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Competencies for Teachers Implementing Blended Learning

For the competencies below:

1. Include examples, artifacts or evidence that you have met the competence.
2. Provide a brief rationale and justification about how your artifacts or evidence actually supports the competence.

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| Competency | Evidence and Artifacts of Your Competency | Rationale and Justification  documenting why your evidence and artifacts address the competency. | Instructor/Facilitator Evaluation |
| Select appropriate technologies, tools, and instructional strategies to ensure their effectiveness in on-line components of blended learning classes. |  |  |  |
| Create pedagogical approaches and learning experiences that promote content-based problem- solving and online collaboration. |  |  |  |
| Understand and manage the face-to-face and online components of lesson planning and organization within a blended course. |  |  |  |
| Provide balanced opportunities for students to participate in asynchronous and synchronous modalities. |  |  |  |
| Develop, practice, model, and embody respectful behaviors in both face-to-face and online learning environments. |  |  |  |
| Demonstrate technical troubleshooting skills during the online component of learning (e.g., change passwords, download plug-ins, etc.). |  |  |  |
| Use learning management system and/or other online collaborative tools to organize and manage the blended learning environment. |  |  |  |
| Demonstrate skill in the evaluation, selection, and use of effective instructional materials, tools, strategies, and resources for students, and engage students in this process to help their achievement and development of academic skills. |  |  |  |
| Provide assistive technologies to facilitate learning. |  |  |  |

Adapted from INACOL Blended Learning Teacher Competency Framework