Instructor Competencies

Listed below are the instructor competencies and their descriptions. The observable behaviors for each of the competencies can be found on subsequent pages.

Competency	Sub-Competency	Description
Professional Foundations	Knowledge Management	Capture, distribute, and archive intellectual capital to encourage knowledge-sharing and collaboration
	Professional Relationships	Interpersonal relationships that reflect Air Force standards of conduct and core values.
Student Interaction	Counseling	A process involving a helping relationship directed toward improvement or change in student behavior.
	Mentoring	A process involving a helping relationship that combines formal and informal support, guidance, role modeling, advocating, and networking in ways that help a student reach professional and/or personal goals.
Learning Engagement	Instructional Planning	The process of selecting appropriate instructional strategies, curricula, resources, and data to plan and organize instruction that addresses the diverse needs of students.
	Instructional Delivery	The use of communication and presentation methods to ensure students meet the objectives.
	Assessment	Utilizes methods and/or tools to evaluate, measure, and document students academic readiness, learning progress, skill acquisition, or educational needs.
Program Evaluation	Program Evaluation	Utilize internal and external evaluation that accurately measures the overall validity and reliability of the instructional program.

Competency	Observable Behaviors
Knowledge Management Capture, distribute, and archive intellectual capital to encourage knowledge-sharing and collaboration.	▪ Seeks information on current trends and researched based practices in own content area, in supporting content areas, and adult learning/development (learning styles, theories, strategies, etc.) ▪ Evaluates areas where professional development needs to be strengthened and seeks out professional development opportunities and resources to address these needs ▪ Pursues information of existing technology that supports learning/instruction ▪ Participates in regular professional learning network or community of interest and share information with peers ▪ Improves on own teaching practice through learning from other teachers and professional development opportunities ▪ Demonstrates a knowledge of emerging learning technologies ▪ Demonstrates an expanded knowledge base in own content area, in supporting content areas, and adult learning/development (learning styles, theories, strategies, methodology, etc.) by being the SME for other instructors ▪ Leads a variety of professional development activities based on individual and organization needs ▪ Actively contributes in the development and implementation of a shared vision among members of a professional network or learning community, with the intent of creating new and improved conditions for instructors and learners

Competency	Observable Behaviors
Professional Relationships Interpersonal relationships that reflect Air Force standards of conduct and core values.	- Complies with established ethical and legal standards - Establishes and maintains professionalism - Adheres to the AF Core Values and all governing regulations - Recognizes inappropriate behaviors that affect the instructor/student relationship - Mitigates the pressures that lead to a compromising situation - Implements behavior management systems to maintain an environment where all students can learn effectively - Recognizes and mitigates inappropriate behaviors that affect the instructor/student relationship - Addresses lack of accountability, professionalism challenges, and perceptions of favoritism - Establishes and enforce a professional culture built on mutual respect - Models professional and ethical behavior that positively impacts the culture - Engages others in continuous professional learning to gain knowledge and skills and refine professional judgment

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Competency	Observable Behaviors
Counseling A process involving a helping relationship directed toward improvement or change in student behavior.	▪ Practices active listening and asks appropriate questions to clarify information ▪ Displays an objective, supportive and neutral attitude ▪ Makes referrals to appropriate agencies when guidance and counseling needs are beyond own expertise ▪ Delivers constructive feedback at the appropriate time to reverse performance decline ▪ Refers student to resources to resolve academic deficiencies ▪ Facilitates student's progress through course as required ▪ Identifies verbal and non-verbal cues to select appropriate intervention techniques ▪ Modifies counseling style to fit different situations ▪ Assists student in establishing realistic goals or milestones to overcome specific academic and/or training challenges ▪ Guides student through problem-solving process to determine steps toward improvement ▪ Improves own cultural awareness to better understand student (e.g. continuing education, seminars, literature) then adapts counseling approach based on student's cultural beliefs, attitudes, and values ▪ Designs action plans to help student resolve academic or performance problems ▪ Provides assistance in conflict resolution to peers and other instructor ▪ Applies adult learning principles to the coaching/counseling relationship ▪ Models continuous learning to inspire students

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Competency	Observable Behaviors
Mentoring A process involving a helping relationship that combines formal and informal support, guidance, role modeling, advocating, and networking in ways that help a student reach professional and/or personal goals.	▪ Practices active listening and questioning techniques to understand the mentee's professional goals and priorities ▪ Provides support when the mentee suffers a setback ▪ Identifies appropriate resources to guide mentee's development ▪ Identifies and share resources to overcome professional roadblocks ▪ Assists mentee in establishing realistic goals or milestones ▪ Intervenes at the appropriate time to deliver constructive feedback ▪ Builds long-standing resource networks which are helpful in achieving professional goals ▪ Coordinates with networking contacts to discover creative ways for mentees to reach goals ▪ Implements problem-solving activities to reconcile different/conflicting developmental priorities ▪ Models and advocates reflective practice to help mentees learn and grow from professional experiences

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Competency	Observable Behaviors
Instructional Planning The process of selecting appropriate instructional strategies, curricula, resources, and data to plan and organize instruction that addresses the diverse needs of students.	- Researches subject matter and develops procedures to transfer content area knowledge into instructional setting - Uses appropriate techniques to specify and sequence instructional goals and objectives - Plans learning activities to engage students in reasoning with, collaborating on, and solving real-world problems - Shifts course design from teacher-led instruction to student-centered learning for the purposes of meeting individual needs and fostering engagement and motivation - Uses qualitative and quantitative data to identify individual skills, gaps, strengths, weaknesses, and interest of students, and use that information to personalize learning - Designs and arranges the training environment for comfort, interaction, and learning - Designs standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of resources (e.g. equipment, technology, simulations, etc.), and makes learning relevant for learners - Assesses the capabilities of existing and emerging technologies to enhance motivation, visualization, interaction, simulation and individualization - Conducts analysis on technology applications, determines the return on investment, and employs the "right size" technology - Provides in-depth consultation in the areas of curriculum design for complex training goals and needs assessment - Engages in problem solving through continuous planning, designing, testing, evaluation, and re-calibration of teaching methods and strategies

Competency	Observable Behaviors
Instructional Delivery The use of communication and presentation methods to ensure students meet the objectives.	▪ Connects learning, content, and expectations to students' prior knowledge, experiences, and interests in meaningful contexts ▪ Displays sensitivity to differences in group dynamics ▪ Creates a safe and effective learning environment for all students ▪ Uses questioning strategies for check-on-learning and responding to student comments and questions in order to engage learners in inquiry, challenging their own assumptions, and problem-solving ▪ Applies strategies to keep students on task, focused, on schedule, and responsive ▪ Consistently checks on learning, gives immediate feedback, and makes lesson adjustments as necessary ▪ Demonstrates flexibility in responding to immediate learner needs and interests (maximize teachable moments) ▪ Applies techniques to encourage student self-management in student-centered and collaborative learning environments ▪ Uses a variety of teaching strategies that address several learning styles such as: visual, aural, verbal, social, logical, spatial, etc. ▪ Establishes learning environments that are flexible and personalized dependent on real-time data, direct observation, and interaction with and feedback from students ▪ Creates a supportive and challenging learning environment promoting professionalism, reflective practice, self-directed learning, self-assessment and lifelong learning

Competency	Observable Behaviors
Assessment Utilizes methods and/or tools to evaluate, measure, and document students academic readiness, learning progress, skill acquisition, or educational needs.	▪ Uses a variety of formative assessment tools (such as classroom observations, lesson closure discussions, portfolios, student error logs, etc.) to monitor learning ▪ Uses required summative assessments to measure student progress toward learning goals over a specific instructional period ▪ Uses results of assessment data on a regular basis to adjust instruction, monitor progress towards learning objectives and goals ▪ Provides regular, detailed feedback to learners on the progress of their learning ▪ Develops and delivers assessments, projects, and assignments that meet standards-based criteria and assess learning progress by measuring student achievement of learning goals ▪ Combines results from different measures to develop a holistic picture of students' learning strengths and needs ▪ Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform planning/instructional processes ▪ Interprets and translates comprehensive results into a tailored training/education program for the individual learner ▪ Develops new assessment methods/tools and incorporates them into a comprehensive student evaluation plan ▪ Identifies patterns in learner achievement to suggest program-wide changes in course structure, content, or professional development

Competency	Observable Behaviors
Program Evaluation Utilize internal and external evaluation that accurately measures the overall validity and reliability of the instructional program.	- Evaluates instructional effectiveness of curriculum and makes necessary revisions to instructional products - Analyzes data and feedback for educational gaps and needs - Identifies the processes and outcomes to be measured for instructional effectiveness - Determines the impact of instructional strategies and learning outcomes on the organization - Develops and implement summative evaluation plans relevant to the work - Correlates and interprets evaluation results from multiple sources to analyze structure, content and completeness of/within a functional area/program. (e.g. meta-analysis) - Completes a return on investment (ROI) analysis (cost-consequences analysis) and compares the costs of training and educational courses to the evaluated results and consequences (value- added) for any intervention at any level of evaluation - Collaborates with colleagues, stakeholders and students in refining current programs and in developing new programs