3. CONTENT AND TECHNOLOGY PROFICIENCY

ARC employee educators will maintain a thorough and up-to-date knowledge in their area of responsibility and acquire a growing level of proficiency in a variety of modern technologies, digital tools, and equipment. They will appropriately utilize technology to foster institutional effectiveness and explore emerging technologies including those used by students.

Learning and growth in this competency may be demonstrated by these qualities:

Level I: Introductory (Awareness)

- learns newly adopted districtwide or college platforms or tools as appropriate to the position
- seeks regular opportunities to upgrade technology skills and maintain currency in technology knowledge as appropriate to their position (particularly as systems and versions change over time)
- develops digital literacy to identify, retrieve, interpret, create, and communicate information via technology
- maintains awareness of student-facing technologies in order to better understand and support the student experience
- understands concepts of accessibility and is aware of their responsibility to use technology in an accessible manner
- attains greater understanding of information security and similar topics that have technology use implications

Level II: Action/Skill Development

- adapts work practices to take advantage of new technological tools or features
- continuously increases proficiency in use of existing college technologies and equipment
- uses technology as appropriate to communicate in culturally responsive ways that promote equity and student success in our multicultural and diverse educational community
- utilizes knowledge of accessibility tools and concepts when creating digital resources
- applies concepts of information security and other technology-related topics to the job function

Level III: Inquiry, Outcome, and Assessment (Adult Self-Directed Learning)

- thinks creatively about how existing functionality might be applied to solve problems or increase effectiveness and brings that knowledge to their area of responsibility
- considers and strives for accessible and equitable technology
- explores emerging technologies and considers how they might be applied at the college in their area of responsibility at the college

OPTION B: Create an additional competency (#8) that is focused on the development of subject matter knowledge and skills. Draft version is shown below.

8. SPECIALIZED EXPERTISE

ARC employee educators will continuously build the knowledge, skills, and abilities necessary to remain current in their chosen field. They will cultivate a growing level of expertise with the concepts, theories, techniques, practices, equipment, and regulations that are relevant to their discipline, function, or service area.

Learning and growth in this competency may be demonstrated by these qualities:

Level I: Introductory (Awareness)

- learns about new concepts, theories, requirements, equipment, and other emerging aspects that are influencing the chosen field
- seeks opportunities to upgrade skills and maintain currency in subject-matter knowledge (particularly as the area of expertise changes over time)
- develops professional networks or other mechanisms to identify, retrieve, interpret, and communicate subject-specific information
- recognizes concepts of universal design as appropriate to the employee educator's role

Level II: Action/Skill Development

- progresses beyond minimum qualifications to attain a depth of knowledge in the subject matter and responsibilities of the chosen field
- continuously increases proficiency in the application of subject matter knowledge and content expertise
- adapts work practices to take advantage of newly acquired information, skills, and tools
- utilizes knowledge of universal design
- interacts with practitioners from outside the college to gain an expanded perspective
- actively participates and serves in professional organizations

Level III: Inquiry, Outcome, and Assessment (Adult Self-Directed Learning)

- utilizes specialized expertise to reflect on individual and departmental effectiveness
- explores emerging concepts, tools, and practices relevant to the chosen field to consider how they might be applied at the college
- advances in the field through formal education, research, or other activities
- challenges the continued use of antiquated or ineffective practices, methods, and materials
- shares professional expertise with others through activities such as written publications, conference presentations, and mentoring