Profession Skill Inventory for: \_\_\_\_\_

Base Profession: \_\_\_\_\_

Date: \_\_\_\_\_

**DIRECTIONS:** This form enables you to make a preliminary assessment your skill level in each of the Meta-Profession Skill Sets. In the spaces above enter your Name, Base Profession (Architecture, Biology, Communications, etc.) and Date. In completing this form please examine the definition of each meta-profession skill set and indicate your approximate skill level using the following scale. Note that this form is also to be used to guide in the entry of your responses using the electronic 'clicker'.

### Clicker Scale

- A = *ADVANCED:*** Professional knowledge & skill level – have degree in this area and/or have had advanced professional training
- I = *INTERMEDIATE:*** Useful working knowledge & skill level – have had two or more professional development seminars/workshops.
- B = *BASIC:*** Basic knowledge & skill level – independent study and/or attended at least one conference, seminar, or workshop.
- L = *LIMITED:*** Little or no skill in this area – have not studied this area to any great degree

1  
2  
3  
4

		(Circle One)			
<b>Instructional Design</b>	Technical skills in designing, sequencing, and presenting experiences that induce learning. Requires knowledge and skill in task analysis, the psychology of learning, the conditions of learning, and the development of performance objectives.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Instructional Delivery</b>	Human interactive skills that promote or facilitate learning in face-to-face instruction, as well as those skills in using various forms of instructional delivery mechanisms.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Instructional Assessment</b>	Skills in developing and using tools and procedures for assessing student learning (including test construction, questionnaire and survey construction, grading practices, and grading procedures).	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Course Management</b>	Organizational and bureaucratic skills and knowledge involved in maintaining and operating a course including ordering supplies, arranging field trips, arranging for visiting speakers, arranging for access to technology, etc.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Instructional Research</b>	Those technical skills and techniques associated with the scholarly inquiry into all aspects of instruction, learning, teaching, and educational effectiveness.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Psychometrics/ Statistics</b>	Those technical skills and techniques associated with the measurement of human characteristics and performance as well as the design and analysis of research based on those measurements.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Epistemology</b>	Skills in analyzing the structure of knowledge (scope and sequence). Its application can often be seen in course or curriculum design in which the structure of the knowledge to be acquired by the student is taken into account in the design of instructional events or experiences. Derives from that branch of philosophy that studies the nature and limits of knowledge as well as examining the structure, origin, and criteria of knowledge.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Learning Theory</b>	Skill in using various theories and models of learning to explain how learning takes place and to provide a frame of reference for designing, developing, and delivering instruction.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Human Development</b>	Skill in applying various theories and models of human intellectual, ethical, social, cultural, and physical development. Knowledge and expertise in the theories of human development is often required in the design and development of the entire educational experience as well as advising students.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]

(Circle One)

<b>Information Technology</b>	Skills in using an array of information technology devices (computers, interactive video devices, etc.) and software (word processing, database design, web pages, etc.) to create, store, exchange, and use information in its various forms (business data, voice conversations, still images, motion pictures, multimedia presentations, etc.).	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Technical Writing</b>	Skills involved in writing about highly technical subjects in such a way that a beginner (learner) or a non-specialist can understand as well as skills in the delivery of technical information to readers (or listeners or viewers) in a manner that is adapted to their needs, level of understanding, and background.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Graphic Design</b>	Skills involved in combining text and graphics to produce an efficient and effective means of visually communicating information or concepts.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Public Speaking</b>	Skills required when speaking to large group of individuals, in a formal setting, for the purpose of imparting information and/or persuading others to a particular point of view.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Communication Styles</b>	Skills in recognizing the identifying an individual's preferences for both communicating with others and interpreting the communications from others. Skills in formulating communication strategies and formats to use in communicating most effectively with an individual.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Conflict Management</b>	Skill in identifying and handling conflict in a sensible, fair, and efficient manner. Conflict management requires such skills as effective communicating, problem solving, and negotiating with a focus on interests.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Group Process/Team Building</b>	Skills in organizing and managing groups of individuals gathered together to achieve a goal or objective, either as a committee or some other grouping. Requires knowledge and practice in managing the group while it goes through several predictable stages before useful work can be done.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Resource Management</b>	Skills in the management of material resources so as to ensure their effective and efficient use in meeting a specific purpose. Involves skills associated with inventory control procedures, replacement and maintenance scheduling, cost control, etc.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Personnel Management</b>	Skills in communicating effectively, developing teams, managing diversity, managing conflict, delegating responsibility, coaching and training, giving and receiving constructive feedback, and motivating and guiding either individuals or groups to achieve specific goals	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Financial/ Budget Development</b>	Skills involved in applying a variety of economic and monetary concepts involved in the development and management of fiscal resources. Requires knowledge in such areas as cash flow, direct and indirect costs, debt management, depreciation, etc., as well as the ability to read and understand financial reports, as well as the ability to interpret and respond appropriately to federal, state, and/or local regulations and policies affecting the expenditure of funds.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]
<b>Policy Analysis &amp; Development</b>	Those skills necessary for understanding the political constraints faced by policy makers, assessing the performance of alternative approaches to policy implementation, evaluating the effectiveness of policies, and the role conflicts in values have on the development of policies.	<b>A</b> [1]	<b>I</b> [2]	<b>B</b> [3]	<b>L</b> [4]

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		<u>(Circle One)</u>
<b>Instructional Design</b>	Technical skills in designing, sequencing, and presenting experiences that induce learning. Requires knowledge and skill in task analysis, the psychology of learning, the conditions of learning, and the development of performance objectives.	<b>A I B L</b>
<b>Instructional Delivery</b>	Human interactive skills that promote or facilitate learning in face-to-face instruction, as well as those skills in using various forms of instructional delivery mechanisms.	<b>A I B L</b>
<b>Instructional Assessment</b>	Skills in developing and using tools and procedures for assessing student learning (including test construction, questionnaire and survey construction, grading practices, and grading procedures).	<b>A I B L</b>
<b>Course Management</b>	Organizational and bureaucratic skills and knowledge involved in maintaining and operating a course including ordering supplies, arranging field trips, arranging for visiting speakers, arranging for access to technology, etc.	<b>A I B L</b>
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<b>Epistemology</b>	Skills in analyzing the structure of knowledge (scope and sequence). Its application can often be seen in course or curriculum design in which the structure of the knowledge to be acquired by the student is taken into account in the design of instructional events or experiences. Derives from that branch of philosophy that studies the nature and limits of knowledge as well as examining the structure, origin, and criteria of knowledge.	<b>A I B L</b>
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<b>Human Development</b>	Skill in applying various theories and models of human intellectual, ethical, social, cultural, and physical development. Knowledge and expertise in the theories of human development is often required in the design and development of the entire educational experience as well as advising students.	<b>A I B L</b>

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<b>Information Technology</b>	Skills in using an array of information technology devices (computers, interactive video devices, etc.) and software (word processing, database design, web pages, etc.) to create, store, exchange, and use information in its various forms (business data, voice conversations, still images, motion pictures, multimedia presentations, etc.).	<b>A</b>	<b>I</b>	<b>B</b>	<b>L</b>
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