



able Pennsylvania Adult Teacher Competencies

User's Guide

How teachers, administrators, supervisors, and professional development providers in adult basic and literacy education can design action plans for implementing Pennsylvania's teacher competencies in their programs

COMMONWEALTH OF PENNSYLVANIA
Mark Schweiker, Governor

DEPARTMENT OF EDUCATION
Charles B. Zogby, Secretary

BUREAU OF ADULT BASIC AND LITERACY EDUCATION (ABLE)
Cheryl L. Keenan, Director

Adult Teacher Competencies Project – Stairways Behavioral Health, Erie
Bootsie Barbour, Coordinator

Project AXIS – Lancaster-Lebanon Intermediate Unit 13
Tana Reiff, Coordinator

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History of Adult Teacher Competencies in Pennsylvania

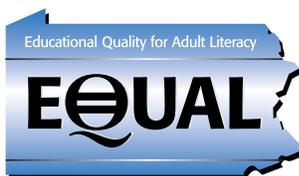


Focus groups guided the development of the competencies.

The Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education (ABLE) has long supported professional development activities for practitioners, administrators, and volunteers through its Professional Development System. Pennsylvania's Adult Teacher Competencies (ATC) project grew out of the need to ensure quality teaching and learning based upon the Indicators of Program Quality, the state's framework for Adult Basic and Literacy Education.

The theory of teacher competencies is based on the assumption that informed teaching drives practice and that quality programming depends on quality teaching. With an emphasis on training for adult education teachers, we needed to define the reasons for training and outline the minimal competencies ABLE teachers should have. Across the nation, states have conducted studies and implemented performance guidelines for adult education teachers. Pennsylvania began looking into the topic of adult teacher competencies in earnest in 1995 when it funded a thorough review of the literature¹. Several Section 353 special demonstration projects provided additional information, and in FY 1998–99, the Bureau funded a major grant, the Adult Teacher Competencies Study (ATCS)². This project reviewed the research on teacher competencies and, guided by focus groups comprised of teachers from ABLE and university programs representing Literacy, English as a second language (ESL), and ABE/ GED, developed a set of standards for teachers of adults along with related performance indicators. The project prepared a three-tiered checklist of instructor competencies, which were then field-tested at ABLE program sites. The focus groups agreed to a final draft of the adult teacher competencies.

In FY 1999-2000, activities dealing with the teacher competencies became a strand within the EQUAL Program Improvement initiative, where they were field-tested by teachers and administrators in conjunction with building individual professional development plans. The competencies were used as an aid in selecting professional development activities related to teaching responsibilities and skills in meeting the educational needs of adult students.



¹Reiff, Tana. *Adult basic and literacy education staff competencies: a literature review and recommendations for developing a competency-based staff development program in Pennsylvania*. Lancaster, PA: New Educational Projects, 1995.

²Royce, Sherry. *Adult Teacher Competencies Study*. Lancaster, PA: Royce & Royce, Inc., 1999.

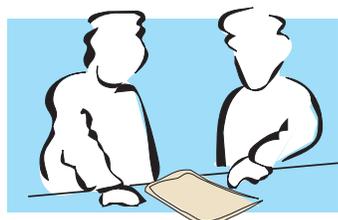
Applying the Competencies

The teacher competencies list is a framework intended for use in a variety of ways by a wide audience of practitioners. Various stakeholders within the adult education community at the state, local, and instructor levels will find uses for these instructor competencies and performance indicators. They may be adapted and customized to meet the goals and objectives of individuals and/or programs at varying levels.

Although Pennsylvania has no adult basic education teaching certification requirement, the competencies reflect the skills and knowledge expected of teachers of adult learners. The competencies will be helpful to the Bureau of ABLÉ when conducting monitoring visits to programs and for professional developers in assessing the outcomes of the training they provide. They may also be used by the ABLÉ Professional Development System to determine relevant and needed professional development activities.

Within programs, the teacher competencies may be used in several ways.

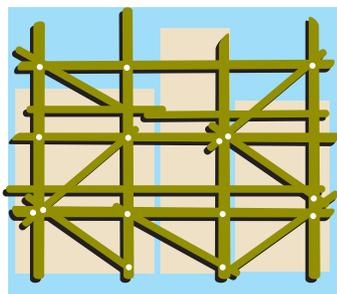
- **Self-assessment:** Teachers may assess their own knowledge and skills by using the self-assessment tool that has been developed for the teacher competencies. Such a self-assessment provides direction for the development of one's own professional development plan. The self-assessment encourages reflection on practice; teachers determine the competencies most applicable to their instructional program and identify the level of priority of the specific competencies.
- **Job descriptions:** To assist with staff recruitment and hiring, administrators will find the competencies useful in developing job descriptions for a range of program positions. By determining the skills and competencies needed for a position, the administrators have additional information to apply in selecting candidates for particular assignments within the agency.



The competencies can help with job descriptions, hiring, and appraisals of staff performance.

Applicants for instructional positions may use the competencies to inform themselves of job expectations. Applicants would be aware of the broad range of skills that the agency expects of persons for a position within that agency.

- **Appraisals of staff performance:** Administrators may use the competencies as a tool in conducting performance appraisals. An administrator and an instructor can view the competencies as a tool for identifying instructor strengths as well as areas for improvement, and then design a professional development plan appropriate for the individual.
- **Peer supervisors and mentors:** The competencies can guide supervisors and mentors as they employ these emerging and increasingly popular forms of professional development.
- **Professional development plans:** Administrators and instructors can collaboratively identify elements of the competencies relevant to their program to design both a program-wide professional development plan as well as individual professional development plans. Within ABLÉ's Professional Development System, the Teacher Competencies may be used by professional developers as a resource in determining what teachers need at *novice*, *experienced* and *expert* levels. A continuum of professional development activities can then be designed and delivered through the professional development centers and other training projects related to competencies identified as important for quality teaching.



The teacher competencies list is a framework.

The Pennsylvania Adult Teacher Competencies framework may be used at the state, local, or individual level. Programs and individuals are being given the opportunity to demonstrate the competencies within adult basic education programs. Their use by individuals providing direct instruction within educational programs and by those providing professional development opportunities will offer valuable insights and promote quality teaching and learning for Pennsylvania's adult learners.

About This Guide



The *Pennsylvania Adult Teacher Competencies User's Guide* is designed to assist Adult Basic and Literacy Education program personnel with implementation of the Adult Teacher Competencies. Along with the Indicators of Program Quality (see below) and the EQUAL program improvement process, the guide will assist administrators, supervisors, teachers, and professional development providers in designing action plans for implementing the competencies within their programs. The guide has been prepared for use as a resource, complementing program efforts that promote quality programs and services for adult learners through continuous improvement. This guide provides information that will be helpful in understanding the competencies and in organizing and planning for their use in ABLE-funded programs.

In 1999, the Bureau of ABLE published the Indicators of Program Quality, which represent the best practices in the field of adult basic education and the characteristics of quality adult education programs. Specifically, the Adult Teacher Competencies process addresses two of the Indicators:

Indicator 3.3: *Program leaders supervise and conduct regular performance appraisals with all staff, including volunteers.*

Indicator 4.1: *Programs have well-trained administrators and practitioners who consistently demonstrate Pennsylvania's Adult Teacher Competencies.*

The purpose of this user manual is to provide teachers with a guide that will lead them through the ATC process—a systematic set of activities that will result in achieving better ratings on the skills included in the teacher competencies checklist.

About the Competencies

Pennsylvania's teacher competencies were built upon the belief that informed teaching drives practice and that effective programs depend on quality teaching. In order to ensure that programs are of high quality, the ATC project began by establishing standards for

adult education instructors and then articulated competencies that represent a continuum of practice.

The Adult Teacher Competencies reflect a hierarchical model that starts with five main areas called *Standards*. These five areas are divided into either two or three sub-areas called *Units*. There are 13 Units in all, further divided into 29 sub-areas called *Performance Indicators*. Each Performance Indicator is divided into specific skill statements called *Instructional Competencies*. There are a total of 139 Instructional Competencies. Because everyone will display varying levels of skill in different areas, the competencies are classified by level: *Novice*, *Experienced*, and *Expert (Master)*, or *N*, *E*, and *M*. This hierarchical pattern is used in both the competencies list and the self-assessment.

This User's Guide is designed to assist teachers in adult basic and literacy education programs in assessing the skills they already have and those they wish to achieve. As teachers complete the self-assessment, they will address all 139 of the Instructional Competencies, from which they can select the competencies that will be the focus of their professional development activities. The system is flexible and can be used in many ways; the nature of its use can be determined during a discussion between the teacher and a program supervisor or director, or even a peer mentor. This "negotiation" stage should focus on mutual improvement—improving the agency by improving the teacher—and should focus on the competencies as a system from which teachers can select exactly the areas they should address that lead to mutual improvement.

The ideal implementation of the Adult Teacher Competencies system involves the participation of teachers and program administrators or supervisors working together. The teacher is a spoke in the bigger program wheel, and the aim is to engage all staff members in self-improvement, resulting in a stronger wheel, or program. If the supervisor or administrator is involved, the results of the self-assessment and action plan will be much richer.

Implementing the System: Five Stages

Let's begin. Like anything else, your goals and level of motivation going into the process will determine the degree of benefit derived from your efforts. If it is a task that you see only as “something you have to do,” you will quite likely not derive the benefits that you might if you approach the task as an opportunity to become a better instructor and see yourself as a lifelong learner.

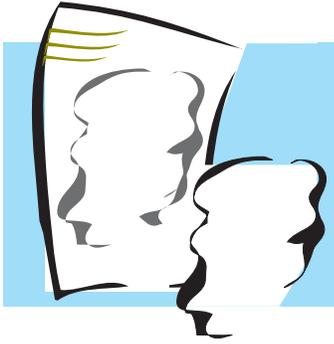
Stages of Implementation

- 1** Review the Teacher Competencies
- 2** Complete the Self-Assessment
- 3** Negotiate with Agency Supervisor
Integrate with Program Plan
- 4** Complete Your Action Plan
- 5** Implement Your Plan
Document in Your Portfolio



Stage 1: Review the teacher competencies.

You will find the list of teacher competencies in Appendix A. Take a few minutes to skim through them. Try to establish a conceptual map, or mental image, of how the levels systematically add detail within specific areas. This will help to develop a “big picture” in your mind as to how all of the competencies fit together. If you have a good “feel” for the structure of the document, using it will be quite intuitive.



Stage 2: Complete the self-assessment.

The foundation of the teacher competencies system is a self-assessment of your skills using a standardized format, or instrument. This is done using the *Self-Assessment*, Appendix B. To help you in the process, a set of directions for using the self-assessment, developed during field-testing, are included on the page before the self-assessment form begins. The directions will step you through the process and give you a sample of how to complete the form. If you have any questions you might check with co-workers or contact your regional Professional Development Center (PDC) and an individual experienced with the competencies and self-assessment process will be assigned to assist you.



Stage 3: Negotiate with your supervisor.

After you complete the Self-Assessment you will want to discuss the results and your insights with your supervisor or director. This will ensure that your activities mesh with the program improvement activities of the agency. In effect, you will be improving your agency by improving yourself.

Let's clarify a key point, about the use of the word *negotiate*. The term refers to a meaningful discussion between a program supervisor (in some cases a peer review team or teacher mentor) and an instructor. It should focus on mutual improvement. The exact format of the meeting will vary, but the teacher competencies system is designed to allow for diversity.

Appendix C contains summaries of how some agencies have implemented the ATC system during the field-testing phase. Be sure to review these anecdotal reports because they give you ideas as to what you could do. Here are some points that you might consider discussing during your own "negotiation" meeting:

- How will your activities complement the program improvement plan of the agency?
- To what degree does the supervisor agree with the conclusions of your self-assessment?
- What areas that you identified in the self-assessment should your activities focus on?
- What resources will be needed to carry out your activities?

It is important to remember that this stage is a process of discussion, an opportunity to integrate your individual improvement with the agency's program improvement plan. Be prepared to talk about what you want to do, and to learn about the long-range program improvement plan of your agency.



Stage 4: Develop your Action Plan.

The negotiation stage should move smoothly into Stage 4, development of your Action Plan. The action plan is simply a written document that outlines the points of agreement that were reached during the negotiation stage, with added detail about *what*, *when*, and *how* you will implement your plan. It is a road map of what you will be doing as you attempt to increase your skills in the instructional competencies you selected. Your Action Plan could be completed at the conclusion of your negotiation meeting. The plan does not need to be complicated; it simply reflects the process of detailing the activities involved in achieving your goals.

Now it is time to design your Action Plan. The Action Plan form is contained in Appendix D and a sample completed Action Plan in Appendix E. The main ingredients of your Action Plan will be:

- Needed resources (time and money)
- The professional development activities you will need to meet your competency goal
- The projected timeline for completion of your activities
- How you will document your activities in your portfolio
- The impact of your activities on your learners, colleagues, and program

A good Action Plan can be very useful to both you and your agency. If done well, it provides you with a plan for your professional development for the year, and at the same time provides a summary of what you have done to use at the time of your annual performance review. For the agency, it provides documentation of how the agency is demonstrating tangible movement toward achieving its program improvement plan. As we move into the next stage, the Action Plan will be the foundation for your portfolio.



Stage 5: Compile your portfolio.

Your portfolio is a collection of the documentation of your accomplishments as you carry out the Action Plan. Appendix F contains a list of suggested documents to include in your portfolio. Most individuals have found it easiest to use a three-ring binder, divided by major activities, for storing their materials. You can be creative in identifying documentation as long as it represents material about the activities you conducted or the results of those activities. Think of the portfolio as providing the “proof” of what you did and what you achieved. It doesn’t have to be long, but it should contain documents that describe clearly what you did.

Your PDC can arrange for you to review a copy of an effective portfolio that has been developed by an EQUAL pilot strand participant.

Summary of the Process



This is a process for systematic self-evaluation and professional development planning.

This guide provides you with information about a process that can lead to effective and systematic self-evaluation and professional development planning. In developing and executing an action plan that is integrated with your agency's program improvement plan as well as your own teaching practice, you are improving your competencies as an instructor and at the same time improving the overall quality of your agency's adult education program. The ATC system is a relatively simple and straightforward process that can be completed without the need for major resources, program disruption, or complication. It provides a map that you can follow in your journey toward becoming a more competent adult educator.

Appendix and Reference Documents

- A. Pennsylvania Adult Teacher Competencies
- B. Self-Assessment of Adult Teacher Competencies
- C. Agency Implementation Examples
- D. Individual Professional Development Action Plan
- E. Sample Completed Action Plan
- F. Suggested Portfolio Contents
- G. Adult Teacher Competencies EQUAL Pilot Sites

ADULT THEORY IN PRACTICE STANDARD: PERFORMANCE INDICATORS

UNIT 1: CREATES AND SUSTAINS A POSITIVE ADULT LEARNING ENVIRONMENT COMPETENCY LEVELS

1. Provides a safe and suitable learning environment

- | | | |
|----|---|-------------|
| a. | Creates a physical and emotional environment in which the learners are safe | Novice |
| b. | Organizes the room in a way that maximizes learning | Novice |
| c. | Models professional dress and behavior | Novice |
| d. | Advocates for an appropriate physical environment conducive to learning | Experienced |

2. Displays beliefs, behaviors and practices that are supportive of adult learners

- | | | |
|----|---|-------------|
| a. | Fosters learner-centered instruction | Novice |
| b. | Demonstrates empathy, patience, and support | Novice |
| c. | Demonstrates cultural awareness and sensitivity | Novice |
| d. | Identifies and supports learners' with learning difficulties | Experienced |
| e. | Accommodates adult learners' multiple learning styles | Experienced |
| f. | Understands demands of adult roles and responsibilities as workers, parents, citizens | Experienced |
| g. | Accommodates scheduling needs dictated by learners' work or home responsibilities | Experienced |

3. Conducts classes in a manner conducive to learner interaction

- | | | |
|----|--|-------------|
| a. | Encourages learners to share their knowledge and skills | Novice |
| b. | Acknowledges and utilizes the knowledge that adults bring to the classroom | Novice |
| c. | Encourages adult learners to voice their opinions | Novice |
| d. | Models the sharing of knowledge and skills | Experienced |
| e. | Guides learners to take leadership roles within the classroom | Experienced |

ADULT THEORY IN PRACTICE STANDARD: PERFORMANCE INDICATORS

UNIT 2: PROMOTES INDEPENDENT AND LIFELONG LEARNING

1. Reinforces positive attitudes toward learners' potential for success

- | | | |
|----|--|-------------|
| a. | Holds high expectations for learner achievement | Novice |
| b. | Challenges learners to go beyond their perception of their own limitations | Novice |
| c. | Meets learners where they are and fosters their potential for change and growth | Experienced |
| d. | Develops within each learner a sense of his/her talents, progress and ability | Experienced |
| e. | Encourages adult learners to practice self-evaluation and strive for continual improvement | Experienced |

2. Designs activities for and encourages independent study skills

- | | | |
|----|---|-------------|
| a. | Encourages adult learners to show initiative in identifying their educational needs | Novice |
| b. | Helps learners to set goals based on their needs and feedback from others | Novice |
| c. | Encourages learners to use daily life experiences as opportunities for learning | Novice |
| d. | Helps learners identify barriers to their learning and formulate possible solutions | Experienced |
| e. | Guides learners to define their goals as family members, workers and citizens | Experienced |

INSTRUCTIONAL EXPERTISE STANDARD: PERFORMANCE INDICATORS

UNIT 1: EXHIBITS COMMAND OF CONTENT

1. Demonstrates proficiency in the subject area in which they provide instruction

- | | | |
|----|--|-------------|
| a. | Possesses knowledge of current materials that are appropriate for adults | Novice |
| b. | Possesses knowledge of current methods appropriate for adults | Novice |
| c. | Possesses knowledge of content area at instructional level | Novice |
| d. | Uses current methodologies and procedures specific to the content area | Experienced |
| e. | Keeps abreast of research and trends in the content area | Expert |

2. Develops and organizes curriculum

- | | | |
|----|--|-------------|
| a. | Evaluates and selects effective adult curriculum materials | Novice |
| b. | Provides curriculum for varying ability levels | Novice |
| c. | Designs/adapts curriculum to address current topics and themes | Novice |
| d. | Integrates curriculum across content areas | Experienced |
| e. | Creates and uses learner-generated materials | Experienced |
| f. | Designs/adapts a competency based curriculum | Experienced |
| g. | Engages learners in participatory curriculum development | Expert |

UNIT 2: DESIGNS AND PLANS INSTRUCTION

1. Designs instructional plans

- | | | |
|----|---|-------------|
| a. | Utilizes a learning plan for each instructional session | Novice |
| b. | Promotes active student involvement in classroom instruction | Novice |
| c. | Uses bias-free language and materials | Novice |
| d. | Utilizes an appropriate variety of instructional techniques | Novice |
| e. | Organizes a sequential plan of instruction | Novice |
| f. | Utilizes an appropriate variety of instructional groupings | Experienced |
| g. | Designs instruction that develops higher order thinking skills | Experienced |
| h. | Integrates appropriate technology with instruction | Experienced |
| i. | Regularly evaluates learning plans and progress toward outcomes | Experienced |

INSTRUCTIONAL EXPERTISE STANDARD: PERFORMANCE INDICATORS

2. Designs individual educational plans

- | | | |
|----|--|-------------|
| a. | Creates an individual learning plan with each student | Novice |
| b. | Designs instruction that matches individual learning plan | Novice |
| c. | Consistently offers constructive and supportive feedback | Novice |
| d. | Selects appropriate methods and materials to meet individual learning plan | Experienced |
| e. | Encourages independent study skills? | Experienced |

3. Encourages critical thinking

- | | | |
|----|---|-------------|
| a. | Motivates learners to solve problems | Novice |
| b. | Relates learning opportunities to current concerns and issues | Experienced |
| c. | Models critical thinking skills | Experienced |
| d. | Uses questioning techniques to stimulate critical thinking | Experienced |
| e. | Encourages creative thought and expression | Experienced |

UNIT 3: ASSESSES AND MONITORS LEARNING

1. Understands methods and tools used for formal and informal assessment

- | | | |
|----|---|-------------|
| a. | Continually checks for learning in each instructional session | Novice |
| b. | Has knowledge of the content of formal assessment tools | Novice |
| c. | Interprets formal assessment results for instructional planning | Experienced |
| d. | Can administer formal assessment instruments | Experienced |
| e. | Chooses and administers informal assessment instruments | Experienced |
| f. | Utilizes the results of formal and informal assessment in modifying methods and curricula | Experienced |
| g. | Has knowledge of the context of formal assessment tools | Expert |
| h. | Designs and administers informal assessment instruments | Expert |
| i. | Uses group assessment results for planning program improvement | Expert |

COMMUNITY INTERACTION STANDARD: PERFORMANCE INDICATORS

UNIT 1: UTILIZES COMMUNITY RESOURCES

1. Establishes working relationships with agencies/institutions serving adult learners

- | | |
|--|-------------|
| a. Possesses knowledge of functions of community agencies/organizations | Novice |
| b. Helps learners identify community resources (daycare, social services, etc) | Experienced |
| c. Establishes contacts to refer learners to community agencies | Experienced |
| d. Knows when to refer adult learners to other agencies | Experienced |
| e. Represents the agency in inter-agency collaborations | Expert |

2. Uses knowledge of community resources to expand teaching and learning

- | | |
|---|-------------|
| a. Brings the community into the classroom with speakers and issues | Novice |
| b. Utilizes community resources for the instructional program (field trips) | Experienced |
| c. Ties instruction to local workplace requirements and skills | Experienced |

UNIT 2: ENCOURAGES ADULT LEARNER INVOLVEMENT IN THE COMMUNITY

1. Encourages adult learner to explore new roles in the community

- | | |
|---|-------------|
| a. Encourages learners to become aware of community issues | Novice |
| b. Provides opportunities for learner involvement in community activities | Experienced |
| c. Encourages learners to become active in influencing community institutions | Expert |
| d. Encourages learners to advocate for themselves and to take appropriate actions | Expert |

2. Utilizes technology to build student awareness of the community and the world

- | | |
|---|-------------|
| a. Uses the Internet to access information on community issues and resources | Novice |
| b. Teaches learners to access information, community issues, and resources | Experienced |
| c. Integrates and creates computer-based assignments related to community and work issues | Expert |

COMMUNITY INTERACTION STANDARD: PERFORMANCE INDICATORS

3. Promotes active citizenship

- | | | |
|----|---|-------------|
| a. | Integrates information about voting into the classroom | Novice |
| b. | Encourages participation in voting and other aspects of the electoral process | Experienced |
| c. | Promotes understanding of environmental issues (pollution, etc.) | Expert |

UNIT 3. UNDERSTANDS RELATIONSHIP BETWEEN PROGRAM AND COMMUNITY

1. Participates as an adult educator in community affairs

- | | | |
|----|--|-------------|
| a. | Actively participates in the recruitment of adult learners | Novice |
| b. | Serves as a resource on issues related to adult basic education (w school district, agency, library) | Experienced |
| c. | Serves as a member of an advisory board or task force related to adult education | Expert |

2. Advocates and promotes adult education in the community

- | | | |
|----|---|-------------|
| a. | Promotes community recognition of learners' accomplishments (through public relations, public events) | Experienced |
| b. | Serves as a spokesperson on the issues and needs of adult education in the community | Expert |

PROFESSIONAL DEVELOPMENT STANDARD: PERFORMANCE INDICATORS

UNIT 1: PARTICIPATES IN FORMAL PROFESSIONAL DEVELOPMENT ACTIVITIES

1. Participates in Pennsylvania's professional development and training programs

- | | | |
|----|--|-------------|
| a. | Attends New Teachers Institute | Novice |
| b. | Attends program training | Novice |
| c. | Attends PDC seminars and training workshops | Novice |
| d. | Attends PAACE Midwinter Conference | Novice |
| e. | Presents at PAACE Midwinter Conference | Experienced |
| f. | Participates in Agency Improvement Team Meetings | Experienced |
| g. | Participates in Learning From Practice | Experienced |
| h. | Leads Learning From Practice Groups | Expert |
| i. | Is a Teacher Trainer (Modules, EQuAL, facilitator) | Expert |
| j. | Is a Tutor Trainer | Expert |

UNIT 2: MODELS LIFELONG LEARNING IN OWN PROFESSIONAL DEVELOPMENT

1. Participates in on-going, self-directed professional development

- | | | |
|----|--|-------------|
| a. | Observes and models expert teachers | Novice |
| b. | Networks with colleagues at local level | Novice |
| c. | Networks with colleagues at regional and state level | Experienced |
| d. | Reads professional literature related to the field | Experienced |
| e. | Utilizes technology for continuous professional development | Experienced |
| f. | Maintains professional organization memberships | Experienced |
| g. | Actively participates in state professional adult education organizations | Experienced |
| h. | Networks with colleagues at national level | Expert |
| i. | Presents at regional and national conferences | Expert |
| j. | Contributes to the knowledge base of adult education (presentations, publications) | Expert |

2. Maintains awareness of current adult learning theory

- | | | |
|----|---|--------|
| a. | Attends adult learning theory workshops, seminars and courses | Novice |
| b. | Actively shares adult learning theory expertise with colleagues | Expert |

PROFESSIONAL DEVELOPMENT STANDARD: PERFORMANCE INDICATORS

3. Develops a personal development plan

- | | |
|--|-------------|
| a. Completes a self-evaluation plan | Novice |
| b. Develops learning goals as relates to personal practice | Novice |
| c. Develops learning goals as relates to program goals | Experienced |
| d. Enrolls in and completes advanced training | Expert |
| e. Can articulate a personal philosophy of adult education | Expert |

PROGRAM OPERATIONS STANDARD: PERFORMANCE INDICATORS

UNIT 1: UNDERSTANDS GOALS, POLICIES AND PROCEDURES OF AGENCIES

1. Knows and understands agency/institution goals and policies

- a. Can paraphrase the agency's mission statement
- b. Can state the varied activities of agency

Novice
Novice

2. Knows and supports program goals and objectives

- a. Can describe the populations targeted for program
- b. Can detail the process of GED attainment
- c. Can link Instructional plans to program goals, policies and procedures
- d. Can create instructional plans that meet federal and state regulations

Novice
Novice
Experienced
Expert

UNIT 2: EXHIBITS ACCOUNTABILITY

1. Knows and supports program/institution procedures and policies

- a. Accepts personal responsibility for job attendance, timeliness and job performance
- b. Operates within the budget
- c. Maintains learner materials
- d. Manages time effectively
- e. Complies with program regulations
- f. Submits required documents in a timely manner

Novice
Novice
Novice
Novice
Novice
Novice

2. Maintains accurate student records

- a. Administers standardized assessments recommended by the state
- b. Utilizes data collection technology for local and state reporting
- c. Evaluates and documents learner progress

Novice
Novice
Novice

PROGRAM OPERATIONS STANDARD: PERFORMANCE INDICATORS

UNIT 3: FUNCTIONS AS AN EFFECTIVE TEAM MEMBER

1. Works effectively with peers and supervisor

- a. Attends team meetings
- b. Actively works toward team goals
- c. Respects individual team members' differences

Novice
Novice
Novice

2. Learns from others

- a. Seeks feedback from peers
- b. Is an effective listener

Novice
Novice

3. Assists in the refinement of current program or in the development of new ones

- a. Contributes ideas and solutions
- b. Brings learning from outside the agency into the agency
- c. Incorporates research and best practices in program development

Novice
Experienced
Expert

Self-Assessment of Adult Teacher Competencies

Directions

The teacher competencies start with five main areas called *Standards*. These five areas are divided into two or three sub-areas called *Units*, which are further divided into *Performance Indicators*. Each Performance Indicator is divided into specific skill statements, called *Instructional Competencies*. For each performance indicator you will need to assign a value for teaching relevance and program priority.

Please assign a value using a scale of 1–5, where **1** = **low** relevance or priority and **5** = **high** relevance or priority.

Each instructional competency has been assigned a competency level: **N** (novice), **E** (experienced), or **M** (expert/master).

Please rate your own practitioner expertise (P.E.) for each competency using a scale of 1–5, where **1** = **low** expertise and **5** = **high** expertise. An example is given below.

The person filling out this sample form is a first-year teacher in a program where the teachers are responsible for administering standardized tests to all their students.

Standard B: Instructional Expertise

Unit 3: Assesses and monitors learning

- Understands methods and tools used for formal and informal assessment.

	Teaching Relevance	5	Program Priority	5
			Level	P.E.
a. Continually checks for learning in each instructional session			N	4
b. Has knowledge of the content of formal assessment tools			N	3
c. Interprets formal assessment results for instructional planning			E	3
d. Can administer formal assessment instruments			E	4
e. Chooses and administers informal assessment instruments			E	2
f. Utilizes the results of formal and informal assessment in modifying methods and curricula			E	1
g. Has knowledge of the context of formal assessment tools			M	2
h. Designs and administers informal assessment instruments			M	1
i. Uses group assessment results for planning program improvement			M	1

This novice teacher feels reasonably confident about his knowledge of formal assessments and their administration. He does not feel that he has very much expertise in using assessment results for modifying curricula and program planning. This teacher feels that assessment has a high relevance to teaching and that his program sets a high priority on doing and interpreting assessments.

SAMPLE

Self-Evaluation of Adult Teacher Competencies

Standard A: Understands and Uses Adult Theory in Practice

Unit 1: Creates and sustains a positive adult learning environment

1. Provides a safe and suitable learning environment

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Creates a physical and emotional environment in which the learners are safe		N	
b. Organizes the room in a way that maximizes learning		N	
c. Models professional dress and behavior		N	
d. Advocates for an appropriate physical environment conducive to learning		E	

2. Displays beliefs, behaviors and practices that are supportive of adult learners

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Fosters learner-centered instruction		N	
b. Demonstrates empathy, patience, and support		N	
c. Demonstrates cultural awareness and sensitivity		N	
d. Identifies and supports learners with learning difficulties		E	
e. Accommodates adult learners' multiple learning styles		E	
f. Understands demands of adult roles and responsibilities as workers, parents, citizens		E	
g. Accommodates scheduling needs dictated by learners' work or home responsibilities		E	

3. Conducts classes in a manner conducive to learner interaction

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Encourages learners to share their knowledge and skills		N	
b. Acknowledges and utilizes the knowledge that adults bring to the classroom		N	
c. Encourages adult learners to voice their opinions		N	
d. Models the sharing of knowledge and skills		E	
e. Guides learners to take leadership roles in the classroom		E	

Unit 2: Promotes independent and lifelong learning

1. Reinforces positive attitudes toward learners' potential for success

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Holds high expectations for learner achievement		N	
b. Challenges learners to go beyond their perception of their own limitations		N	
c. Meets learners where they are and fosters their potential for change and growth		E	
d. Develops within each learner a sense of his/her talents, progress and ability		E	
e. Encourages adult learners to practice self-evaluation and strive for continual improvement		E	

2. Designs activities for and encourages independent study skills

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Encourages adult learners to show initiative in identifying their educational needs		N	
b. Helps learners to set goals based on their needs and feedback from others		N	
c. Encourages learners to use daily life experiences as opportunities for learning		N	
d. Helps learners identify barriers to their learning and formulate possible solutions		E	
e. Guides learners to define their goals as family members, workers, and citizens		E	

Standard B: Instructional Expertise

Unit 1: Exhibits command of content

1. Demonstrates proficiency in subject area of instruction

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Possesses knowledge of current materials that are appropriate for adults		N	
b. Possesses knowledge of current methods appropriate for adults		N	
c. Possesses knowledge of content area at instructional level		N	
d. Uses current methodologies and procedures specific to the content area		E	
e. Keeps abreast of research and trends in the content area		M	

2. Develops and organizes curriculum

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Evaluates and selects effective adult curriculum materials		N	
b. Provides curriculum for varying ability levels		N	
c. Designs/adapts curriculum to address current topics and themes		N	
d. Integrates curriculum across content areas		E	
e. Creates and uses learner-generated materials		E	
f. Designs /adapts a competency based curriculum		E	
g. Engages learners in participatory curriculum development		M	

Unit 2: Designs and plans instruction

1. Designs instructional plans

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Utilizes a learning plan for each instructional session		N	
b. Promotes active student involvement in classroom instruction		N	
c. Uses bias-free language and materials		N	
d. Utilizes an appropriate variety of instructional techniques		N	
e. Organizes a sequential plan of instruction		N	
f. Utilizes an appropriate variety of instructional groupings		E	
g. Designs instruction that develops higher order thinking skills		E	
h. Integrates appropriate technology with instruction		E	
i. Regularly evaluates learning plans and progress toward outcomes		E	

2. Designs individual educational plans

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Creates an individual learning plan with each student		N	
b. Designs instruction that matches individual learning plan		N	
c. Consistently offers constructive and supportive feedback		N	
d. Selects appropriate methods and materials to meet individual learning plan		E	
e. Encourages independent study skills		E	

3. Encourages critical thinking

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Motivates learners to solve problems		N	
b. Relates learning opportunities to current concerns and issues		E	
c. Models critical thinking skills		E	
d. Uses questioning techniques to stimulate critical thinking		E	
e. Encourages creative thought and expression		E	

Unit 3: Assesses and monitors learning

1. Understands methods and tools used for formal and informal assessment.

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Continually checks for learning in each instructional session		N	
b. Has knowledge of the content of formal assessment tools		N	
c. Interprets formal assessment results for instructional planning		E	
d. Can administer formal assessment instruments		E	
e. Chooses and administers informal assessment instruments		E	
f. Utilizes the results of formal and informal assessment in modifying methods and curricula		E	
g. Has knowledge of the context of formal assessment tools		M	
h. Designs and administers informal assessment instruments		M	
i. Uses group assessment results for planning program improvement		M	

Standard C: Community Interaction

Unit 1: Utilizes community resources

1. Has working relationships with agencies, institutions serving adult learners

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Possesses knowledge of functions of community agencies/organizations		N	
b. Helps learners identify community resources (daycare, social services, etc.)		E	
c. Establishes contacts to refer learners to community agencies		E	
d. Knows when to refer adult learners to other agencies		E	
e. Represents the agency in inter-agency collaborations		M	

2. Uses knowledge of community resources to expand teaching and learning

	Teaching Relevance	Program Priority		
			Level	P.E.
a. Brings the community into the classroom with speakers and issues		N		
b. Utilizes community resources for the instructional program (field trips)		E		
c. Ties instruction to local workplace requirements and skills		E		

Unit 2: Encourages adult learner involvement in the community

1. Encourages adult learner to explore new roles in the community

	Teaching Relevance	Program Priority		
			Level	P.E.
a. Encourages learners to become aware of community issues		N		
b. Provides opportunities for learner involvement in community activities		E		
c. Encourages learners to become active in influencing community institutions		M		
d. Encourages learners to advocate for themselves and to take appropriate actions		M		

2. Utilizes technology to build student awareness of the community and the world

	Teaching Relevance	Program Priority		
			Level	P.E.
a. Uses the Internet to access information on community issues and resources		N		
b. Teaches learners to access information, community issues, and resources		E		
c. Integrates and creates computer-based assignments related to community and work issues		M		

3. Promotes active citizenship

	Teaching Relevance	Program Priority		
			Level	P.E.
a. Integrates information about voting into the classroom		N		
b. Encourages participation in voting and other aspects of the electoral process		E		
c. Promotes understanding of environmental issues (pollution, etc.)		M		

Unit 3: Understands relationships between program and the community

1. Participates as an adult educator in community affairs

	Teaching Relevance	Program Priority		
			Level	P.E.
a. Actively participates in the recruitment of adult learners		N		
b. Serves as a resource on issues related to adult basic education (with school district, agency, library)		E		
c. Serves as a member of an advisory board or task force related to adult education		M		

2. Advocates and promotes adult education in the community

	Teaching Relevance	Program Priority		
			Level	P.E.
a. Promotes community recognition of learners' accomplishments (through public relations, public events)		E		
b. Serves as a spokesperson on the issues and needs of adult education in the community		M		

Standard D: Professional Development

Unit 1: Participates in formal professional development activities

1. Participates in Pennsylvania's professional development and training programs.

	Teaching Relevance	Program Priority		
			Level	P.E.
a. Attends New Teachers Institute		N		
b. Attends program training		N		
c. Attends PDC seminars and training workshops		N		
d. Attends PAACE Midwinter Conference		N		
e. Presents at PAACE Midwinter Conference		E		
f. Participates in Agency Improvement Team Meetings		E		
g. Participates in Learning From Practice		E		
h. Leads Learning From Practice Groups		M		
i. Is a Teacher Trainer (Modules, EQUAL, Facilitator)		M		
j. Is a Tutor Trainer		M		

Unit 2: Models lifelong learning in own professional development

1. Participates in ongoing, self-directed professional development

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Observes and models expert teachers		N	
b. Networks with colleagues at local level		N	
c. Networks with colleagues at regional and state level		E	
d. Reads professional literature related to the field		E	
e. Utilizes technology for continuous professional development		E	
f. Maintains professional organization memberships		E	
g. Actively participates in state professional adult education organizations		E	
h. Networks with colleagues at national level		M	
i. Presents at regional and national conferences		M	
j. Contributes to the knowledge base of adult education (presentations, publications)		M	

2. Maintains awareness of current adult learning theory

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Attends adult learning theory workshops, seminars and courses		N	
b. Actively shares adult learning theory expertise with colleagues		M	

3. Develops a personal development plan.

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Completes a self-evaluation plan		N	
b. Develops learning goals as relates to personal practice		N	
c. Develops learning goals as relates to program goals		E	
d. Enrolls in and completes advanced training		M	
e. Can articulate a personal philosophy of adult education		M	

Standard E: Program Operations

Unit 1: Understands goals, policies and procedures of the agency

1. Knows and understands agency/institution goals and policies

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Can paraphrase the agency's mission statement		N	
b. Can state the varied activities of agency		N	

2. Knows and supports program goals and objectives

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Can describe the populations targeted for program		N	
b. Can detail the process of GED attainment		N	
c. Can link instructional plans to program goals, policies and procedures		E	
d. Can create instructional plans that meet federal and state regulations		M	

Unit 2: Exhibits accountability

1. Knows and supports program/institution procedures and policies

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Accepts personal responsibility for job attendance, timeliness and job performance		N	
b. Operates within the budget		N	
c. Maintains learner materials		N	
d. Manages time effectively		N	
e. Complies with program regulations		N	
f. Submits required documents in a timely manner		N	

2. Maintains accurate student records

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Administers standardized assessments recommended by the state		N	
b. Utilizes data collection technology for local and state reporting		N	
c. Evaluates and documents learner progress		N	

Unit 3: Functions as an effective team member

1. Works effectively with peers and supervisor

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Attends team meetings		N	
b. Actively works toward team goals		N	
c. Respects individual team members' differences		N	

2. Learns from others

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Seeks feedback from peers		N	
b. Is an effective listener		N	

3. Assists in the refinement of current program or in the development of new ones

	Teaching Relevance	Program Priority	
		Level	P.E.
a. Contributes ideas and solutions		N	
b. Brings learning from outside the agency into the agency		E	
c. Incorporates research and best practices in program development		M	

Agency Implementation Examples

Adult Learners' Training and Assistance (ALTA), Luzerne County Community College

Adult Learners' Training and Assistance (ALTA) is a community-based special program of Luzerne County Community College (main campus, Nanticoke, Pennsylvania). The college's mission is "Ö provide opportunity for persons to pursue an education consistent with their interests and capabilities and educational and employment demands." ALTA enables those adult learners who desire to further their education to obtain an adequate background for either college studies or employment. One of the college's objectives is to "provide special projects, programs, and services designed to assist non-enrolled students in meeting their unique learning and personal needs." (Luzerne County Community College catalog, 2000–2001).

In Program Years 1999–2000 and 2000–2001, ALTA's Program Improvement Team (PIT) introduced its entire staff to the idea of choosing the Teacher Competencies pilot as a project to work on for EQUAL staff development. Since a member of the ALTA staff was on the task force that developed the Teacher Competencies document, it seemed an appropriate choice for the ALTA staff to continue on the same track. After reviewing the Standards, Competencies, and Indicators that make up the ATCS document, the PIT asked for volunteers to work on developing a professional portfolio. Three instructors volunteered. The following steps were implemented:

1. Complete the suggested self-assessment included with the document, the purpose being to indicate to each practitioner his/her strengths and areas needing improvement.
2. Evaluate the self-assessment results to determine which standards and competencies each would work on, keeping in mind the individuality and flexibility of the project.
3. Meet or have a phone conference with the staff person assigned to mentor or lead the process as it progressed, including a discussion of findings of the self-assessment and planned direction toward writing the specific Action Plan section of the Portfolio.
4. Set a timeline for completing each step of the project, maintaining flexibility in consideration of the part-time hours and varied schedules of each participant.
5. Emphasize the value of tying individual staff development Action Plans into ALTA program improvement plans (EQUAL Data for Decision Making Logs).
6. Offer assistance regarding items to include in the finished Portfolio, attaching all professional certificates, awards, degrees, and items demonstrating the message of the Action Plan.
7. Assign a mentor or leader, a staff member, or a staff member of another program who has been involved with the ATCS EQUAL project, to encourage and assist those who are unfamiliar and perhaps unsure of the development process.

Eileen Mangold

Agency Implementation Examples, *Continued*

Erie Adult Learning Center

The Erie Adult Learning Center is a full-service program providing ABE/GED/ESL instruction to over 1,000 clients annually. We conduct classes at our main location at Hamilton School and also at outreach sites around the community during the day and evening. Our Center maintains a staff of 13 full- and part-time employees and a large complement of volunteer tutors.

At the Erie Adult Learning Center, we have found the Adult Teacher Competencies project to be extremely beneficial for our staff and program. The self-assessment instrument is a nonthreatening method of addressing the issue of self-improvement with a professional staff. Our staff is a veteran group with an average of 15 years of experience in adult education. They have embraced this project without reservation. All of our staff must attend at least 12 hours of staff development activities each year. Now there is a focus or direction behind the activity. Each member of the staff is self-directed in their personal plan of improvement with their mentor.

Our two participants this year are good examples of how successful this project can be. Linda was unsure of her new role as a teacher of small groups of ABE/GED students and working one-on-one with special-needs clients. Her self-assessment revealed this insecurity. By working with her staff mentor and brainstorming over this issue, an action plan was developed. She made visitations to three other nearby programs (two of which were out-of-state) to observe their instructional techniques. She also attended a couple of Dr. Richard Cooper's presentations on learning differences and watched his videos to gain insight in how to work with special-needs students. As a result Linda has developed a number of lessons for her classes and has gained a great deal of confidence in her new assignment.

For Charlene, one of our counselors, the Teacher Competencies Project was an exercise in expanding her role and influence beyond her job description. With our relatively small staff and large enrollment it is important that an employee be multi-dimensional. She recognized that by taking on more responsibility she would make herself more valuable. This year Charlene has developed curriculum and taught a class in job preparation. She has written proposals as well as taught a GED writing class. In addition she has reached out into the community by being a group leader in the Ophelia Project as well as taking an active role at the CareerLink.

Next year we plan to expand the Teacher Competencies program to include the entire staff. We will perform our annual program evaluation and then try to link our individual staff members' improvement plans to an area of the program that needs to be addressed. The Adult Teacher Competencies project has given us the tools we need to do the job.

Joseph Mando
Adult Teacher Competencies Mentor

\Agency Implementation Examples, *Continued*

Somerset County Technology Center

The Somerset County Technology Center Adult Education program serves the residents of Somerset County in southwest Pennsylvania, a large rural county comprised of numerous small communities. Primary employment centers on tourism, agriculture, and light industrial manufacturing.

The literacy program of the Somerset County Technology Center is staffed by nine part-time teachers and a program administrator. Instruction is supplemented by volunteers who assist in tutoring students. The program receives funding from the Pennsylvania Department of Education as well as local Workforce Investment Act (WIA) grants. Grants include Federal 231, State Act 143 Literacy, State Act 143 Family Literacy, WIA Adult Literacy, WIA Youth Literacy, and WIA Dislocated Worker. The program serves approximately 300 students each year under programming including adult basic education (ABE), preparation for General Educational Development (GED) tests, family literacy, and English as a second language.

This is our fourth year of involvement in EQUAL and this program year our program improvement team applied to be in the Teacher Competencies Strand. Two teachers volunteered to participate as well as the program administrator. These staff participated in the initial Teacher Competencies training in October. This training was important as to explanation of the process and provided a good working session to begin the self-assessment process.

When we returned to our program, the administrator scheduled a meeting with each teacher to complete the self-assessment. It is important to do this as quickly as possible to begin the action phase of the project. The self-assessment is a good tool for teachers and administrators to discuss teaching skills and professional development needs. Following the self-assessment, teachers were asked to identify their competencies for validation and needs, and begin to develop their Teacher Action Plans. The following week the Action Plans were reviewed and implemented. Teachers then began to work on the development of their portfolios using the Action Plan as a guide. Portfolios were reviewed at PIT meetings throughout the program year. Each teacher was encouraged to revisit his/her Action Plan and document professional development in the portfolio.

Our program has recognized the value of this project and feels the Teacher Competencies program can benefit every teacher. It is important that teachers have effective feedback and direction concerning their teaching skills and professional development. Being involved in this project and discussing the process in our program improvement meetings has given us insight into teaching competencies and professional development needs of our staff. We will implement this process with all of our staff in the next program year and have included the activity in our agency program improvement plan to the Bureau.

Tom Wojcicki

Agency Implementation Examples, *Continued*

Northampton Community College

The Teacher Competencies Pilot at Northampton Community College was a successful endeavor. The administrator, Debbie Doran, and two teachers, Trish Brandt and Kenza Glass, completed the project. Debbie met with each teacher individually, at the Center and in her classroom. Phone calls and e-mails were also utilized. The self-assessment tool provided a springboard for ideas. Each teacher chose two competencies.

One of Kenza's goals was to develop plans for a multilevel classroom. She wanted to revise activities to better use small groups. An interesting outcome was a class newsletter written by the students. It incorporated articles about the community, the classroom, and individual students. Another activity included all aspects of language development in a debate format. Students researched their chosen topics, then prepared and delivered their opening remarks, as well as rebuttals and closing statements.

One of Trish's goals was to incorporate more conversation starters for her beginning-level ESL class. She researched activities, contacted publishers for samples, and networked with other teachers for additional ideas and resources. The ESL teachers in that Center ordered materials for each level based in part on the extensive research and networking.

The most interesting aspect of the project from my point of view has been the creativity and resourcefulness of these teachers. They each focused on two goals and, with some encouragement, attention, and assistance, they accomplished so much more. The scope of the goals was defined, and we focused on those goals; however, the outcomes had a much broader impact.

Deborah A. Doran

Agency Implementation Examples, *Continued*

Midwestern Intermediate Unit IV

The Midwestern Intermediate Unit IV Adult Basic Education Program prepares students to read, write, and develop skills needed to succeed in everyday life. The program prepares participants for the GED. The program emphasizes individual instruction based on the need of each student. Classes are taught by state-certified teachers and served by a counselor to help participants with educational and vocational plans.

Teachers used the self-assessment to identify one area of strength and one area of weakness, which became the two competencies/topics written on the Action Plan. Teachers worked closely with the administrator and/or mentor in deciding these areas. The topics chosen became part of the teachers' ongoing professional development and became a factor in Midwestern Intermediate Unit IV's Program Improvement Plan.

The teachers involved in this project are veteran teachers and lifelong learners. The action plans allowed them to document their professional development in a different way. They view professional development as an ongoing process and understand that a teacher cannot be totally skilled in all areas of teacher competencies.

Teachers documented all professional development activities in which they participated and reflected on how this information would be used in the future. The development of portfolios gave teachers the opportunity to choose their own professional development instead of the program administrator choosing. Portfolios are also valued because they show a development of skills and talents over time.

Our agency tied the Teacher Competencies pilot project to our EQUAL logs and our program improvement plan. The focus of our logs included Act 48 requirements and a staff development survey. The results of this survey indicated that our staff required more information on the GED requirements in the armed services, classroom management techniques, and Act 48 requirements. These workshops were offered and were well attended. As a result of this pilot, our program also developed a new-teacher handbook, which covers classroom management techniques, assessment, case management, and other pertinent information related to the program.

Lorinda Hess

Individual Professional Development Action Plan

Directions

The Individual Professional Development Action Plan is designed to help you think about your needs as an ABLE professional and to help you in charting a course to reach your goals. Treat the action plan as a work in progress. You may find that you have to make alterations or changes to it as your project takes shape.

Using the information from your Self-Assessment, complete the top section of the Professional Action Plan sheet. The Self-Assessment has been organized by Standards, Units, Performance Indicators, and Competencies. Transfer the information to your action plan.

Next, list the **Activities** you will undertake to develop or demonstrate professional competency and decide on the **Timeline** you will follow. The timeline should help you stay on track.

The **Documentation and Validation** is simply a way of confirming that you actually completed the activities that you stated in your plan. For example, if you read a book, include a critical review of the material or describe how you used the information. If you attended a training session be sure to have the handouts and notes on how you used this material. This is the information that you will keep in your Portfolio.

The final section of the Professional Action Plan is the **Impact on Learners/Colleagues/Program**. After you have completed the activities in your professional improvement plan, write down how you will put this knowledge to use. Did you develop some new teaching strategies for your classroom?. Did you organize a professional development activity for your staff? Include these types of details explaining this section and all products of your activities in your Portfolio.

Use one sheet for each Competency.

Activities may include but are not limited to the following:

Workshops	Conferences	Focus Groups
Institutes	Module Trainings	Classroom Visitations
Peer Mentoring	Action Research	College Courses
Presenting/Facilitating	Practitioner Inquiry	Program Inservice
Online Courses	Independent Research	PAACE Activities

Individual Professional Development Action Plan

Name: _____

Instructor Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

Standard: _____

Unit: _____

Performance Indicator: _____

Competency: _____

Activities:

Timeline:

Documentation/Validation:

Impact on Learners/Colleagues/Program:

Sample Completed Action Plan

Name: Sally Smith/ ESL teacher

Instructor Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

Standard: Instructional Expertise

Unit: Exhibits Command of Content

Performance Indicator: Develops and organizes curriculum

Competency: Provides curriculum for varying ability levels

- Activities:**
1. To attend ABLE training module "Teaching Strategies for the Multi-Level ESL Classroom"
 2. To join the ESL Network starting in the region
 3. To research ESL activities on the Internet

- Timeline:**
1. The ABLE training module will be given in December 2001
 2. Participation in the ESL network will be all year starting with the first meeting in October 2001
 3. Complete Spring 2002

Documentation/Validation:

1. Design and keep in a binder lesson plans that are good for multilevel groupings. This will be useful for all staff in the program. It will be good for substitutes as well.
2. Keep a journal about experiences, ideas, and reflections from attending the ESL network.
3. Collect useful ESL websites that talk about curriculum planning and give a presentation at a staff meeting.

Impact on Learners/Colleagues/Program:

I hope that my teaching will be more creative and better provide for all levels in the class. I will have learners write their feelings about the changes. I will share my experiences with the other staff as I progress. The lesson plan binder will be in our resource room. I will post information from my Internet search on the staff bulletin board.

Suggested Portfolio Contents



Remember that your portfolio is an open-ended process not a cookie-cutter product. There is no one prescription. The following are just suggestions. You get to decide!

- **Teaching Certificates**
- **Job Description**
- **Yearly Evaluations**
- **Résumé**
- **Certificates of Participation (i.e. ABLE modules)**
- **Individual Professional Development Plan**
- **Professional Development Self-Assessment**
- **Documentation or Validation of Activities:** Your portfolio should be unified but be vivid and dynamic. Use pictures, videos, graphics, etc.
 - ▶ Record number of hours of training and comment on impact
 - ▶ Demonstration of materials/tools developed
 - ▶ Reflection of impact on teacher- student interaction
 - ▶ Practitioner research or inquiry or on-line research
 - ▶ Journal of classroom observations, individual reflections
 - ▶ Record of community interactions
 - ▶ Record of sharing of learning with colleagues

Adult Teacher Competencies EQUAL Pilot Sites

AGENCY	YEAR	CONTACT	PHONE	EMAIL	PDC REGION
Adult Literacy Action 336 College Avenue Beaver, PA 15009	1999-2000 2000-2001	Lee Stork	724-773-7810	lxs55@psu.edu	Northwest
Adult Literacy Lawrence County Choices 125 E. North Street, Suite 306 New Castle, PA 16101	2001-2002	Marcia Anderson	724-654-1500	manderson@newcastle.k12.pa.us	Northwest
ARIN Intermediate Unit 28 2895 W. Pike Indiana, PA 15701	2001-2002	Beth Duncan	724-463-5300	bduncan@arin.k12.pa.us	Northwest
Bayard Taylor Library 216 E. State St., PO Box 730 Kennett Square, PA 19348	2000-2001 2001-2002	Susan Calio	610-444-9118	scalio@ccls.org	Southeast
Carlow College 3333 Fifth Avenue Pittsburgh, PA 15213	2001-2002	Donna Fogle	412-821-9504	carlowged@aol.com	Southwest
Center for Literacy 636 South 48th Street Philadelphia, PA 19143	2000-2001 2001-2002	Nicole Jackson	215-474-1235 Ext. 221	jackson@centerforliteracy.org	Philadelphia
Central Intermediate Unit 10 Box 374 West Decatur, PA 16878	1999-2000	Carloyn Grecco	814-765-1131		Central-Northeast
Delaware County Community College 901 South Media Line Road Media, PA 19063	2001-2002	Bob Matson	610-361-2096		Southeast
Erie Adult Learning Center 2931 Harvard Road Erie, PA 16508	1999-2000 2000-2001	Joe Mando	814-874-6175	anatale@eriesd.iu5.org	Northwest
Focus on Renewal Learning Center 107 Chartiers Avenue McKees Rocks, PA 15136	1999-2000 2000-2001	Pauline Grodecki	412-331-2400	forlearn1@aol.com	Southwest
GECAC Learning Center 1006 West 10th Street Erie, PA 16502	2001-2002	Lynne Burke	814-451-5610	lcbgecac@erie.net	Northwest
Greater Pittsburgh Literacy Council 100 Sheridan Square, 4th Floor Pittsburgh, PA 15206	2001-2002	Karen Mundie	412-661-7323	gplc@aol.com	Southwest
Greater Pittsburgh Literacy Council 100 Sheridan Square, 4th Floor Pittsburgh, PA 15206	1999-2000 2000-2001 2001-2002	Rachel Zilcosky	412-661-0811	swpdc2@aol.com	Southwest
Hispanic American Council 554 East 10th Street Erie, PA 16503	2000-2001 2001-2002	Kathy Mack	814-455-0212	edudept@surferic.net	Northwest
Indian Valley Opportunity Center 75 W. Broad Street Souderton, PA 18964	1999-2000	Richard Detwiler	215-799-0739	ivoc@pil.net	Southeast

Boldface type indicates 2001-2002 participants

Continued

Adult Teacher Competencies EQUAL Pilot Sites, *Continued*

Lackawanna Junior College 501 Vine Street Scranton, PA 18509	2000-2001 2001-2002	Anita Cola	570-504-0498	colaA@ljc.edu	Central-Northeast
Lancaster-Lebanon IU 13 243 Schneider Drive Lebanon, PA 17046	1999-2000	Joe Morales	717-270-2937	joe_morales@iu13.k12.pa.us	Southeast
Luzerne County Community College 1333 S. Prospect Street Nanticoke, PA 18634	1999-2000 2000-2001	Eileen Mangold	570-740-0413		Central-Northeast
Luzerne County Intermediate Unit 18 368 Tioga Avenue, Box 1649 Kingston, PA 18704	1999-2000 2000-2001	Frank Nardone	717-287-9681 Ext. 140	fnardone@liu18.k12.pa.us	Central-Northeast
Metropolitan Career Center 162 W. Cheltenham Avenue, 2nd Floor Philadelphia, PA 19144	1999-2000	Jack Logan	215-843-6615	tdautcher@mcc2000.org	Philadelphia
Midwestern IU 4 453 Maple Street Grove City, PA 16127	1999-2000 2000-2001	Lorinda Hess	724-458-6700	lorinda_hess@miu4.k12.pa.us	Northwest
Northampton Community College 3835 Green Pond Road Bethlehem, PA 18020	2000-2001	Chris Coro	610-861-5427		Southeast
Partners for ESL, Inc. 1580 Carr Way Warminster, PA 18974	1999-2000	Janice Frick	215-271-2630	peslif@netreach.net	Philadelphia
Penncrest School District RD 1, Box 808 Saegertown, PA 16433	2001-2002	Dale Hrach	814-337-1659	dhrach@penncrest.iu5.org	Northwest
Pennsylvania Department of Education 333 Market Street Harrisburg, PA 17126	1999-2000 2000-2001 2001-2002	Helen Hall	717-787-5532	hhall@state.pa.us	
Project of Easton, Inc. 320 Ferry Street Easton, PA 18042	2000-2001 2001-2002	Jenifer Eriksen-Morales	610-258-4361	jmorales@projecteaston.org	Southeast
Somerset County Technology Center 281 Technology Drive Somerset, PA 15501	2000-2001 2001-2002	Thomas Wojcicki	814-443-3651 Ext. 156	SomTech@sctc.net	Southwest
Stairways Behavioral Health 2911 State Street Erie, PA 16508	1999-2000 2000-2001 2001-2002	Bootsie Barbour	814-878-2008	nthwestpdc@aol.com	Northwest
The Literacy Council of Mercer County 222 Main Street Greenville, PA 16125	1999-2000 2000-2001	Georgina Rettinger	724-588-6141	rettinge@nauticom.net	Northwest
Tri-County OIC Learning Center 2107 N. 6th Street Harrisburg, PA 17110	2001-2002	Jeffrey Woodyard	717-238-7318	jwoodyard@tricityyoic.org	South-Central
York County School of Technology 2179 S. Queen Street York, PA 17402	2001-2002	Nancy Youst	717-741-5429 Ext. 2349	nyoust@YCSTech.org	South-Central

Boldface type indicates 2001-2002 participants