



## Open Space Notes 2020

### COMPETENCIES, ASSESSMENTS & GUIDELINES

Kate Harrigan – Facilitator

Gen Grewell – Notetaker

- Question that inspired the open space: How is competency in the various areas assessed and might we come up with some guidelines (Kate Harrigan)
- Objective: schools/dioceses and adapt for their purpose (of the competencies)
- Moves from early in call through ordination (diaconate)

**QUESTION:** what is next, what is the gap, what do we need, what is the bubble that needs to be filled

Diocese of Arizona: Ordination +2 (two years following ordination) is part of the next steps

Diocese of Rhode Island:

1. just beginning to use competencies, are distributing to students and then will get more structured
2. How do we use the competencies for evaluation/assessment?
3. What might be some specifics to make sure there is competency reached

Diocese of Florida:

1. Has matched the teachings to the competencies. Found the Holy Scripture part did not meet any of the competencies, however, Church History did meet all the competencies listed.
2. Learning objectives and mapped to competencies
3. Looked at demonstrated behaviors
4. Self assessment – this is what you were supposed to do, what have you learned and watch and converse along with them. Looked at GOE questions, and wrote with a Diaconal focus

What is the best way to know that progress has been made and what is the best way to know that they have been met.

Diocese of Arizona: their syllabus does reference the competencies

Diocese of Montana

1. devised a written examination to match the competencies.
2. Had one individual who caught into between bishops so was given 6 months to complete – a month to write each question. Connie Campbell-Pearson has been asked to share the questions she developed.

Diocese of Chicago:

1. Have taken a hard look at competencies. You bring competencies through your life experiences.
2. Don't have an exam.
3. Individual has a mentor and a reader who walks with the individual. The reader reads textbooks along with the individual and they discuss Tom Craghead mentions the example of Theodacy.

The individual is often already doing Theodacy – walking with an individual who has been given a diagnosis that is terminal. Church History– you demonstrate by being in your field work.

4. Diocese has a handbook. Tom is willing to share. Send him an email at [tgcraighead@gmail.com](mailto:tgcraighead@gmail.com) – (The Rev. Tom Craighead).
5. Create a report which is put together that goes to the COM. Formation advisor, reader, field supervisor. Formation Advisor keeps track of the individual who works one on one with individual. Detailed report that comes from the field ministry.

Ways competencies are being used for assessment:

- Experiential assessment
- Portfolio
- Testing
- Assess the school
- Assess the faculty
- Student assessment
- Assess the COM's understanding
- Assess the Standing Committee's understanding
- Assess the Examination Chaplain's understanding

Other Comments from various dioceses:

1. Southwest Florida – from a philosophy - we'll know it when we see it or teach whatever we want to this day. Competencies – learning outcomes become so rigid that you have some sense of how those outcomes need to be shown.
2. Diocese of Montana – archdeacon approves whether or not the deacon is competent to be ordained
3. Diocese of Baltimore – archdeacon approves competencies of the individual not the BEC, there is a separation from BEC for priests
4. Diocese of Arizona follows the same as Montana for certification
5. Diocese of Atlanta – does not have BEC, they rely on the reports given by the Archdeacon

Importance of community and building community

Recognition that if the school is using competencies that is pretty robust. If the school is developed around the competencies then the portfolio which comes through is competencies – this covers academics. The Formation of the deacons – falls on Archdeacon – with the CPE, Field Work,

Along w/portfolio – student also writes a reflection on their take away from the course and what did they learn.