



Below is the list of 49 distance teaching competencies that underlie *AdultEd Online's Distance Teaching Self-Assessment*. The competencies are based on a review of higher education and business literature on distance education competencies and were tailored to reflect the unique skills and dispositions needed by teachers of ABE, ASE, and ESOL learners. The competencies reflect the input and expertise of over fifty distance education teachers and consultants.

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September 20, 2006

Distance Teaching Competencies for ABE Educators

RECRUITMENT

- 1 Can identify the different populations for whom DL might be appropriate
- 2 Can specify the skills students must possess to study a specific distance curriculum
- 3 Knows which agencies and organizations in the community to contact to recruit potential students
- 4 Is able to build partnerships within the community to assist with recruiting efforts
- 5 Is able to clearly communicate what DL entails and what skills, abilities and resources students must possess or have access to for DL
- 6 Can talk effectively with different populations—groups and individuals—about DL
- 7 Can create recruitment materials

INTAKE & ORIENTATION

- 8 Can explain details of an organization's intake process, including forms that need to be completed
- 9 Is able to develop a plan for individual and/or group DL orientation sessions
- 10 Is able to counsel students into appropriate educational programs
- 11 Is able to help students set realistic short-term and long-term goals for their studies
- 12 Is knowledgeable about technology requirements associated with specific curricula
- 13 Is able to assess student technology access: (i.e., does student have sufficient access to relevant technology to participate in distance ed courses?)
- 14 Is able to evaluate students' technology-related competence and skills

Distance Teaching Competencies

- 15 Is able to teach basic technology skills (how to operate a computer, connect to the Internet, operate a VCR)
- 16 Is able to determine which standardized tests to administer
- 17 Is able to describe the different programs and courses offered by an organization

INSTRUCTION: *Communication*

- 18 Is able to use written communication to build rapport and support students
- 19 Can use different types of written communication to provide feedback on assignments (e.g., within-text responses, via email, using an online management system, etc.)
- 20 Can effectively provide oral feedback on assignments and give clear verbal instructions/directions orally
- 21 Has the listening skills needed to “read” students when not in face-to-face settings

INSTRUCTION: *Dispositions or Personal Characteristics*

- 22 Can move from “teacher-as-expert” to “teacher-as-guide” approach
- 23 Is flexible and adaptable: changes easily, thinks outside the box
- 24 Is willing to acquire new skills
- 25 Is creative—will look for new ways to accomplish things if existing approaches aren’t adequate
- 26 Is organized: able to track and support students working at different places in the curriculum
- 27 Is organized: manages time well
- 28 Is able to work with computers and the Internet; troubleshoots technology when it's not working

INSTRUCTION: *Student Support*

- 29 Uses a variety of methods, including friendly emails, e-cards, phone calls and certificates of accomplishment to support students and help them stay motivated
- 30 Keeps students engaged in their studies
- 31 Helps students develop independent learning skills and study skills to help them succeed at a distance
- 32 Motivates and encourages students to participate in formal assessment when necessary

INSTRUCTION: *Instruction*

- 33 Can assist learners in setting realistic goals for independent study
- 34 Can help students troubleshoot technology problems
- 35 Can appropriately use ongoing informal assessments to monitor student progress

Distance Teaching Competencies

- 36 Can use multiple instructional methods/strategies to meet the needs of diverse learners
- 37 Can develop supplemental learning materials for learners who need more help than a curriculum provides
- 38 Is able to identify individual student learning styles and adapt instruction to fit individual student needs

INSTRUCTION: *Curriculum*

- 39 Can identify the teacher's role in different curricular delivery systems (e.g., provide direct instruction and written feedback, monitor students' use of computer-assisted software, etc.)
- 40 Can identify the strengths and weaknesses of specific curriculum being used
- 41 Is able to supplement curricula being used and draw assignments and resources from multiple sources
- 42 Identify the technology a curriculum requires (e.g., curriculum has an internal communication system, is multi-media, etc.)
- 43 Identify the system requirements for a curriculum (e.g., what operating system and plug-ins are needed for the software to run on a computer)
- 44 Teach students how to access and use your curriculum on their own

INSTRUCTION: *New Course Development**

- 45 Can create assignments and enter them into the system
- 46 Is able to facilitate synchronous and asynchronous discussions
- 47 Is able to orient students to platform specifics
- 48 Is able to review student work and provide feedback
- 49 Is able to read and understand system reports on student progress

* Intended for those distance teachers who will be developing a new curriculum or course using a course platform such as Blackboard or WebCT.)