



**MEDIA PRODUCTION  
PRODUCTION ASSISTANT  
SKILLS STANDARDS  
OD20603**

## ***Competency-Based Education: OKLAHOMA'S RECIPE FOR SUCCESS***

### ***By the Industry for the Industry***

Oklahoma's *CareerTech* system of competency-based education uses industry professionals and certification standards to identify the knowledge and abilities needed to master an occupation. This industry input provides the foundation for development of instructional materials that help prepare the comprehensively trained, highly skilled employees demanded by our workplace partners.

### ***Tools for Success***

*CareerTech* relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

**Skills standards** provide the foundation for competency-based instruction in Oklahoma's *CareerTech* system. The skills standards outline the knowledge, skills, and abilities needed to perform related jobs within an industry. Skills standards are aligned with national skills standards; therefore, a student trained to the skills standards possesses technical skills that make him/her employable in both state and national job markets.

**Curriculum materials** contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources provide supplemental activities to enhance learning and provide hands-on training experiences.

**Competency Assessments** test the student over material outlined in the skills standards and taught using the curriculum materials. When used with classroom performance evaluations, written competency assessments provide a means of measuring occupational readiness.

Although each of these components satisfy a unique purpose in competency-based education, they work together to reinforce the skills and abilities students need to gain employment and succeed on the job.

### ***MEASURING SUCCESS***

Written competency assessments are used to evaluate student performance. Results reports communicate competency assessment scores to students and provide a breakdown of assessment results by duty area. The results breakdown shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

Group analysis of student results also provides feedback to instructors seeking to improve the effectiveness of career and technology training. Performance patterns in individual duties indicate opportunities to evaluate training methods and customize instruction.

### ***TRUE TO OUR PURPOSE***

"We prepare Oklahomans to succeed in the workplace, in education, and in life" defines the mission of Oklahoma *CareerTech* and its competency-based system of instruction. Skills standards, curriculum, and assessments that identify and reinforce industry expectations provide accountability for programs and assure *CareerTech*'s continued role in preparing skilled workers for a global job market

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Oklahoma Department of Career and Technology Education  
Stillwater, Oklahoma

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**MEDIA PRODUCTION  
PRODUCTION ASSISTANT  
SKILLS STANDARDS  
Desired Skills Level Ratings**

Duty ES: Demonstrate Employability Skills

**Desired Skill Level:** The level of training necessary for the student to be employable in the occupation specified:

- 4 – Skilled                      Can perform the task independently with no additional training
- 3 – Moderately Skilled      Has performed the task independently during training program; limited additional training may be required
- 2 – Limited Skill              Has practiced task during training program; additional training is required to develop the skills
- 1 – No Exposure              No experience or knowledge in this area

**\*DSL = Desired Skill Level**

**DUTY ES: Demonstrate Employability Skills**

CODE	TASK	DSL
ES.01	Demonstrate personal characteristics desired by employers <ul style="list-style-type: none"> <li>• Detail-oriented</li> <li>• Good communication skills</li> <li>• Good attendance</li> <li>• Neat appearance</li> <li>• Honest/ethical</li> <li>• High self-esteem</li> <li>• Flexible</li> <li>• Goal-oriented</li> <li>• Commitment</li> <li>• Cooperative</li> <li>• Initiative</li> <li>• Responsible</li> <li>• Positive attitude</li> <li>• Self management</li> <li>• Drug free/alcohol free</li> </ul>	4
ES.02	Demonstrate effective interpersonal skills	4
ES.03	Demonstrate a positive attitude	4
ES.04	Demonstrate customer service skills	4
ES.05	Utilize proper telephone techniques	4
ES.06	Use job-related terminology, symbols, and abbreviations	4

ES.07	Interpret and follow oral and written directions	4
ES.08	Recognize the importance of team work and participate as a team member	4
ES.09	Use critical thinking skills in workplace situations	4
ES.10	Demonstrate negotiation skills	3
ES.11	Demonstrate leadership skills	2
ES.12	Understand organization structure and employee roles	3
ES.13	Develop and demonstrate public presentation skills	3
ES.14	Understand cultural diversity in the workplace	3
ES.15	Explore opportunities for advanced training	3
ES.16	Participate in computer literacy training, when applicable	4
ES.17	Perform self-evaluation to establish/modify career goals	3
ES.18	Identify employment opportunities	4
ES.19	Identify levels of training recommended for related careers	3
ES.20	Understand salary, wages, and benefits packages	4
ES.21	Complete an employment application	4
ES.22	Prepare a resume	4
ES.23	Complete an employment interview	4
ES.24	Complete a W-4 form	3
ES.25	Create an employment portfolio	3
	<b>Safety</b>	
ES.26	Explain the purpose for safety policies	4
ES.27	Participate in safety training <ul style="list-style-type: none"> <li>• Locate information in MSDS</li> <li>• Office safety</li> <li>• Ergonomics</li> <li>• Blood born pathogens</li> <li>• Describe the types of fire hazards found in the workplace</li> <li>• Discuss electrical hazards</li> <li>• Demonstrate safe material handling techniques <ul style="list-style-type: none"> <li>• Lifting</li> <li>• Transporting</li> <li>• Storing</li> </ul> </li> <li>• Understand established first aid procedures</li> <li>• Practice good housekeeping</li> <li>• Comply with company safety policies</li> </ul>	4
ES.28	Explain the proper steps in reporting an accident or emergency	4
ES.29	Explain the hazards associated with specific types of equipment and tools	4
	<b>Academic Skills</b>	4
ES.30	Apply reading and writing skills	4
ES.31	Apply mathematical operations involving whole numbers, fractions, decimals, percentages, mathematical word problems, formulas, ratios, etc., when necessary	4
ES.32	Interpret charts, tables, and graphs	3

	<b>Problem Solving</b>	
ES.33	Utilize problem solving and critical thinking techniques to identify and solve problems <ul style="list-style-type: none"> <li>• Brainstorming</li> </ul>	4
ES.34	Discuss data collection techniques for the problem solving process	3
ES.35	Identify opportunities for applying problem solving skills	3
	<b>Technology Skills</b>	
ES.36	Demonstrate knowledge of basic computer concepts	4
ES.37	Demonstrate basic computer skills <ul style="list-style-type: none"> <li>• Word processing skills</li> <li>• Email</li> <li>• Accounting software</li> <li>• Spreadsheet applications</li> <li>• Database administration (as needed)</li> <li>• Presentation software</li> <li>• Internet research</li> </ul>	4

**MEDIA PRODUCTION  
PRODUCTION ASSISTANT  
SKILLS STANDARDS  
Frequency and Criticality Ratings**

Duty A: Planning

Duty C: Ethics

Duty E: Sound

Duty G: Lighting and Sets

Duty H: Acquiring Stills and Video

Duty I: Production Equipment

Duty N: Evaluation

**Frequency:** represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

- 1 = less than once a week
- 2 = at least once a week
- 3 = once or more a day

**Criticality:** denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

- 1 = slight
- 2 = moderate
- 3 = extreme

**DUTY A: Planning**

CODE	TASK	F/C
A.01	Become familiar with production concepts and requirements	3/3
A.02	Confer with production team concerning approaches needed to increase dramatic or entertainment value of productions	3/3
A.03	Create/Approve storyboard	2/3
A.04	Exhibit knowledge of the critical elements in designing a production in the stages of pre-production, production, and postproduction <ul style="list-style-type: none"> <li>• Identify the activities associated with pre-production, production, and postproduction</li> <li>• Identify the linkage from each stage to the next in processes and activities</li> <li>• Design a concept, a short script, and identify the resources needed to begin the production</li> </ul>	2/3
A.05	Demonstrate knowledge of planning considerations: <ul style="list-style-type: none"> <li>• Target audience</li> <li>• Content</li> <li>• Availability of hardware</li> </ul>	1/3

	<ul style="list-style-type: none"> <li>• Selection of software</li> <li>• Selection of format</li> <li>• Delivery mode</li> <li>• Set schedule</li> <li>• Obtaining media</li> <li>• Field testing</li> <li>• Evaluate budgetary constraints</li> </ul>	
A.06	Demonstrate knowledge of how to structure the overall project <ul style="list-style-type: none"> <li>• Establish communications objective, considering audience</li> <li>• Outline content</li> <li>• Conceptualize style and format</li> <li>• Develop storyboard</li> <li>• Create and check continuity</li> <li>• Compile needed media elements</li> </ul>	2/2
A.07	Locate and secure settings, properties, effects, and other production necessities	1/2
A.08	Observe sets or locations for potential problems and to determine filming and lighting requirements	1/1

**DUTY C: Ethics**

CODE	TASK	F/C
C.01	Organize and maintain compliance, license, and warranty information related to the project	3/3
C.02	Demonstrate knowledge of legal issues: copyright issues (use, fair use, and protection)	3/3
C.03	Investigate how the First Amendment, Freedom of Information Act, libel, slander, and copyright laws affect video production <ul style="list-style-type: none"> <li>• Describe copyright laws related to the use of text, images, and recorded, Internet, and oral materials</li> <li>• Describe issues related to libel and slander</li> </ul>	1/1

**DUTY E: Sound**

CODE	TASK	F/C
E.01	Exhibit knowledge of audio formats	1/2
E.02	Exhibit knowledge of the types of microphones, pick up patterns and techniques required for a variety of audio presentations <ul style="list-style-type: none"> <li>• Types of microphones             <ul style="list-style-type: none"> <li>• Dynamic or condenser</li> </ul> </li> <li>• Pickup patterns or directional response             <ul style="list-style-type: none"> <li>• Omni, cardioid, and directional</li> </ul> </li> <li>• Describe the techniques to maximize sound performance</li> </ul>	3/3
E.03	Record speech, music, and other sounds with camcorder or microphone	3/3

E.04	Regulate volume level and sound quality during recording sessions	3/3
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#### **DUTY G: Lighting and Sets**

<b>CODE</b>	<b>TASK</b>	<b>F/C</b>
G.01	Apply knowledge of lighting requirements for a planned production <ul style="list-style-type: none"> <li>• Identify types and placement of lighting fixtures for various lighting effects <ul style="list-style-type: none"> <li>• On camera lighting</li> <li>• 3-point lighting</li> <li>• Ambient lighting</li> </ul> </li> <li>• Demonstrate lighting techniques used for portable and studio productions</li> </ul>	2/3
G.02	Position properties, sets, lighting equipment, and other equipment	3/3
G.03	Understand importance of facial makeup, wardrobe, and background	2/2

#### **DUTY H: Acquiring Stills and Video**

<b>CODE</b>	<b>TASK</b>	<b>F/C</b>
H.01	Exhibit knowledge of photo imaging using cameras and camcorders	2/2
H.02	Identify the different media formats used by analog and digital camcorders <ul style="list-style-type: none"> <li>• Analog camcorders <ul style="list-style-type: none"> <li>• VHS – full size</li> <li>• VHS – compact</li> <li>• 8mm</li> <li>• Beta</li> <li>• SVHS</li> <li>• Hi8</li> </ul> </li> <li>• Digital camcorders <ul style="list-style-type: none"> <li>• Digital8</li> <li>• MiniDV</li> <li>• DVD</li> <li>• SD/MM card</li> </ul> </li> </ul>	1/1
H.03	Demonstrate use of a tripod	1/3
H.04	Set up, test, and adjust recording equipment for recording sessions; tear down equipment after event completion	3/3
H.05	Demonstrate camera operations <ul style="list-style-type: none"> <li>• Describe how to maintain picture composition (Rule of Thirds, balance, etc.)</li> <li>• Demonstrate focusing and adjusting images, performing pans and zooms</li> <li>• Switch camera angles in a scene to add interest</li> </ul>	3/3
H.06	Record and label contents of video tapes	3/3

**DUTY I: Production Equipment**

<b>CODE</b>	<b>TASK</b>	<b>F/C</b>
I.01	Perform routine cleaning of audio and video equipment	3/3
I.02	Notify production team when equipment repairs are needed	1/2
I.03	Demonstrate knowledge of positions and controls of cameras and related equipment in order to change focus, exposure, and lighting	1/2

**DUTY N: Evaluation**

<b>CODE</b>	<b>TASK</b>	<b>F/C</b>
N.01	Exhibit knowledge of the critical elements in designing a production in the stages of pre-production, production, and postproduction. Critique a production to determine how the various elements were coordinated or not to bring together a successful presentation	1/3