iNACOL Blended Learning Teacher Competency Framework

The Learning Accelerator

iNACOL
International Association for K-12 Online Learning

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In Partnership with
THE LEARNING ACCELERATOR

The mission of the International Association for K-12 Online Learning (iNACOL) is to ensure all students have access to a world-class education and quality blended and online learning opportunities that prepare them for a lifetime of success. iNACOL is a non-profit organization focused on research; developing policy for student-centered education to ensure equity and access; developing quality standards for emerging learning models using online, blended, and competency-based education; and supporting the ongoing professional development of classroom, school, district and state leaders for new learning models. **Learn more at www.inacol.org.**

iNACOL, The International Association for K-12 Online Learning, http://www.inacol.org/

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Preface

In recent years there has been a dramatic rise in interest and early adoption of blended learning to improve the educational experiences of students. A great amount of work has been done to codify approaches, with tools and resources emphasizing the structural components of new models, such as the configuration of physical learning space, use of time, distribution of staff, and applications of technology. While there is widespread recognition that great in-person teaching remains essential within these structures, there has been less exploration of the human factors and effective practices that make them successful. Schools and districts are asking for more support for understanding teachers' new roles and effectively supporting them in transitioning to new models of teaching and learning.

To respond to this need, iNACOL and The Learning Accelerator (TLA), two organizations committed to helping educators succeed at adopting and implementing blended learning at scale, assembled a national committee of blended learning practitioners, thought-leaders, and experts to explore one critical question: **What are the key characteristics of teachers in successful blended learning environments?**

Over the last year, this committee worked together to review existing practices and research (including an earlier framework developed by TLA), to develop emerging hypotheses with each other and then field-test them with a broader set of external stakeholders. This process culminated in the development of the work presented here, the *iNACOL Blended Learning Teacher Competency Framework*. We are deeply thankful for the hard work, insight, and guidance of the members of the working committee.

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We believe that this *Framework* offers a clear but flexible starting point around which to observe emerging practice and organize teacher development and training resources. In talking with stakeholders across the country, this work was met with great enthusiasm: an organizing frame for supporting teachers in blended classrooms is sorely needed. This competency model is intended to help a variety of educational actors understand the demands of new forms of pedagogy so that they can take action to help adult learners develop and grow.

At the same time, some stakeholders expressed concern that blended learning is a nascent practice. The data are far from conclusive and the work is constantly changing. Will being too specific about "what is good" stifle innovation and learning? The *Competency Framework* should be viewed as a starting point rather than prescription for the field. This is the floor, rather than the ceiling. In addition to drawing directly from promising practices, central to its development was the belief that teachers can and are agents of learning and innovation in their communities. Emphasis has been placed on the mindsets, qualities, and skills that support practitioners' creative and continuous improvement as well as ability to thrive amidst change.

We look forward to hearing your feedback and ideas as you consider this tool and continue to implement blended learning in your schools and districts.

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Understanding the Blended Learning Teacher Competency Framework

In reviewing this *Framework* and experimenting with application, practitioners and leaders should consider the following:

This Framework Is an Evolving Tool

Given the nascence of blended learning practice as well as the nature of continual professional learning, we anticipate this *Framework* to be a living, changing document as more data emerges about what is working and what isn't. It is intended as initial guidance rather than as a replacement for existing standards and evaluation tools. As teachers, schools, districts, and other service providers begin to experiment with this *Framework* and translate it for application within their contexts, more work will need to be done to specify developmental ranges of competency as well as specific indicators for observable practices. Example indicators have been included in the References & Resources, but we expect the most powerful practical artifacts, which may be codified over time, will emerge from others in the field.

Due to the ever-changing nature of blended learning, we expect the competencies outlined here to change over time. As educators innovate in their schools and technologists contribute new tools for use, new models of teaching and learning will continue to emerge. These new approaches will continue to push our collective thinking about what teachers will need to know and do in order to make the most of the opportunities ahead.

What We Mean by "Blended Learning"

For the purposes of this *Framework*, we have accepted the following definition proposed by the Christensen Institute and already adopted by many in the field:

> *A formal education program in which a student learns: at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. (Horn and Staker, 2013)*

This definition is intended to be taken broadly. It is early in the innovation and adoption cycle for blended learning as an instructional practice—most organizations are still in early piloting and testing stages and there are few examples at scale. Given this, the term describes a constellation of different approaches and models at different levels of development and implementation.

More important than a technical definition is the purpose of blended learning—specifically, why its adoption as an instructional modality is important for the future of learning. We believe that blended learning is a powerful way to differentiate and personalize instruction, as well as to help move away from time-based models of achievement towards competency-based ones. Blending is a strategy for helping teachers achieve what they strive to do every day—deeply understand and enable each student they work with to reach the very highest levels of educational mastery.

Focus on Competencies

Our use of the term "competencies", rather than "standards" or "skills", is intentional. This lens for thinking about what makes an educator effective in a blended learning environment is meant to be broader than traditional teaching standards by explicitly addressing, and equally valuing, less tangible teacher characteristics such as patterns of thinking and professional habits that we believe will be essential to making blended learning work with their students. Further, given the range of instructional models and approaches, these competencies are intended to apply across different environment and instructional contexts.

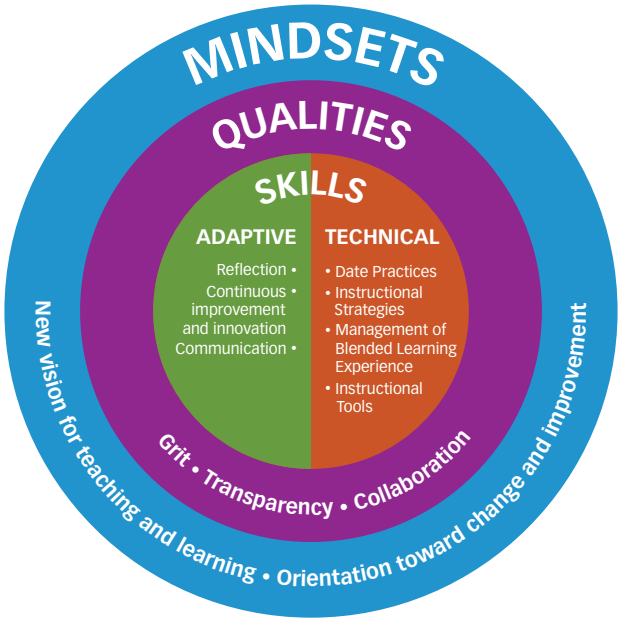
We define a competency as "an underlying characteristic of an individual that is causally related to effective or superior performance (Boyatzis, 1982, p97)." These characteristics include enduring motives, traits, self-concepts, values, knowledge, and skills that can be assessed and differentiated (Boyatzis, 1982; Spencer & Spencer, 1993; Hunt & Weintraub, 2007; Vazirani, 2010). Considerable effort has been made to articulate the competencies in the *Framework* in observable, evidence-based ways. The expectation is that teachers and their developers will be able to use these competencies within a competency-based learning approach (Sturgis & Patrick, 2011), in which users will be able to demonstrate and advance against definitions of mastery and get rapid, meaningful assessment along with differentiated support.

Organization of the Framework

The *Framework* identifies 12 specific competencies, which are organized into 4 larger domains—mindsets, qualities, adaptive skills, and technical skills. These domains are distinguished not only in content (the type of competency and how is it expressed) but also in how they are developed in individuals. A brief description of each domain follows.

- **Mindsets:** Mindset competencies include the core values or beliefs that guide an individual's thinking, behaviors, and actions, and that align with goals of educational change and mission. In blended learning, practitioners need to understand, adopt, and commit to mindsets that help them shift towards new forms of teaching and learning.
- **Qualities:** Quality competencies are those personal characteristics and patterns of behavior that help academic staff make the transition to new ways of teaching and learning. These qualities, like grit, flexibility, and transparency, need to be coached, reinforced, and developed over time.
- **Adaptive Skills:** Adaptive skills are generalizable skills that apply across roles and subject areas. These skills—which include things like collaboration and problem-solving—are complex; they help practitioners tackle new tasks or develop solutions in situations that require organizational learning and innovation. They are mastered through modeling, coaching, and reflective practice.
- **Technical Skills:** Technical skills are domain-specific "know-how" and expertise that educators used to execute against the known tasks in their jobs. They are acquired and mastered through instruction, training, and practice.

Framework for Blended Teaching Competencies



MINDSETS	**What** Core values or beliefs that guide thinking, behaviors and actions that align with goals of educational change and mission **How** Understood, adopted, and committed to
QUALITIES	**What** Personal characteristics and patterns of behavior that help an educator make the transition to new ways of teaching and learning **How** Coached, encouraged, and reinforced
ADAPTIVE SKILLS	**What** Higher complexity that are generalized across domain/jobs. Help people tackle problems and tasks where the solution might be unknown or that require organizational learning and innovation **How** Developed through modeling, coaching, and reflective practice
TECHNICAL SKILLS	**What** Skills that are known and specific to task and domain. Observable "know-how" and basic mechanics and expertise helpful for execution and implementation of day-to-day job (for teachers instruction) **How** Acquired and mastered through instruction, training, and practice

Building Upon a Foundation of Great Traditional Instruction

Great blended learning builds upon a foundation of expert, in-person teaching. The competencies presented here are not novel; the majority of skills and approaches blended educators need are the same as those connected to effective traditional instruction. However, the pace of technological change, the need for teachers to integrate new approaches, and the opportunity to more deeply differentiate to myriad student learning profiles is significantly higher in blended environments. The committee paid particular attention to identifying and emphasizing competencies that are connected to a teacher's ability to continuously learn and innovate in his/her work with students.

Further, the *Framework* focuses mainly on the competencies deemed most essential with the goal of creating a tool that would be streamlined and implementable. The following implicit assumptions about effective blended learning teachers are embedded within other explicitly stated competencies:

- **High expectations and commitment to achieving equitable outcomes.** Teachers create rigorous but supportive environments in which students are held to high expectations academically and behaviorally. They seek evidence of achievement of goals. Further, in order to help all students meet these high expectations, teachers move beyond a traditional notion of providing each student with the same and equal inputs towards a focus on equity in both inputs and outcomes. They are willing and able to apply more and different resources to certain learners who need them to achieve.

- **Desire to move towards competency-based learning.** Teachers recognize that not all students learn at the same pace, and that mastery of knowledge and skills is a better measure of learning than time on task. Given this, teachers measure progress against competency attainment and find ways to meet students where they are along their learning path rather than adhere to one-size-fits-all schedules or sequences of instructional events.

- **Valuing all learners—including those with different skills, exceptionalities, and needs.** In seeking to personalize their instruction, teachers recognize that all students bring different strengths and needs to the table, including those with identified disabilities. They are aware of different learning preferences, diversity, and universal design principles and appropriately differentiate and adapt to meet these differences.

Blended Teaching Competencies

Domain 1: Mindsets[1]

Blended teachers should:

Competency 1: New vision for teaching and learning

Standard A: Shift from teacher-led instruction to student-centered learning for the purposes of meeting individual needs and fostering engagement and motivation.

Standard B: Value collaboration with various stakeholders to enhance student learning.

Standard C: Create learning environments that are flexible and personalized, dependent on real-time data, direct observation, and interaction with and feedback from students.

Standard D: Model a growth-orientation towards learning for self and others.

Standard E: Have an entrepreneurial spirit, and possess creativity, imagination, and drive.

Competency 2: Orientation toward change and improvement

Standard A: Embrace change and model this for others.

Standard B: Proactively initiate change in response to students' needs and progress.

Standard C: Embrace uncertainty and ambiguity as part of improving teaching and learning practices.

Standard D: Model and encourage others to be independent and self-directed learners.

Standard E: Demonstrate the professional responsibility to contribute to the effectiveness, innovation, vitality, and self-renewal of the teaching profession, as well as to their school and community.

Domain 2: Qualities

Blended teachers should:

Competency 1: Grit

Standard A: Engage in deliberate practice and persevere toward ambitious, long-term educational and professional goals.

Standard B: Maintain and model persistence, confidence, and optimism to resolve issues.

Competency 2: Transparency

Standard A: Openly and frequently share successes, failures, and challenges.

Standard B: Look objectively at all results (both positive and negative), and help others to do the same.

Competency 3: Collaboration

Standard A: Balance individual initiative with teamwork to accomplish organizational objectives.

Standard B: Proactively seek to learn from and with other experts in the field.

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[1] http://studentsatthecenter.org

Domain 3: Adaptive Skills

Blended teachers should:

Competency 1: Reflection

Standard A: Continuously take note of what is or is not working (via student-level data, technology applications, pedagogical strategies, supervisor feedback, etc) and identify a plan of action.

Standard B: Collaboratively, transparently, and proactively seek out feedback from students, parents, and colleagues to continuously improve instruction and teaching practices.

Standard C: Apply lessons and takeaways about their own experiences as learners, both online and offline, to their work with students.

Competency 2: Continuous improvement and innovation

Standard A: Engage in problem solving through continuous planning, designing, testing, evaluation, and re-calibration of teaching methods.

Standard B: Use technology creatively and purposefully to work effectively and efficiently.

Competency 3: Communication

Standard A: Connect learners to sources of information beyond the classroom teacher and textbook.

Standard B: Establish and maintain open communication channels, online and in person, with students, educators, and other stakeholders to support student learning.

Domain 4: Technical Skills

Blended teachers should:

Competency 1: Data Practices

Standard A: Use qualitative and quantitative data to understand individual skills, gaps, strengths, weaknesses, interests, and aspirations of each student, and use that information to personalize learning experiences.

Standard B: Continually assess student progress against clearly defined standards, goals, and outcomes to identify specific topics in which each student needs additional support to achieve mastery of a concept or skill.

Standard C: Use data from multiple sources, including data systems, in a complementary way to inform and adjust individual student instruction and groupings.

Standard D: Create ways to move ownership and analysis of data to students to promote independent learning.

Standard E: Continually evaluate technologies, tools, and instructional strategies to ensure their effectiveness.

Competency 2: Instructional Strategies

Standard A: Provide resources for students to learn content and enable them to work independently and/or in cooperative groups.

Standard B: Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.

Standard C: Create customized learning pathways with students, where learning goals and objectives are linked to explicit and diverse learning experiences, matched to the individual student's learning performance level and preferences.

Standard D: Tailor content and instructional strategies to individual learning goals, needs, and interests.

Standard E: Create pedagogical approaches and learning experiences that promote content-based problem-solving and online collaboration.

Standard F: Develop and deliver valid and reliable assessments, projects, and assignments that meet standards-based criteria and assess learning progress by measuring student achievement of learning goals.

Competency 3: Management of Blended Learning Experience

Standard A: Understand and manage the face-to-face and online components of lesson planning and organization within a blended course.

Standard B: Provide balanced opportunities for students to participate in asynchronous and synchronous modalities.

Standard C: Develop, practice, model, and embody respectful behaviors in both face-to-face and online learning environments.

Standard D: Demonstrate technical troubleshooting skills during the online component of learning (e.g., change passwords, download plug-ins, etc.).

Competency 4: Instructional Tools

Standard A: Use learning management system and/or other online collaborative tools to organize and manage the blended learning environment.

Standard B: 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.

Standard C: Provide assistive technologies to facilitate learning. *Link to A & E pub

Reference and Resources

If you have additional resources you feel would further this work, please share them at: http://inacol.org/btc.

Domain 1: Mindsets

STANDARDS	ADDITIONAL INFORMATION &/OR RESOURCES (IF APPLICABLE)
Competency 1: New vision for teaching and learning	
Standard A: Shift from teacher-led instruction to student-centered learning for the purposes of meeting individual needs and fostering engagement and motivation.	**Additional information:** Shift to models that emphasize and cultivate: • student choice; • student discovery; • student-initiated use of technology; • student-generated content; • student learning by doing; and • culture that welcomes and embraces learning. **Resources:** Cervone, B., & Cushman, K. (2012). Teachers at work: Six exemplars of everyday practice. Retrieved from http://www.studentsatthecenter.org/topics/teachers-work%E2%80%94six-exemplars-everyday-practice Bogdan, P. (2011). Student-centered learning environments: How and why. *Edutopia*. Retrieved from http://www.edutopia.org/blog/student-centered-learning-environments-paul-bogdan
Standard B: Value collaboration with various stakeholders to enhance student learning.	**Additional information:** Emphasize collaboration by: • Enabling students networking with experts, other learners, parents, community, and other resources; • Cultivating a learning community that is highly respectful, culturally-responsive, and caring in teacher-to-student, student-to-student, and teacher-to-teacher relationships; and • Facilitating student learning through the expanded use of technology-based tools and content, as well as the effective use of outside experts and/or community resources. **Resources:** Drexler, W. (2008). Networked student. Retrieved from https://www.youtube.com/watch?v=XwM4ieFOotA Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology & Distance Learning*, 2(1). Retrieved from http://www.itdl.org/journal/jan_05/article01.htm
Standard C: Create learning environments that are flexible and personalized dependent on real-time data, direct observation, and interaction with and feedback from students.	**Resources:** Patrick, S., Kennedy, K., & Powell, A. (2013). Mean what you say: Defining and integrating personalized, blended and competency education. Vienna, VA: iNACOL. Retrieved from http://www.inacol.org/cms/wp-content/uploads/2013/10/iNACOL-Mean-What-You-Say-October-2013.pdf

Standard D: Model a growth-orientation towards learning in self and others.	**Additional Information:** Model growth-orientation by sharing: • personal professional development plans; and • lessons learned through implementation. **Resources:** Reflection: K–12 Service-Learning. National Service Resources. Retrieved from https://www.nationalserviceresources.gov/files/reflectionk-12.doc
Standard E: Have an entrepreneurial spirit, and possess creativity, imagination, and drive.	**Resources:** Davis, V. (2014). How the Maker Movement is moving into classrooms. *Edutopia*. Retrieved from http://www.edutopia.org/blog/maker-movement-moving-into-classrooms-vicki-davis
Competency 2: Orientation toward change and improvement	
Standard A: Embrace change and model this for others by seeking new ways for improvement.	**Additional Information:** Embrace: • Students' need to reflect on areas of improvement in their learning environment; • Teachers' need to be adaptable to change (at classroom, school, and program levels) and need to model for students and fellow staff members; and • A learning environment that is designed in a way to welcome change for themselves and their students and fellow staff members.
Standard B: Proactively initiate change in response to students' needs and progress.	**Additional Information:** Initiate change by accepting: • The interconnectedness of technology and pedagogy; and • How technology and pedagogy effectively can translate into deeper approaches to course design and instruction and lead to better experiences for all learners and to transformative teacher practice.
Standard C: Adapt to the uncertainty and ambiguity that is part of improving teaching and learning practices.	**Additional Information:** Teacher embraces change by: • working and prioritizing in the face of uncertainty and ambiguity; • adapting quickly and appropriately to changing circumstances; • utilizing professional relationships and the extended learning community to promote innovation and advance one's own and the field's learning; • contributing to the profession—and progression—of teaching, including involvement in evaluation and integration; and • participating in action research on a regular basis to improve professional • practice using existing and emerging digital tools and resources in support of student learning.
Standard D: Act as and encourage others to be independent and self-directed learners.	
Standard E: Demonstrate the professional responsibility to contribute to the effectiveness, innovation, vitality, and self-renewal of the teaching profession, as well as to their school and community.	**Resources:** Learn NC. Building and maintaining and online professional learning community. Retrieved from http://www.learnnc.org/lp/pages/7012

Domain 2: Qualities

STANDARDS	ADDITIONAL INFORMATION &/OR RESOURCES (IF APPLICABLE)
Competency 1: Grit	
Standard A: Engage in deliberate practice and persevere toward ambitious, long-term educational and professional goals.	**Resources:** Grit curriculum lesson: Setting S.M.A.R.T. goals. *Edutopia.* Retreived from http://www.edutopia.org/research-made-relevant-grit-smart-goals-video
Standard B: Maintain and model persistence, confidence, and optimism to resolve issues in lieu of giving up.	**Resources:** Pearson Research. (2014). When teachers persist, students learn. *Open Ideas: Research worth sharing*. Retrieved from https://research.pearson.com/articles/when-teachers-persiststudentslearn.html
Competency 2: Transparency	
Standard A: Openly and frequently share successes, failures, and dilemmas.	
Standard B: Look objectively at all results (both positive and negative), and help others to do the same.	
Competency 3: Collaboration	
Standard A: Balance individual initiative with teamwork to accomplish organizational objectives.	**Resources:** Barron, B., & Darling-Hammond, L. (2008). Powerful learning: Studies show deep understanding derives from collaborative methods. *Edutopia*. Retrieved from http://www.edutopia.org/inquiry-project-learning-research
Standard B: Proactively seek to learn from and with others (other teachers, students, administrators, parents, stakeholders, 3rd party educators, etc).	**Resources:** Wegner, M. (2012). Personal learning networks for educators: 10 tips. Getting Smart. *Edtech, Platform & Data, Social Media*. Retrieved from http://gettingsmart.com/2012/01/personal-learning-networks-for-educators-10-tips/

Domain 3: Adaptive Skills

STANDARDS	ADDITIONAL INFORMATION &/OR RESOURCES (IF APPLICABLE)
Competency 1: Reflection	
Standard A: Continually take note of what is or is not working (via student-level data, technology applications, pedagogical strategies, supervisor feedback, etc) and then take action to iteratively improve.	**Resources:** Berry, A., & Hamilton, M. L. (n.d.). Self-study of teacher education practices. *Oxford Bibliographies.* Retrieved from http://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0089.xml
Standard B: Collaboratively, transparently, and proactively seek out feedback from students, parents, and colleagues to continuously improve instruction and teaching practices.	**Resources:** Regional Education Laboratory at EDC – Northeast & Islands. 2013. *Annotated Bibliography: Is there information on peer evaluators/peer observers for teacher evaluation at the K-12 level?* Retrieved from http://www.relnei.org/wp-content/referencedocs/RELNEI_RD0107_Peer_Evaluation.pdf
Standard C: Apply lessons and takeaways about their own experiences as learners, both online and offline, to their work with students.	**Additional Information:** Teachers use their own learning process to: • demonstrate the development and implementation of successful strategies for online teaching environments; and • anticipate challenges and problems in the online classroom.
Competency 2: Continuous improvement and innovation	
Standard A: Engage in problem solving through continuous planning, designing, testing, evaluation, and re-calibration of teaching methods.	**Resources:** Using Design Thinking to Build Blended Learning Pilots Design Thinking for Educators
Standard B: Use technology appropriately, innovatively, creatively, and purposefully to work effectively and efficiently.	**Resources:** Rose, D. H., & Gravel, J. W. (2012). Curricular opportunities in the digital age. Jobs for the Future. Retrieved from http://studentsatthecenter.org/topics/curricular-opportunities-digital-age Howland, J. L., Jonassen, D., Marra, R. M. (2011). *Meaningful learning with technology* (4th ed). New York: Pearson.
Competency 3: Communication	
Standard A: Make collaborative and connected learning [an instructional technique that connects learners to sources of information beyond their teacher of record and textbook a core part of one's professional practice.	**Additional Information:** By engaging in connected learning, learners are: • Provided sources of information beyond their teacher of record and textbook.
Standard B: Establish and maintain open communication channels, online and in person, with students, educators, and other stakeholders to support student learning.	**Resources:** DiPietro, M., Ferdig, R. E., Black, E., & Preston, M. (2008). Best practices in teaching K-12 online: Lessons learned from Michigan Virtual School teachers. *Journal of Interactive Online Learning*, 7(1), 10-35. Retrieved from http://www.ncolr.org/jiol/issues/pdf/7.1.2.pdf

Domain 4: Technical Skills

STANDARDS	ADDITIONAL INFORMATION &/OR RESOURCES (IF APPLICABLE)
Competency 1: Data Practices	
Standard A: Use qualitative and quantitative data to understand individual skills, gaps, strengths, weaknesses, interests, and aspirations of each student, and use that information to personalize learning experiences.	**Additional Information:** By using qualitative and quantitative data, teachers can: • implement pre-assessments of students' prior knowledge on a topic; • employ ways for the teacher and students to effectively evaluate; and • assess student readiness for course content and method of delivery **Resources:** Andrade, H., Huff, K., & Brooke, G. (2012). *Assessing learning*. Jobs for the Future. Retrieved from http://studentsatthecenter.org/topics/assessing-learning
Standard B: Continually assess student progress against clearly defined standards, goals, and outcomes to identify specific topics in which each student needs additional support to achieve mastery of a concept or skill.	**Resources:** Student-centered assessment resources. Jobs for the Future. Retrieved from http://studentsatthecenter.org/resources/student-centered-assessment-resources Evans, M. (2014). A guide to personalizing learning: Suggestions for the Race to the Top- District competition. Innosight Institute. Retrieved from http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/09/A-guide-to-personalizing-learning.pdf Freeland, J. (2014). *Blending toward competency: Early patterns of blended learning and competency-based education in New Hampshire*. Clayton Christensen Institute for Disruptive Innovation. Retrieved from http://www.christenseninstitute.org/publications/blending-toward-competency/
Standard C: Use data from multiple sources, including data systems, in a complementary way to inform and adjust individual student instruction and groupings.	**Additional Information:** By using data from multiple sources, teachers can: • Demonstrate how they effectively use data systems (dashboards, analytics, data visualizations, rapid feedback systems, and other data systems); • Continually assess student progress against clearly defined standards, goals, and outcomes; and • Identify specific topics in which each student needs additional support to achieve mastery of a concept or skill. **Resources:** Andrade, H., Huff, K., & Brooke, G. (2012). *Assessing learning*. Jobs for the Future. Retrieved from http://studentsatthecenter.org/topics/assessing-learning
Standard D: Create ways to move ownership and analysis of data to students to promote independent learning.	**Resources:** Fletcher, A. (2008). The architecture of ownership. *Educational Leadership*, 66(3). Retrieved from http://www.ascd.org/publications/educational-leadership/nov08/vol66/num03/The-Architecture-of-Ownership.aspx
Standard E: Continually evaluate technologies, tools, and instructional strategies to ensure their effectiveness.	**Resources:** Florida Center for Instructional Technology. University of South Florida. Technology Integration Matrix. Retrieved from http://fcit.usf.edu/matrix/

Competency 2: Instructional strategies	
Standard A: Provide resources for students to learn content and enable them to work independently and/or in cooperative groups.	**Resources**: Student-centered assessment resources. Jobs for the Future. Retrieved from http://studentsatthecenter.org/resources/student-centered-assessment-resources
Standard B: Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.	**Resources:** Student-centered assessment resources. Jobs for the Future. Retrieved from http://studentsatthecenter.org/resources/student-centered-assessment-resources
Standard C: Create customized learning pathways with students, where learning goals and objectives are linked to explicit and diverse learning experiences, matched to the individual student's learning performance level and preferences.	**Resources:** Student-centered assessment resources. Jobs for the Future. Retrieved from http://studentsatthecenter.org/resources/student-centered-assessment-resources
Standard D: Target content and instructional strategies to individual learning goals, needs, and interests.	**Additional Information:** To target content to student goals, needs, and interested, teachers can: • Integrate supplemental resources, on both a group and on an individual basis **Resources:** Student-centered assessment resources. Jobs for the Future. Retrieved from http://studentsatthecenter.org/resources/student-centered-assessment-resources
Standard E: Create pedagogical approaches and learning experiences that promote content-based, problem-solving, and online collaboration.	**Additional Information:** To promote content-based, problem-solving, and online collaboration, teachers can: • use student-centered instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, 21st Century skills, student-created work, case studies, small group work, real-world applications, project-based learning, and guided design). **Resources:** Student-centered assessment resources. Jobs for the Future. Retrieved from http://studentsatthecenter.org/resources/student-centered-assessment-resources
Standard F: Develop and deliver valid and reliable assessments, projects, and assignments that meet standards-based criteria and assess learning progress by measuring student achievement of learning goals.	**Resources:** Student-centered assessment resources. Jobs for the Future. Retrieved from http://studentsatthecenter.org/resources/student-centered-assessment-resources

Competency 3: Management of Blended Learning Experience	
Standard A: Understand and manage the face-to-face and online components of lesson planning and organization within a blended course.	**Resources:** iNACOL. New Learning Models resources. Retrieved from http://www.inacol.org/our-work/strategic-priorities/new-learning-models/
Standard C: Develop, practice, model, and embody respectful behaviors in both face-to-face and online learning environments.	**Resources:** Weir, L. (2008). Behaveyourself.com: Online manners matter. *Edutopia*. Retrieved from http://www.edutopia.org/whats-next-2008-netiquette-guidelines
Standard D: Demonstrate technical troubleshooting skills during the online component of learning (e.g., change passwords, download plug-ins, etc.).	
Competency 4: Instructional Tools	
Standard A: Use course management system and other online collaborative tools to organize and manage the blended learning environment	**Resources:** MyBlend. Michigan Virtual University. Retreived from http://www.myblend.org
Standard B: 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.	**Additional Information:** When it comes to instructional tools in the learning environment, teachers can: • engage students in the process of vetting instructional tools; • demonstrate skill in the selection, use, and evaluation of effective instructional materials, tools, and resources that promote students' understanding of concepts and skills in the course content; • able to select and use a variety of developmentally appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery as appropriate to the content area and student needs; • utilize a wide array of technologies, techniques, and methodologies to help their students achieve academic excellence, develop, and support their academic skills (e.g., reading, note taking, presenting, test preparation and test taking, information processing, etc.).
Standard C: Provide assistive technologies to facilitate learning.	**Resources:** Cronin, A. (2013). Assistive technology: Resource round-up. *Edutopia*. Retrieved from http://www.edutopia.org/assistive-technology-resources Rose, R. (2014). Designing Blended and Online Education Courses and Programs to Ensure Access and Equity for Students with Disabilities

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* In addition to these references used by the Committee to formulate the iNACOL Blended Learning Teacher Competency Framework, over 50 descriptions for blended teaching positions were reviewed to identify common competencies and themes.

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