

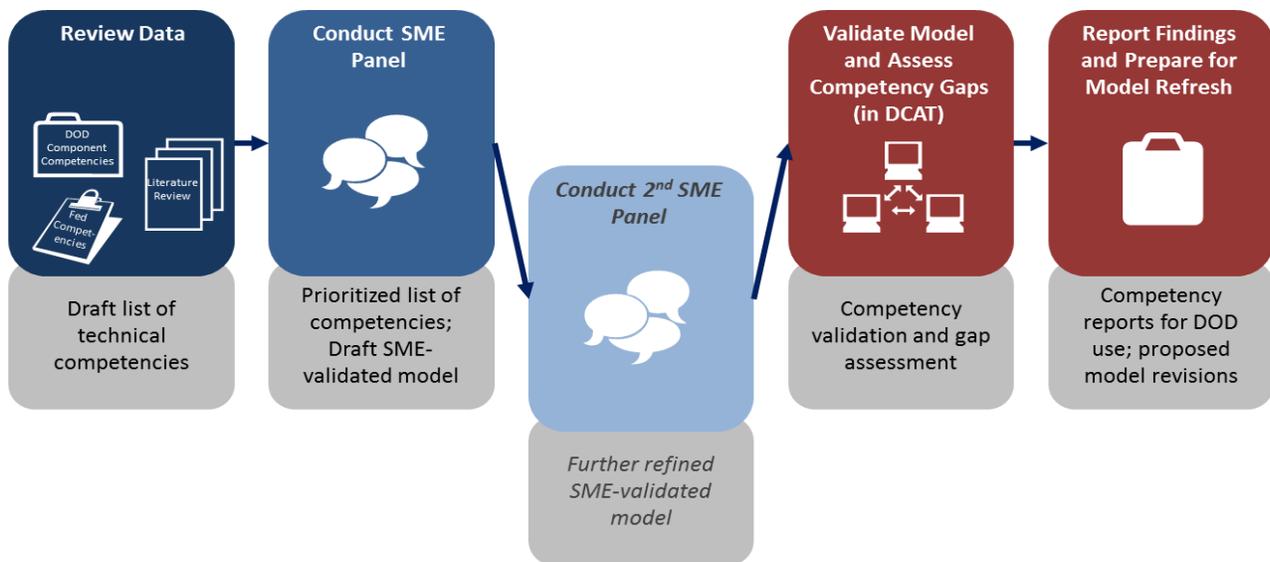
# About DOD Competency Model Development, Validation, and Assessment

Adapted from the Department of Defense Competency Development and Validation Standard Operating Procedure Updated November 2012

**DISCLAIMER: The 1702 technical competency model has been prepared for information purposes only and is not intended for use. DRAFT competencies and task statements were developed by Subject Matter Experts, following DOD development guidelines, and will be validated by the larger 1702 population. This competency model is not to be implemented until authorized by the Office of the Secretary of Defense.**

The Strategic Human Capital Planning Division (SHCPD), under the Defense Civilian Personnel Advisory Services (DCPAS), is responsible for leading civilian enterprise competency development and validation across the enterprise. The four sections below outline the department's process for developing and validating competency models for civilian occupational series and is based on scientific principles; government and industry best practices, both domestically and internationally; and on lessons learned from DOD component competency development and validation efforts.

## The DOD Competency Model Development, Validation, and Assessment Process



### Pre-Panel Procedures: Review Data



For each occupational series, personnel psychologist(s) gather and review relevant job analysis data (competency models; legacy task, knowledge, skills, and abilities statements; proficiency level data; and/or requirements documents) from existing DOD-wide, component, comparable federal agency, or industry sources. The psychologist then prepares a draft list of competencies, with each competency structured in a technical competency format (draft competency title, definition, and task statements).

**Output: Draft list of technical competencies**

## Panel Procedures: Conduct SME Panels



Each DOD component nominates subject matter experts (SMEs), who are qualified by the component and selected to participate in the competency development panels led by personnel psychologists. Four to five SMEs (per panel) are needed to provide a representative spectrum of the work performed.

Panels are facilitated by competency modeling experts who are not part of the occupational series. Panel 1 is convened and the SMEs participate in the following activities:

1. Introduction and Competencies Overview (review development, data collection, and validation processes)
2. Technical Competencies Development (review and modify draft competencies, linked task statements, and identify emerging trends and challenges)
3. Non-Technical Competencies Identification (review broad list of competencies to determine relevance to the occupation)
4. Critical Incident Technique (validate which competencies contribute to the success or failure of individuals or organizations in specific job situations)

Following Panel 1, responses are tallied and analyzed and a complete competency model is drafted (titles, definitions, and task statements). A second panel of experts is then convened to review and modify the competency model developed by Panel 1. Panel 2 activities are the same as the activities listed for Panel 1, with an additional responsibility of assessing the competencies on specified criteria such as, difficulty, frequency, and criticality.

**Output: Prioritized list of competencies, Draft SME-validated model**

## Post-Panel Procedures: Validate Model and Assess Competency Gaps



Once a competency model has been developed and reviewed by expert panels, it is ready to deploy for validation and assessment. The model will be loaded into the Defense Competency Assessment Tool (DCAT), an online tool that an employee and his/her supervisor will use to assess the employee's current and target proficiency level for each competency. The tool will enable DOD to assess competency proficiency gaps for the workforce in each occupational series.

To increase content validity, the competencies developed by the expert Panels need to be reviewed by a larger representative sample. Therefore, DCAT will also be used to validate the competency model by asking employees and supervisors to rate the importance of each competency in performing that job. The final competency model will be refined following the validation process.

**Output: Competency validation and gap assessment**

## Post-Panel Procedures: Report Findings and Prepare for Model Refresh



After model validation and proficiency assessment, reports will be available via DCAT, to enable employees, supervisors, and components to use the competency data to create strategies for individual or workforce development.

SMEs will also review the DCAT data and SHCPD will use the results of employee and supervisor responses on several competency criteria, including but not limited to frequency, criticality, difficulty, and differentiation. This review is part of the preparation for competency model refresh in accordance with the competency management sustainment plan.

**Output: Competency reports for DOD use; proposed model revisions**

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## Technical Competency Model

Occ Series Name: Education and Training Technician

Occ Series Number: 1702

### Table Description:

The table below contains the competency model for the occupation listed above (Occ Series Name). This model was developed based on the process described in tab "0. About." Each major competency has an associated 1) title, 2) definition, and 3) linked task statements.

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Label	Competency or Task Name	Competency or Related Task Description
<b>Comp1</b>	<b>Learning Environment Management</b>	<b>Manage classroom/training room time and materials to maximize learning and minimize distraction and disruptions for learner involvement.</b>
Comp1T1	<i>Task1</i>	Arrange the physical learning environment such as classroom facilities, virtual learning environments, and laboratory resources for optimal learning and safety.
Comp1T2	<i>Task2</i>	Coordinate course and instructor manpower resources to ensure student learning and to optimize safety.
Comp1T3	<i>Task3</i>	Develop contingency plans in case of unforeseen circumstances or changes.
Comp1T4	<i>Task4</i>	Monitor and plan life-cycle management for the repair and replacement of instructional materials and resources.
<b>Comp2</b>	<b>Teaching Assistance</b>	<b>Provide support in completion of nonprofessional and routine classroom duties to allow instructors more time for professional responsibilities.</b>
Comp2T1	<i>Task1</i>	Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.
Comp2T2	<i>Task2</i>	Organize and supervise games and other recreational activities to promote physical, mental, and social development.
Comp2T3	<i>Task3</i>	Observe students' performance and record relevant data to assess progress.
Comp2T4	<i>Task4</i>	Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage.
Comp2T5	<i>Task5</i>	Discuss assigned duties with classroom teachers to coordinate instructional efforts.
Comp2T6	<i>Task6</i>	Assist children individually or in small groups to help them master assignments and to reinforce learning concepts presented by teachers.

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<b>Label</b>	<b>Competency or Task Name</b>	<b>Competency or Related Task Description</b>
Comp2T7	<i>Task7</i>	Supervise and/or aid in the supervision of students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
Comp2T8	<i>Task8</i>	Provide extra assistance to students with special needs, such as non-English-speaking students or those with physical and mental disabilities.
<b>Comp3</b>	<b>Special Education Support</b>	<b>Assist students with special educational needs to enhance the quality of cognitive, psychomotor, and affective development.</b>
Comp3T1	<i>Task1</i>	Collaborate with other teachers or administrators to aid in the development, evaluation, or revision of school programs.
Comp3T2	<i>Task2</i>	Confer with other staff members to co-plan or schedule lessons promoting learning following approved curricula.
Comp3T3	<i>Task3</i>	Confer with parents, administrators, social workers, or other professionals to aid in the implement of individual education plans (IEPs).
Comp3T4	<i>Task4</i>	Confer with parents, guardians, teachers, counselors, or administrators to resolve students' behavioral problems.
Comp3T5	<i>Task5</i>	Implement strategies to meet the needs of students with a variety of disabilities.
<b>Comp4</b>	<b>Classroom Management</b>	<b>Implement provisions and procedures to establish and maintain a classroom environment in which instruction and learning can occur.</b>
Comp4T1	<i>Task1</i>	Organize and motivate students to meet the needs of both the individual student and the class.
Comp4T2	<i>Task2</i>	Facilitate consensus and mediating conflict to minimize disruptions in student learning.
Comp4T3	<i>Task3</i>	Implement strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
Comp4T4	<i>Task4</i>	Engage students in individual and cooperative learning activities that help them develop the motivation to achieve.
Comp4T5	<i>Task5</i>	Organize, allocate, and manage the resources of time, space, and activities to provide active and equitable engagement of students in productive tasks.

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<b>Label</b>	<b>Competency or Task Name</b>	<b>Competency or Related Task Description</b>
<b>Comp5</b>	<b>Early Childhood Education</b>	<b>Instruct preschool-aged children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility.</b>
Comp5T1	<i>Task1</i>	Enforce rules for behavior, and procedures for maintaining order.
Comp5T2	<i>Task2</i>	Organize and lead activities designed to promote physical, mental and social development, such as games, arts and crafts, music, storytelling, and field trips.
Comp5T3	<i>Task3</i>	Teach basic skills such as color, shape, number and letter recognition, personal hygiene, and social skills.
Comp5T4	<i>Task4</i>	Observe and evaluate children's performance, behavior, social development, and physical health.
Comp5T5	<i>Task5</i>	Attend to children's basic needs to make sure they are comfortable and safe.
Comp5T6	<i>Task6</i>	Provide a variety of materials and resources for children to explore, manipulate and use, both in learning activities and in imaginative play.
Comp5T7	<i>Task7</i>	Serve meals and snacks in accordance with nutritional guidelines.
<b>Comp6</b>	<b>Instructional Coordination</b>	<b>Develop supportive background information in specialized fields for use by professional educators in making program decisions.</b>
Comp6T1	<i>Task1</i>	Assist in planning teacher training programs and conferences dealing with new classroom procedures, instructional materials and equipment, and teaching aids.
Comp6T2	<i>Task2</i>	Confer with members of educational committees and advisory groups to obtain knowledge of subject areas, and to relate curriculum materials to specific subjects, individual student needs, and occupational areas.
Comp6T3	<i>Task3</i>	Participate in workshops, committees, and conferences designed to promote the intellectual, social, and physical welfare of students.
Comp6T4	<i>Task4</i>	Advise teaching and administrative staff in use of instructional materials and equipment.
Comp6T5	<i>Task5</i>	Recommend, order, and purchase materials, supplies, equipment, and visual aids designed to meet student educational needs.

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<b>Label</b>	<b>Competency or Task Name</b>	<b>Competency or Related Task Description</b>
<b>Comp7</b>	<b>Education and Training Program Administration</b>	<b>Organize and coordinate the day to day functions and administrative activities which are required to conduct education and training programs.</b>
Comp7T1	<i>Task1</i>	Implement and coordinate education and training service programs to provide opportunities for learning.
Comp7T2	<i>Task2</i>	Conduct surveys to determine education needs and preferences of the population served.
Comp7T3	<i>Task3</i>	Manage formal training allocations to ensure that selected military and civilian students are enrolled, attend, and complete required training.
Comp7T4	<i>Task4</i>	Manage up-grade training program to ensure training is completed and documented; provide status of training updates to senior leadership.
Comp7T5	<i>Task5</i>	Monitor the quality and cost effectiveness of the educational and training services program and assure the adequacy of equipment and facilities used.
Comp7T6	<i>Task6</i>	Administer, schedule, and proctor testing to meet requirements and ensure program integrity.
Comp7T7	<i>Task7</i>	Administer test program security to ensure accountability, security of test materials, and appropriate test disposal.
Comp7T8	<i>Task8</i>	Develop, maintain, and utilize multiple databases for program administration, planning, and resource budgeting.
Comp7T9	<i>Task9</i>	Develop meeting agendas, record meeting notes, and distribute as appropriate.
Comp7T10	<i>Task10</i>	Interpret, correct, and approve forms and data-driven documents that are a part of the financial aid process.
Comp7T11	<i>Task11</i>	Authorize and disperse payouts to appropriate institutions; reconcile payments made and perform indebtedness collection.
<b>Comp8</b>	<b>Data Collection and Analysis</b>	<b>Collect, enter, and clean data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making.</b>
Comp8T1	<i>Task1</i>	Compute and analyze data, using statistical formulas and computers or calculators.
Comp8T2	<i>Task2</i>	Perform data entry and other clerical work to support project completion.

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<b>Label</b>	<b>Competency or Task Name</b>	<b>Competency or Related Task Description</b>
Comp8T3	<i>Task3</i>	Compile statistics from source materials to advise leadership, plan programs, and justify resources.
Comp8T4	<i>Task4</i>	Collect, maintain and analyze data to manage databases.
Comp8T5	<i>Task5</i>	Participate in the publication and dissemination of data or information from a variety of sources.
Comp8T6	<i>Task6</i>	Verify accuracy and validity of data in databases to prevent and correct errors.
Comp8T7	<i>Task7</i>	Design and distribute surveys to advise leadership, plan for, and justify programs in order to meet identified needs.
<b>Comp9</b>	<b>Training Program Evaluation</b>	<b>Assess the design and effectiveness of training programs to ensure quality of program implementation.</b>
Comp9T1	<i>Task1</i>	Collect and analyze data to evaluate training programs.
Comp9T2	<i>Task2</i>	Use data to support decision making in designing effective training programs based upon results of gap analyses.
Comp9T3	<i>Task3</i>	Work with senior leaders and administration to decide how training programs are evaluated and how results are shared.
Comp9T4	<i>Task4</i>	Review existing training products to determine applicability.
Comp9T5	<i>Task5</i>	Recommend changes to improve program effectiveness.
<b>Comp10</b>	<b>Education Outreach</b>	<b>Communicate availability of education programs and activities to establish, maintain, and enhance public awareness and enable mutually beneficial relationships to meet the needs of the community.</b>
Comp10T1	<i>Task1</i>	Propose, arrange, and coordinate special events or displays at public events, exhibitions, or conferences.
Comp10T2	<i>Task2</i>	Represent command or program to stakeholders in order to brief education program activities, benefits, and availability.
Comp10T3	<i>Task3</i>	Coordinate or conduct official or informal visits to build relationships and communicate program service capabilities.
Comp10T4	<i>Task4</i>	Provide background on community issues and programs to leadership, senior staff, and others for interactions with community members.
Comp10T5	<i>Task5</i>	Receive and respond to inquiries from the general public to enhance public awareness and enable relationships.
Comp10T6	<i>Task6</i>	Provide information to educational institutions, military, and civilian personnel on educational opportunities.
Comp10T7	<i>Task7</i>	Maintain contact with recognized experts in appropriate educational fields.
Comp10T8	<i>Task8</i>	Develop, distribute, and present marketing materials and presentations to inform others of available educational programs.