

DACUM Skill Rating Scale

- 1 - Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.
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EMBRACE DIVERSITY
C

Develop self-awareness (personal, professional, cultural) C1	Respect cultural diversity (e.g. grieving process, etc.) C2	Strive for cultural competence C3	Respect personal diversity (e.g. LGBTT*, etc.) C4	Respect diversity of student life circumstances (e.g. socio-economic status, etc.) C5	Respect personal space C6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Adjust approach based on demographics (e.g. generational, etc.) C7	Identify biases in materials (e.g. purchased texts, etc.) C8	Create an inclusive learning environment C9	Protect diversity C10	Encourage cultural competence C11	Encourage cultural participation / diversity C12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

PLAN INSTRUCTION
D

Create course outlines D1	Create learning outcomes D2	Use learning outcomes to develop instruction D3	Use DACUM charts / accreditation documents D4	Create an instructional schedule (e.g. for term, etc.) D5	Create instructional materials (e.g. notes, handouts, etc.) D6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Create lesson plans D7	Configure a classroom / lab D8	Apply principles of adult learning D9	Build on prior learning D10	Embed diversity in instruction D11	Use a variety of instructional methods D12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Develop independent learning activities D13	Teach / instruct to multiple learning styles D14	Create opportunities for cooperative learning D15			
1 2 3 4	1 2 3 4	1 2 3 4			

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FACILITATE LEARNING E

Demonstrate expertise in field E1	Demonstrate classroom management skills E2	Create a classroom presence E3	Develop rapport with students E4	Manage flow E5	Motivate E6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Identify accomplishments (small & large) E7	Respect prior learning E8	Facilitate group work E9			
1 2 3 4	1 2 3 4	1 2 3 4			

ASSESS F

Provide regular, timely and relevant feedback F1	Use summative assessment F2	Use formative assessment F3	Use learning outcomes to develop assessments F4	Develop assessment tools (e.g. rubrics, tests, checklists, etc.) F5	Match assessment tool to learning outcome F6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Share assessment tools with students (as appropriate) F7	Evaluate assessment tools F8	Ensure validity and reliability of assessments F9	Analyze data (e.g. test question validity, course success, etc.) F10	Maintain expectations for proficiency F11	Facilitate student self-assessment F12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Facilitate peer assessment F13	Calculate final grades (e.g. weighting, etc.) F14				
1 2 3 4	1 2 3 4				

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USE TECHNOLOGY
G

Use learning management system (e.g. Desire to Learn, etc.) G1	Use productivity tools G2	Use communication tools (e.g. email, blogs, wikis, phone, etc.) G3	Use search engines (e.g. EBSCOhost, etc.) G4	Use remote classroom delivery systems (e.g. Elluminate Live, etc.) G5	Use audiovisual media / equipment (e.g. data projector, smartboard, etc.) G6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Use office equipment (e.g. fax, copier, etc.) G7	Troubleshoot G8				
1 2 3 4	1 2 3 4				

SUPPORT STUDENT SUCCESS
H

Coach (e.g. study skills, test writing, etc.) H1	Advise (Academic) H2	Resolve conflict H3	Make referrals H4	Counsel within limits of role H5	Foster independence H6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Facilitate mentoring / buddy system between students H7					
1 2 3 4					

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PROMOTE TEAMWORK
I

Work as a teaching team	Collaborate to maintain standards between sections	Mentor colleagues	Contribute to program and college committees, etc.	Contribute to professional teams	
I1	I2	I3	I4	I5	
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

DEMONSTRATE PROFESSIONALISM
J

Demonstrate reliability	Demonstrate a passion for teaching	Follow policies and procedures	Follow professional code of ethics	Demonstrate integrity	Demonstrate accountability
J1	J2	J3	J4	J5	J6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate transparency	Model professional norms of your field	Be organized	Act as a role model	Demonstrate objectivity and fairness	Maintain confidentiality subject to policy
J7	J8	J9	J10	J11	J12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Set personal boundaries (e.g. social media, etc.)	Maintain work-life balance (self-care)	Manage time	Demonstrate consistent behaviour	Practice professional etiquette (e.g. email, written, oral, etc.)	
J13	J14	J15	J16	J17	
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

