

Ohio ABLE Professional Development Planning Guide



Building Meaningful Professional Growth Opportunities for ABLE Educators So Every Adult Learner Can Succeed

Self-Assessments Individual PD Plans Program PD Plans

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Introduction

The *Ohio ABLE Professional Development Planning Guide* is designed to assist ABLE practitioners with the development of Individual Professional Development Plans (IPDP's) and the Program Professional Development Plan (PPDP). Developed as a companion document to the *Ohio ABLE Standards-Based Professional Development System*, this guide provides information that will be helpful in better understanding the practitioner standards and in organizing and planning for their use in ABLE programs.



About the Standards and Self-Assessments

Ohio's practitioner standards were built upon the belief that informed teaching, leadership, and support drive practice and that effective programs depend on quality personnel. In order to ensure that programs are of high quality, the standards project began by developing standards,



elements, and indicators of effective practice that represent what high-performing teachers, administrators, and support staff need to know and be able to do. Based on the standards framework, self-assessments were developed to assist practitioners in assessing the skills they already have and those they wish to achieve. The ideal implementation of the self-assessments involves the participation of teachers, program administrators, and support staff working together. Each ABLE practitioner 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.

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, administrator or support staff member and see yourself as a lifelong learner.

Stages of Implementation



1. Review the self-assessment instrument.

2. Complete the self-assessment.

3. Prioritize your professional development needs.

4. Complete your Individual Professional Development Plan.

5. Complete the Program Professional Development Plan.
(program administrators)

Stage 1: Review the self-assessment instrument.

You will find the self-assessments for teachers, administrators, and support staff in Appendix A. Take a few minutes to skim through the self-assessment that reflects your role in the ABLE program. Try to establish a conceptual map, or mental image, of how the standards, guiding questions, and list of effective practices systematically add detail within specific areas. This will help to develop a “big picture” in your mind as to how all of the standards 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 standards framework is a self-assessment of your skills using a standardized format. The self-assessment is currently available as a paper-pencil document; however, the goal is to convert it to an online format in the future. The self-assessment includes the standards followed by the elements posed as essential questions, the indicators listed as effective practices, a rating scale, and an opportunity for you to provide examples of your practice related to each element. To help you in the process, a set of directions for using each of the self-assessments is included at the beginning of the forms. The directions will walk you through the process and give you a sample of how to complete it. If you have questions, feel free to ask your program administrator or co-worker.

Stage 3: Prioritize your professional development needs.

After you have completed the rating system for each of the effective practices in the self-assessment, you will select a minimum of two of the indicators of effective practice for which you would like to expand your knowledge and skills in the coming year. These priorities will be used to inform your individual professional development plan (IPDP).

After you complete the self-assessment you will want to discuss the results and your insights with your supervisor or program administrator.

Remember: the self-assessment is NOT a personnel evaluation instrument. As lifelong learners, each of us has particular strengths and areas that require improvement or expansion. By sharing the results of your self-assessment with your supervisor, you can see how your activities mesh with the improvement activities of the local program.

It is important to remember that this stage is a process of discussion, an opportunity to integrate your individual improvement with the program’s improvement plan. Be prepared to talk about what you want to do and to learn about continuous improvement priorities of your program. Some questions to consider are:

- 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? Are there certain practices that he/she has observed that you may have missed?
- Are there any statewide initiatives that might impact your professional development priorities or activities?
- What resources will be necessary to carry out your professional development priorities?

Discussing your professional development priorities with your supervisor or co-workers will also give you an opportunity to determine the most appropriate options for increasing your skills and knowledge in your identified needs. You will want to check the ABLE Professional Development catalog to see if any particular workshops will be offered that address your priorities. Eventually, all of the ABLE-sponsored workshops will be aligned to the practitioner standards and indicators, making it easy for you to match your needs to relevant PD activities.

It is important to note, however, that professional development encompasses more than workshops or conferences. Alternative activities may also include such options as action research, presentations, resource center visits, participation in special projects, focus/study groups, classroom visits, and peer observations, college classes, Internet-based research, online courses, coaching, media packages, bookclubs, and video teleconferences.

You may find that the most viable source for expanding your professional growth for a selected indicator of effective practice rests in one of the options listed above. The Resource Center Network will be continuing to expand a database of alternative options, and resources that match the indicators of effective practice.

Stage 4: Complete your Individual Professional Development Plan.

The Individual Professional Development Plan (IPDP) (Appendix B) is designed to help you chart a course to reach your professional development priorities selected in the self-assessment. The IPDP is a road map of what you will be doing as you attempt to increase your skills in the indicators of effective practice that you selected. It will be available as an online completion form in the future.

The IPDP is contained in Appendix B. The main components of the IPDP are:

- Part I:
 - **Required trainings**, if applicable, represent foundational skills and knowledge that all **new** ABLÉ staff members need in respect to their particular job functions. Required trainings are defined by the State ABLÉ Office.
 - **Other professional development trainings** reflects the prioritized needs identified in your self-assessment and may include any of the activities listed above in Stage 3.
- Part II:
 - The **Record of Accomplishments** allows you to reflect on how you applied what you learned. The Record of Accomplishments should be:
 - Updated periodically or as you accomplish a goal so you can indicate significant achievements as they happen,
 - Signed jointly by you and your supervisor to reflect your goal achievements for the year, and
 - Kept at the main office of the program and available for review by the State ABLÉ Consultant.
 - You should also maintain a personal copy of your completed Record of Accomplishments. Any professional development that is intended to improve your skills related to your ABLÉ position, regardless of the funding, can be tracked with this record.

You are required to engage in a minimum of two activities if you work more than seven (7) hours per week paid from ABLÉ funds and in a minimum of one activity if you work seven (7) hours or fewer per week paid from ABLÉ funds. All activities or revisions must be approved by your immediate supervisor. Remember, however, that activities do not need to consist of workshops or conferences only. Refer to the examples of alternative activities listed in Stage 3.

A good IPDP can be very useful to both you and your local program. 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 your accomplishments for annual performance review. For the local program, it provides documentation of how the program is demonstrating tangible movement toward achieving its program improvement plan.

Stage 5: Complete the Program Professional Development Plan.

The Program Professional Development Plan (PPDP), included in Appendix C, provides a program-wide professional development plan that provides a pathway for continuous program improvement. The PPDP identifies common areas of need that surfaced from the IPDP's and aligns those needs to the Indicators of Program Quality. In so doing, the PPDP reflects the goals of the Ohio ABLE statewide program as well as local program goals. This document should be reviewed at least quarterly with your staff to ensure that the goals of the program are being met. The plans also assist the ABLE state staff and the ABLE Regional Resource Center staff in planning the high priority areas for the coming year. The ABLE Regional Resource Centers will use these PPDP in developing their training schedules.



The main components of the PPDP include:

- Part I: Activities to Support Program Individual PD Goals
- Part II: Conferences
- Part III: General Staff Information

To assist in the development of the PPDP, a companion document entitled *Crosswalk Among Administrator, Teacher, and Support Staff Indicators As They Relate to Ohio ABLE Indicators of Program Quality* has been created. This document is included in Appendix D. As the name implies, the crosswalk aligns the ABLE Indicators of Program Quality with the indicators of effective practice from each of the three sets of practitioner standards.

Please note that assessment has been broken out into a separate category since several indicators from each set of standards address this important program component.

To identify targeted Indicators of Program Quality for the PPDP, circle each indicator of effective practice on the crosswalk chart that was included in your staff's IPDP's. Analyze the resulting data to identify Indicators of Program Quality with the greatest needs. Transfer a minimum of the top two (2) areas to your PPDP.

Appendix A: Self-Assessments



OHIO ABLE ADMINISTRATOR SELF-ASSESSMENT

Using the Ohio ABLE Administrator Standards for Self-Assessment

The Ohio ABLE Administrator Standards were not written as an evaluation instrument. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development. One way to consider your strengths and weaknesses as an administrator is to respond to focused, guiding questions (the elements) related to effective practices (the indicators) aligned to five broad Administrator Standards: (1) Vision/Goals, (2) Student Achievement, (3) Management, (4) Professional Development, and (5) Community.

For each standard, you will see the various elements posed as guiding questions followed by a list of indicators of effective practice, a rating scale, and an opportunity for you to provide examples of your actual practice.

HERE IS A SAMPLE:

Standard #1 Vision/Goals	Administrators help create a shared vision and clear goals for their programs and ensure continuous progress toward achieving their goals.
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Element 1.1: Do you facilitate the articulation and realization of a shared vision that is research-based and data driven?

Indicators of Effective Practices	1	2	3	4	5	PD Goal
1.1.1 I involve staff in strategic planning that is based on a needs assessment, program data and relevant research findings.	Never	Rarely	Sometimes	Frequently	Always	✓
1.1.2 I share and review long-term and short-term program goals with staff periodically throughout the year.	Never	Rarely	Sometimes	Frequently	Always	X
<i>Examples of My Practice:</i> I conduct an annual staff meeting at which I review the program's Annual Performance Report (APR) results with staff to identify areas needing improvement.						

Any practice to which you respond at levels 1, 2 or 3 may be areas for growth. However, you will also want to examine indicators with a rating of 4 or 5 because some areas may require expanded professional growth to stay abreast of the latest research and best practices. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Directions:

Step 1: Read the standard and guiding questions. Consider each of the practices and choose the rating that most accurately represents the frequency of your performance.

Step 2: List one or more examples of practices that **you** perform related to the guiding question.

Step 3: After you complete the entire self-assessment, go back, and place a checkmark by two of the practices that you would like to address in your Individual Professional Development Plan (IPDP). Transfer these practices to your IPDP and complete the remainder of the IPDP form.

Standard #1 Vision/Goals	Administrators help create a shared vision and clear goals for their programs and ensure continuous progress toward achieving their goals.
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Element 1.1: Do you facilitate the articulation and realization of a shared vision that is research-based and data driven?

Indicators of Effective Practices	1	2	3	4	5	PD Goal ✓
1.1.1 I involve staff in strategic planning that is based on a needs assessment, program data, and relevant research findings.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
1.1.2 I share and review long-term and short-term program goals with staff periodically throughout the year.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
1.1.3 I articulate staff's role in achieving program goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 1.2: Do you lead the process of setting, monitoring, and achieving specific goals that reflect realistic expectations for continuous program improvement?

Indicators of Effective Practices	1	2	3	4	5	PD Goal ✓
1.2.1 I articulate annual program goals and strategies to promote student achievement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
1.2.2 I implement an annual participatory program review process* to evaluate strengths, priorities for improvement, and strategies to address identified needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
1.2.3 I recognize staff achievements in meeting program goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						
*Participatory program review process - involves input from staff, students, and key stakeholders; analysis of program data; and review of relevant research findings.						

Element 1.3: Do you anticipate, monitor, and respond to educational developments that affect program issues and environment?

Indicators of Effective Practices						PD Goal ✓
1.3.1 I utilize knowledge of current trends, issues, policies, and research through regularly accessing federal, state, and local resources.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
1.3.2 I share and support use of innovative practices to improve program-related issues and services.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
1.3.3 I provide mechanisms for collecting, analyzing, and integrating student input into program improvement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Standard #2 Student Achievement	Administrators support the implementation of high-quality instructional services that result in higher levels of achievements for students.
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Element 2.1: Do you ensure that the instructional content that is taught is aligned with program goals and standards-based education?

Indicators of Effective Practices						PD Goal ✓
2.1.1 I assist in and guide the program use of research and best practices to help meet the needs of all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.1.2 I provide staff with resources and support to assist in implementation of instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.1.3 I ensure alignment of assessment, curriculum, instruction, student goals, and lesson plans.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.1.4 I support the use of individual learning plans designed to meet or exceed learners' goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 2.2: Do you ensure staff is knowledgeable in adult learning theory, practices, and content?

Indicators of Effective Practices						PD Goal ✓
2.2.1 I demonstrate knowledge of adult learning theory and effective instructional practice and share that knowledge with staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.2.2 I utilize an effective and thorough hiring process that includes evidence of applicant's relevant adult education knowledge and skills.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 2.3: Do you ensure instructional services and practices are effective, promote learning, and meet the needs of all students?

Indicators of Effective Practices						PD Goal ✓
2.3.1 I understand and facilitate the effective use of program data.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.3.2 I establish the use of varied practices which reflect learning styles and differences.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.3.3 I support adaptations to ensure program inclusiveness and suitability for diverse and special needs students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.3.4 I direct and assist staff with access to current technology, practices, instructional tools, and a variety of delivery methods.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.3.5 I ensure that appropriate formal and informal assessment options and practices are implemented in the program.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Standard #3 Management	Administrators manage resources and program operations in order to ensure a safe and productive learning environment.
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Element 3.1: Do you allocate resources to support program goals and operations?

Indicators of Effective Practices	1	2	3	4	5	PD Goal ✓
3.1.1 I use, provide, and promote current technology to enhance the learning environment.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.1.2 I ensure a safe and productive learning environment.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.1.3 I manage budget, complete reports, and allocate resources to support program goals, and operations in compliance with ODE guidelines.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 3.2: Do you institute procedures and practices to support staff and students and establish an environment that is safe and conducive to learning?

Indicators of Effective Practices	1	2	3	4	5	PD Goal ✓
3.2.1 I follow OPAS and Indicators of Program Quality guidelines and appropriate policies and procedures.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.2.2 I assess, provide, and regularly review safety policies with staff and students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.2.3 I conduct annual performance appraisals with staff, in writing, and apply established criteria for staff performance.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 3.3: Do you institute procedures and practices to support staff and students and establish an environment that is safe and conducive to learning?

Indicators of Effective Practices						PD Goal ✓
3.3.1 I continuously work to develop and improve my own leadership and management skills.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.3.2 I ensure compliance with all local, state, and federal mandates relevant to ABLE.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.3.3 I ensure accurate and timely data collection, reporting, and the proper protocol of standardized assessment.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Standard #4 PD	Administrators participate, sustain, and model professional development and lifelong learning practices.
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Element 4.1: Do you model professional development and lifelong learning practices?

Indicators of Effective Practices						PD Goal ✓
4.1.1 I demonstrate the value of professional development by participation in lifelong learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
4.1.2 I use a self-assessment tool to identify professional development needs and access information/resources to address those needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
4.1.3 I remain current and involved in local, state, and national learning and leadership.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 4.2: Do you support and sustain professional development and leadership for all staff that enhances student achievement?

Indicators of Effective Practices						PD Goal ✓
4.2.1 I collaborate with staff to develop program and individual professional development plans based on identified needs	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
4.2.2 I communicate information about professional development opportunities and provide release time, stipends, and/or other types of support.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
4.2.3 I monitor staff participation in professional development and promote the transfer of learning to the program.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Standard #5 Community	Administrators connect with the community to create an environment where community resources support student learning, achievement, and program goals.
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Element 5.1: Do you connect the program with the community (local, state, and national)?

Indicators of Effective Practices						PD Goal ✓
5.1.1 I share the vision and goals of the program with the community.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
5.1.2 I develop and maintain community relationships to secure funding, community expertise, equipment, support services, and other resources.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
5.1.3 I establish community partnerships to improve services for adult learners to enhance services for the community.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
5.1.4 I develop and implement an effective student recruitment plan that reflects the needs of the local community.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Term: Community – includes local, state, and/or national **Stakeholder** – administration, community board, fiscal agent, business/industry, landlords, advisory committee
Community partnerships - businesses, institutions of higher learning, local educational agencies, child care centers, health centers, employment, and job training centers and other agencies

OHIO ABLE SUPPORT STAFF SELF-ASSESSMENT

Using the Ohio ABLE Support Staff Standards for Self-Assessment

The Ohio ABLE Support Staff Standards were not written as an evaluation instrument. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development. One way to consider your strengths and weaknesses as a valued support staff member is to respond to focused, guiding questions (the elements) related to effective practices (the indicators) aligned to four broad Support Staff Standards: (1) Data Management, (2) Instructional Support, (3) Communication, and (4) Professional Development.

For each standard, you will see the various elements posed as guiding questions followed by a list of indicators of effective practice, a rating scale, and an opportunity for you to provide examples of your actual practice.

HERE IS A SAMPLE:

Standard #1 Data Management	Support staff manage program data and assist in evaluation of program performance.
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Element 1.1: Do you use technology to collect, record, and share data to perform job-related tasks.

Indicators of Effective Practices	1	2	3	4	5	N/A	PD Goal
1.1.1 I submit all ABLElink reports (i.e. APR, data match, interim reports) as required by the ABLE administrator.	Never	Rarely	Sometimes	Frequently	Always	N/A	✓
1.1.2 I use computer programs to extract information as needed.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	X
<i>Examples of My Practice:</i> All of the ABLElink reports were submitted on time during the past year.							

Any practice to which you respond at levels 1, 2 or 3 may be areas for growth. However, you will also want to examine indicators with a rating of 4 or 5 because some areas may require expanded professional growth to stay abreast of the latest research and best practices. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Directions:

Step1: Read the standard and guiding questions. Consider each of the practices and choose the rating that most accurately represents the frequency of your performance.

Step 2: List one or more examples of practices that **you** perform related to the guiding question.

Step 3: After you complete the entire self-assessment, go back, and place a checkmark by two of the practices that you would like to address in your Individual Professional Development Plan (IPDP). Transfer these practices to your IPDP and complete the remainder of the IPDP form.

Standard #1 Data Management	Support staff manage program data and assist in evaluation of program performance.
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Element 1.1: Do you use technology to collect, record, and share data to perform job-related tasks?

Indicators of Effective Practices	1	2	3	4	5	N/A	PD Goal ✓
1.1.1 I submit all ABLElink reports (i.e. APR, data match, interim reports) as required by the ABLE administrator.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
1.1.2 I use computer programs to extract information as needed.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
1.1.3 I issue fee waivers and assist in scheduling the GED test.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
1.1.4 I use reports to ensure that data is accurate and up to date.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
1.1.5 I work to solve data-related problems.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
<i>Examples of My Practice:</i>							

Standard #2 Instructional Support	Support staff support the teaching and learning environment.
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Element 2.1: Do you communicate regularly through a variety of methods to promote and improve student retention?

Indicators of Effective Practices	1	2	3	4	5	N/A	PD Goal ✓
2.1.1 I create a positive atmosphere conducive to learning from initial contact to program exit.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
2.1.2 I contact students with low or sporadic attendance to encourage more consistent attendance.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
2.1.3 I regularly contact students who passed the GED practice test in order to assist with scheduling official GED test.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
<i>Examples of My Practice:</i>							

Indicators of Effective Practices							PD Goal ✓
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Element 2.2: Do you use appropriate instructional methods, techniques, and materials to support instruction?

Indicators of Effective Practices							PD Goal ✓
2.2.1 I implement instruction with guidance from the classroom teacher.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
2.2.2 I demonstrate a working knowledge of adult learning theory.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
2.2.3 I adjust instructional methods, pace, duration of activity according to learner needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
<i>Examples of My Practice:</i>							

Element 2.3: Do you utilize assessment tools and results to enhance instruction?

Indicators of Effective Practices							PD Goal ✓
2.3.1 I ensure that all necessary assessment materials are available.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
2.3.2 I provide student assessment in compliance with program policy and instrument protocol.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
2.3.3 I use the program's referral process based on assessment results.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
2.3.4 I share and collaborate with teachers to determine appropriate adaptations for the classroom.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
<i>Examples of My Practice:</i>							

Element 2.4: Do you assist in providing the tools and supplies necessary to conduct instruction?

Indicators of Effective Practices	1	2	3	4	5		PD Goal ✓
2.4.1 I monitor and ensure that necessary office equipment, teaching supplies, materials, and resources are available.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
2.4.2 I collaborate with teachers in using appropriate adaptations in the classroom.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
<i>Examples of My Practice:</i>							

Standard #3 Communication	Support staff communicate and collaborate with others to enhance program operations.
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Element 3.1: Do you employ constructive communication strategies and approaches in job-related activities?

Indicators of Effective Practices	1	2	3	4	5		PD Goal ✓
3.1.1 I am sensitive and respectful in all communications.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
3.1.2 I communicate effectively with prospective and current students, administration, colleagues, and community members regarding orientation and program information.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
3.1.3 I conduct or assist with follow-up on exited students to check for goal completion.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
3.1.4 I communicate program updates to current students and/or appropriate staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
3.1.5 I attend and participate in scheduled meetings.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
<i>Examples of My Practice:</i>							

Element 3.2: Do you collaborate with administration and instructional staff to support program operations?

Indicators of Effective Practices	1	2	3	4	5		PD Goal ✓
3.2.1 I assist in managing effective orientation programs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
3.2.2 I follow program policies and state/federal regulations.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
3.2.3 I use the organizational structure of my local program and state ABLE system to find information, solutions, resources, and support.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
3.2.4 I coordinate and assist in the preparation of trainings, meetings, and special projects.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
<i>Examples of My Practice:</i>							

Standard #4 Professional Development	Support staff take responsibility for professional development.
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Element 4.1: Do you engage in continuous, purposeful professional development that supports the program's mission?

Indicators of Effective Practices	1	2	3	4	5		PD Goal ✓
4.1.1 I use a self-assessment tool to identify professional development needs and access information/resources to address those needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
4.1.2 I transfer new learning gained from professional development into practice.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	N/A	
<i>Examples of My Practice:</i>							

OHIO ABLE TEACHER SELF-ASSESSMENT

Using the Ohio ABLE Teacher Standards for Self-Assessment

The Ohio ABLE Teacher Standards were not written as an evaluation instrument. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development. One way to consider your strengths and weaknesses as a teacher is to respond to focused, guiding questions (the elements) related to effective practices (the indicators) aligned to four broad Teacher Standards: (1) Students, (2) Assessment, (3) Instruction, and (4) Professional Development and Growth.

For each standard, you will see the various elements posed as guiding questions followed by a list of indicators of effective practice, a rating scale, and an opportunity for you to provide examples of your actual practice.

HERE IS A SAMPLE:

Standard #1 Students	Teachers understand student learning and development and respect the diversity of the students they teach.
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Element 1.1: Do you use knowledge of how adults learn to assist in the development of all students?

Indicators of Effective Practice	1	2	3	4	5	PD Goal
1.1.1 I create an environment conducive to adult learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	✓
1.1.2 I accommodate adult learners' multiple learning styles.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	X
<i>Examples of My Practice:</i> I make sure that new students feel comfortable in the classroom by matching them with a peer student who helps them get acquainted with other students and their surroundings.						

Any practice to which you respond at levels 1, 2 or 3 may be areas for growth. However, you may also want to examine indicators with a rating of 4 or 5 because some areas may require expanded professional growth to stay abreast of the latest research and best practices. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Directions:

- Step1:** Read the standard and guiding questions. Consider each of the practices and choose the rating that most accurately represents the frequency of your performance.
- Step 2:** List one or more examples of practices that **you** perform related to the guiding question.
- Step 3:** After you complete the entire self-assessment, go back, and place a checkmark by two of the practices that you would like to address in your Individual Professional Development Plan (IPDP). Transfer these practices to your IPDP and complete the remainder of the IPDP form.

Standard #1 Students	Teachers understand student learning and development and respect the diversity of the students they teach.
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Element 1.1: Do you use knowledge of how adults learn to assist in the development of all students?

Indicators of Effective Practice	1	2	3	4	5	PD Goal ✓
1.1.1 I create an environment conducive to adult learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
1.1.2 I accommodate adult learners' multiple learning styles.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
1.1.3 I provide strategies and support to assist students in becoming self-directed learners.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
1.1.4 I modify instruction based on my knowledge of the characteristics of students, including those with special needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 1.2: Do you model respect for students' diverse skills, experiences, and cultures?

Indicators of Effective Practice	1	2	3	4	5	PD Goal ✓
1.2.1 I recognize and accommodate the diverse interests and cultures of students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
1.2.2 I model respect for individual differences and avoid the use of bias, stereotypes, and generalizations in my classroom.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
1.2.3 I establish a learning environment that accommodates the demands of adult responsibilities outside the classroom.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Standard #2 Assessment	Teachers understand and use varied assessments to plan instruction, evaluate student learning, and improve program practice.
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Element 2.1: Are you knowledgeable about assessment types, their purposes, and the data they generate?

Indicators of Effective Practice	1	2	3	4	5	PD Goal ✓
2.1.1 I use formal assessments in compliance with program policy and instrument protocol.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.1.2 I choose and administer informal assessment instruments to guide instruction and demonstrate student progress.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.1.3 I follow program procedures to maintain confidentiality of assessment data.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.1.4 I refer students for screening and/or assessment based on state and program policies related to special needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 2.2: Do you involve learners in self-assessment and progress monitoring?

Indicators of Effective Practice	1	2	3	4	5	PD Goal ✓
2.2.1 I explain to students the role of assessment in the teaching/learning cycle.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.2.2 I provide students opportunities to reflect and demonstrate the knowledge and skills they have gained.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.2.3 I collaborate with students to assess learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 2.3: Do you analyze assessment data to plan, differentiate, and modify instruction?

Indicators of Effective Practice	1	2	3	4	5	PD Goal ✓
2.3.1 I use screening and assessment results to determine appropriate adaptations in the classroom.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.3.2 I use group assessment results for planning classroom improvement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
2.3.3 I maintain accurate and complete assessment records as needed for reporting and data-based decision making.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Standard #3 Instruction	Teachers plan and implement effective instruction.
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Element 3.1: Do you align their instructional goals and activities with Ohio ABE standards and program priorities?

Indicators of Effective Practice	1	2	3	4	5	PD Goal ✓
3.1.1 I use content area knowledge to design instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.1.2 I design lesson plans that reflect the use of standards-based instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.1.3 I demonstrate how the standards work in learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.1.4 I collect and report student data according to program policy.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 3.2: Do you collaborate with students to set clear learning goals and link learning activities to those goals?

Indicators of Effective Practice						PD Goal ✓
3.2.1 I use a consistent process to help students set realistic short-term and long-term goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.2.2 I design instruction that is responsive to student goals and individual learning plans.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.2.3 I offer constructive feedback to assist students in achieving their goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.2.4 I assist students in accessing information about post-secondary and career options.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 3.3: Do you apply knowledge of how adults learn to design and deliver instruction?

Indicators of Effective Practice						PD Goal ✓
3.3.1 I use a variety of instructional methods including technology and expert sources.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.3.2 I demonstrate flexibility in responding to immediate learner needs and interests.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 3.4: Do you customize instruction to support the learning needs of each student?

Indicators of Effective Practice						PD Goal ✓
3.4.1 I use flexible grouping to support student learning goals and multi-level instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.4.2 I adjust instructional methods, pace, and duration of activity according to learner response.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 3.5: Do you design instruction that focuses on helping students develop as independent learners?

Indicators of Effective Practice						PD Goal ✓
3.5.1 I use curriculum that blends classroom and real-life applications.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.5.2 I model higher level thinking skills to stimulate critical thinking.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
3.5.3 I integrate activities that promote problem solving and build student leadership.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Standard #4 Professional Development and Growth	Teachers take responsibility for professional development and involvement in their ABLE learning community.
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Element 4.1: Do you engage in continuous, purposeful professional development that supports student achievement and the program's mission?

Indicators of Effective Practice	1	2	3	4	5	PD Goal ✓
4.1.1 I identify my professional development needs and access resources to address those needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
4.1.2 I create an individual professional development plan to reflect an ongoing process of growth.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
4.1.3 I transfer new learning gained from professional development into classroom practice.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
4.1.4 I continuously develop and maintain a knowledge base in content area(s) applicable to my teaching responsibilities.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
4.1.5 I stay current on technology options for enhancing instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i>						

Element 4.2: Do you take responsibility for involvement in their ABLÉ learning community?

Indicators of Effective Practice	1	2	3	4	5	PD Goal ✓
4.2.1 I participate in committees, task forces, and organizations relevant to adult education.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
4.2.2 I use professional resources and technology to enhance my learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
4.2.3 I maintain contact with administration, colleagues, and community partners.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
4.2.4 I participate in recruitment and marketing as directed by program leadership.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always	
<i>Examples of My Practice:</i> 						

Appendix B: Individual Professional Development Plans



Guidance for Completing the FY 2011 Individual Professional Development Plan (IPDP)

The Individual Professional Development Plan (IPDP) is designed to help you chart a course to reach your professional development priorities selected in the self-assessment. The IPDP is a road map of what you will be doing as you attempt to increase your skills in the skills identified in the practitioners' standards.

o **Part I:**

The main components of the IPDP are: **Required trainings** represent foundational skills and knowledge that all **new** ABE staff members need in respect to their particular job functions. Required trainings are defined by the State ABE Program.

- o **Other trainings/activities** provide expanded skills and knowledge in specialized areas of instructional, administrative or support job functions.
- o **Conferences**

o **Part II**

- o The **Record of Accomplishments** allows you to reflect on how you applied what you learned. The Record of Accomplishments should be:
 - Updated periodically or as you accomplish a goal so you can indicate significant achievements as they happen,
 - Signed jointly by you and your supervisor to reflect your goal achievements for the year, and
 - Kept at the main office of the program and available for review by the State ABE Staff.
- o You should also maintain a copy at the program site and a personal copy of your completed Record of Accomplishments. Any professional development that is intended to improve your skills related to your ABE position, regardless of the funding, can be tracked with this record.

You are required to engage in a minimum of two activities if you work more than seven (7) hours per week paid from ABE funds and in a minimum of one activity if you work seven (7) hours or fewer per week paid from ABE funds. All activities or revisions must be approved by your immediate supervisor. Examples of activities include:

- Workshops sponsored by the Ohio ABE Resource Center Network
- Action research
- Presentations
- Conferences
- Resource Center visits
- Participation in special projects
- Local workshops supported by your Regional Resource Center
- Focus/study groups
- Coaching/mentoring
- Classroom visits and peer observations
- College classes
- Online courses
- Internet-based research
- Involvement in professional organizations
- Training offered by other educational entities
- Media packages
- Bookclubs
- Video teleconferences

Before completing your IPDP, you may want to refer to the **Professional Development Catalog** for a listing of professional development activities as well as PD requirements for new staff. If you are a new staff person, your IPDP will include required trainings, but you are also encouraged to pursue professional development needs to broaden your knowledge base.

FY 2011 Individual Professional Development Plan (IPDP)

Name	Position	Date Submitted
Program Name		Phone Number
Email address	Number of years in ABLE	Number of hours per week paid by ABLE

Part 1: Planned Individual Professional Development Activities (Complete sections 1 – 4, as applicable.)		
1. Required Trainings (Please refer to the policy for listing of required trainings.)		
1A. Please indicate which of the following trainings you will attend.		
<input type="checkbox"/> New Administrator Orientation (NAO) <input type="checkbox"/> New Staff Orientation (NSO) <input type="checkbox"/> New Teacher Orientation (NTO) <input type="checkbox"/> Serving Adults with Disabilities (formerly LD 101)		
<input type="checkbox"/> Beginning ABLELink <input type="checkbox"/> ESOL Basics <input type="checkbox"/> CASAS <input type="checkbox"/> Introduction to <i>Learning to Achieve</i> (formerly LD 201)		
<input type="checkbox"/> Technology for Point Person <input type="checkbox"/> TABE 9/10 <input type="checkbox"/> BEST Plus <input type="checkbox"/> <i>Learning to Achieve</i> (formerly LD 202)		
<input type="checkbox"/> EL/Civics Online <input type="checkbox"/> TABE CLAS-E		
List the indicators from the Practitioners Standards being addressed (include number, e.g., 1.1.3):		
2. Other Trainings/Activities		
2A. List the indicators from the Practitioners Standards being addressed (include number, e.g., 1.1.3):		
Proposed Activities	Timeline	Provider
2B. List the indicators from the Practitioners Standards being addressed (include number, e.g., 1.1.3):		
Proposed Activities	Timeline	Provider
3. Conferences (Please refer to the policy for eligibility for conferences.)		
3A. List the indicators from the Practitioners Standards being addressed (include number, e.g., 1.1.3):		
State: <input type="checkbox"/> OAACE <input type="checkbox"/> Ohio ACTE <input type="checkbox"/> Ohio TESOL <input type="checkbox"/> Other _____	National: <input type="checkbox"/> COABE <input type="checkbox"/> TESOL <input type="checkbox"/> ProLiteracy <input type="checkbox"/> Other _____	

4. College Course (Please refer to the policy for eligibility for college courses.)		
4 A. List the indicators from the Practitioners Standards being addressed (include number, e.g., 1.1.3):		
Proposed Activities	Timeline	Provider

Employee Signature _____ Immediate Supervisor's Signature _____
 Date _____ Date _____

Copies needed for: Supervisor
 Staff Member
 OBR

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Part 2: Record of Accomplishments for FY 2011

The **Record of Accomplishments** allows you to reflect on how you applied what you learned. The Record of Accomplishments should be:

- o Updated periodically or as you accomplish a goal so you can indicate significant achievements as they happen,
- o Signed jointly by you and your supervisor to reflect your goal achievements for the year, and
- o Kept at the main office of the program and available for review by the State ABL Staff.
- o You should also maintain a personal copy of your completed Record of Accomplishments. Any professional development that is intended to improve your skills related to your ABL position, regardless of the funding, can be tracked with this record.

Part 2: Record of Accomplishments for FY 2011

Date(s)	Standard and Indicator of Effective Practice	Activities	Documentation of Impact (How you applied what you learned)

Part 2: Record of Accomplishments for FY 2011

Date(s)	Standard and Indicator of Effective Practice	Activities	Documentation of Impact (How you applied what you learned)

**Employee
Signature**

**Immediate Supervisor's
Signature**

Date

Date

Copies needed for: Personnel File; Staff Member

Appendix C: Program Professional Development Plans



Guidelines for Completing The Program Professional Development Plan FY 2011

The Program Professional Development Plan (PPDP) provides a program-wide professional development plan that provides a pathway for continuous program improvement. The PPDP identifies common areas of need that surfaced from the IPDP's and aligns those needs to the indicators of program quality. In so doing, the PPDP reflects the goals of the Ohio ABLE statewide program as well as local program goals. This document should be reviewed at least quarterly with your staff to ensure that the goals of the program are being met. The plans also assist the ABLE state staff and the ABLE Regional Resource Center staff in planning the high priority areas for the coming year. The ABLE Regional Resource Centers will use the IPDPs and PPDP in developing their training schedules.

To assist in the development of the PPDP, a companion document entitled *Crosswalk between Administrator, Teacher and Support Staff Indicators and the Ohio ABLE Indicators of Program Quality* has been created. As the name implies, the crosswalk aligns the ABLE Indicators of Program Quality with the indicators of effective practice from each of the three sets of practitioner standards. **Please note that assessment has been broken out into a separate category since several indicators from each set of standards address this important program component.**

To identify targeted Indicators of Program Quality for the PPDP, mark each indicator of effective practice on the crosswalk chart that was included in your staff's IPDP's. Analyze the resulting data to identify Indicators of Program Quality with the greatest needs. Transfer a minimum of the top two (2) areas to your PPDP.

Please note: This form and others related to Professional Development are available at the ABLE web site:
<http://uso.edu/network/workforce/able/>

Director/Coordinator Name: _____

Program: _____

Signature: _____

PROGRAM PROFESSIONAL DEVELOPMENT PLAN for FY 2011

Part 1: ACTIVITIES TO SUPPORT PROGRAM AND INDIVIDUAL PD GOALS

<i>Indicator of Program Quality Being Addressed</i>	<i>PD Activities to Address the Need</i>	<i>Estimated # of Staff Participating</i>

Part II. CONFERENCES for FY 2011

Instructions: For each conference, indicate on the line provided how many staff members from your program anticipate attending. Please note PD policy for eligibility of the staff.

<i>Conference (specify)</i>	<i>Type (national, state)</i>	<i>Estimated # of Staff Attending</i>

Part III. GENERAL INFORMATION

STAFF INFORMATION (Those who are paid from ABLE funds)	
Number of administrative staff	_____
Number of instructional staff with seven (7) or fewer hours	_____
Number of instructional staff with more than seven(7) hours	_____
Number of support staff (non-instructional)	_____
Estimated number of new instructors	_____
Estimated number of new non-instructional staff	_____
Number of volunteers	_____

FOR OBR USE ONLY	
_____	Not Approved
_____	Approved
_____	Date
Approved By _____	

Copy: Program Director

OBR/ABLE Office

Appendix D: Indicators of Program Quality (IPQ) Crosswalk

Crosswalk among Administrator, Teacher, and Support Staff Indicators Related to Ohio ABLE Indicators of Program Quality (IPQ)

IPQ	Administrator	Teacher	Support Staff
Student Achievement	<p>Indicator 1.2.1 Administrators articulate annual program goals and strategies to promote student achievement.</p> <p>Indicator 2.1.1 Administrators assist in and guide the program use of research and best practices to help meet the needs of all students.</p>	<p>Indicator 1.1.3 Teachers provide strategies and support to assist students in becoming self-directed learners.</p> <p>Indicator 3.2.1 Teachers use a consistent process to help students set realistic short-term and long-term goals.</p> <p>Indicator 3.2.4 Teachers assist students in accessing information about post-secondary and career options.</p>	<p>Indicator 2.1.2 Support staff contact students with low or sporadic attendance to encourage more consistent attendance.</p> <p>Indicator 3.1.3 Support staff conduct or assist with follow-up on exited students to check for goal completion.</p>
Physical Environment	<p>Indicator 3.1.2 Administrators ensure a safe and productive learning environment.</p> <p>Indicator 3.2.2 Administrators assess, provide, and regularly review safety policies with staff and students.</p>	<p>Indicator 1.1.1 Teachers create an environment conducive to learning.</p> <p>Indicator 1.2.3 Teachers establish a learning environment that accommodates the demands of adult responsibilities outside the classroom.</p>	<p>Indicator 2.1.1 Support staff create a positive atmosphere conducive to learning from initial contact to program exit.</p> <p>Indicator 2.4.1 Support staff monitor and ensure that necessary office equipment, teaching supplies, materials, and resources are available.</p>
Program Planning and Administration	<p>Indicator 1.1.1 Administrators involve staff in strategic planning that is based on a needs assessment, program data, and relevant research findings.</p> <p>Indicator 1.1.2 Administrators share and review long term and short term goals with staff periodically throughout the year.</p> <p>Indicator 1.1.3 Administrators articulate staff's role in achieving program goals.</p> <p>Indicator 1.2.2 Administrators implement an annual participatory program review process to evaluate strengths, priorities for improvement, and strategies to address identified needs.</p> <p>Indicator 1.2.3 Administrators recognize staff achievements in meeting program goals.</p> <p>Indicator 1.3.1 Administrators utilize knowledge of current trends, issues, policies, and research through regularly accessing federal, state, and local resources.</p> <p>Indicator 1.3.2 Administrators share and support use of innovative</p>	<p>Indicator 2.3.3 Teachers maintain accurate and complete assessment records as needed for reporting and data-based decision making.</p> <p>Indicator 3.1.4 Teachers collect and report student data according to program policy.</p>	<p>Indicator 1.1.1 Support staff submit all ABLElink reports (i.e. APR, data match, interim reports) as required by the ABLE administrator.</p> <p>Indicator 1.1.2 Support staff are able to use computer programs to extract information as needed.</p> <p>Indicator 1.1.3 Support staff issue fee waivers and assist in scheduling the GED test.</p> <p>Indicator 1.1.4 Support staff use reports to ensure that data is accurate and up to date.</p> <p>Indicator 1.1.5 Support staff work to solve data-related problems.</p> <p>Indicator 2.1.3 Support staff regularly contact students who passed the GED practice test in order to assist with scheduling official GED test.</p> <p>Indicator 3.1.4 Support staff communicate program updates to current students and/or appropriate staff.</p> <p>Indicator 3.1.5 Support staff attend and participate in scheduled meetings.</p>

IPQ	Administrator	Teacher	Support Staff
	<p>practices to improve program-related issues and services.</p> <p>Indicator 1.3.3 Administrators provide mechanisms for collecting, analyzing, and integrating student input into program improvement.</p> <p>Indicator 2.2.2 Administrators utilize an effective and thorough hiring process that includes evidence of applicant's relevant adult education knowledge and skills.</p> <p>Indicator 2.3.1 Administrators understand and facilitate the effective use of program data.</p> <p>Indicator 3.1.3 Administrators manage budget, complete reports, and allocate resources to support program goals and operations in compliance with ODE guidelines.</p> <p>Indicator 3.2.1 Administrators follow OPAS and Indicators of Program Quality guidelines and appropriate policies and procedures.</p> <p>Indicator 3.2.3 Administrators conduct annual performance appraisals with staff, in writing, and apply established criteria for staff performance.</p> <p>Indicator 3.3.2 Administrators ensure compliance with all local, state, and federal mandates relevant to ABLE.</p>		<p>Indicator 3.2.1 Support staff assist in managing an effective orientation program.</p> <p>Indicator 3.2.2 Support staff follow program policies and state/federal regulations.</p> <p>Indicator 3.2.3 Support staff use the organizational structure of their local program and state ABLE system to find information, solutions, resources, and support.</p> <p>Indicator 3.2.4 Support staff coordinate and assist in the preparation of trainings, meetings, and special projects.</p>
<p>* Assessment</p> <p>*Assessment was added for the purposes of clarification. Assessment is not currently a separate indicator area.</p>	<p>Indicator 3.3.3 Administrators ensure accurate and timely data collection, reporting, and the proper protocol of standardized assessment.</p> <p>Indicator 2.3.5 Administrators ensure that appropriate formal and informal assessment options and practices are implemented in the program.</p>	<p>Indicator 2.1.1 Teachers use formal assessments in compliance with program policy and instrument protocol.</p> <p>Indicator 2.1.2 Teachers choose and administer informal assessment instruments to guide instruction and demonstrate student progress.</p> <p>Indicator 2.1.3 Teachers follow program procedures to maintain confidentiality of assessment data.</p> <p>Indicator 2.1.4 Teachers refer students for screening and assessment based on state and program policies related to special needs.</p> <p>Indicator 2.2.1 Teachers explain to students the role of assessment in the teaching/learning cycle.</p>	<p>Indicator 2.3.1 Support staff ensure that all necessary assessment materials are available.</p> <p>Indicator 2.3.2 Support staff provide student assessment in compliance with program policy and instrument protocol.</p> <p>Indicator 2.3.3 Support staff use the program's referral process based on assessment results.</p>

IPQ	Administrator	Teacher	Support Staff
		<p>Indicator 2.2.2 Teachers provide students opportunities to reflect and demonstrate the knowledge and skills they have gained.</p> <p>Indicator 2.2.3 Teachers collaborate with students to assess learning.</p> <p>Indicator 2.3.2 Teachers use group assessment results for planning classroom improvement.</p>	
<p>Curriculum and Instruction</p>	<p>Indicator 2.1.2 Administrators provide staff with resources and support to assist in implementation of instruction.</p> <p>Indicator 2.1.3 Administrators ensure alignment of assessment, curriculum, instruction, and student goals, and lesson plans.</p> <p>Indicator 2.1.4 Administrators support the use of individual learning plans designed to meet or exceed learners' goals.</p> <p>Indicator 2.2.1 Administrators demonstrate knowledge of adult learning theory and effective instructional practice and share that knowledge with staff.</p> <p>Indicator 2.3.2 Administrators establish the use of varied practices which reflect learning styles and differences.</p> <p>Indicator 2.3.3 Administrators support adaptations to ensure program inclusiveness and suitability for diverse and special needs students.</p> <p>Indicator 2.3.4 Administrators direct and assist staff with access to current technology, practices, instructional tools and a variety of delivery methods.</p> <p>Indicator 3.1.1 Administrators use, provide, and promote current technology to enhance the learning environment.</p>	<p>Indicator 1.1.2 Teachers accommodate adult learners' multiple learning styles.</p> <p>Indicator 1.1.4 Teachers modify their instruction based on their knowledge of the characteristics of students, including those with special needs.</p> <p>Indicator 1.2.1 Teachers recognize and accommodate the diverse interests and cultures of students.</p> <p>Indicator 1.2.2 Teachers model respect for individual differences and avoid the use of bias, stereotypes, and generalizations in their classrooms.</p> <p>Indicator 2.3.1 Teachers use screening and assessment results to determine appropriate adaptations in the classroom.</p> <p>Indicator 3.1.1 Teachers use content area knowledge to design instruction.</p> <p>Indicator 3.1.2 Teachers design lesson plans that reflect the use of standards-based instruction.</p> <p>Indicator 3.1.3 Teachers demonstrate how the standards work in learning.</p> <p>Indicator 3.2.2 Teachers design instruction that is responsive to student goals and individual learning plans.</p> <p>Indicator 3.2.3 Teachers offer constructive feedback to assist students in achieving their goals.</p> <p>Indicator 3.3.1 Teachers use a variety of instructional methods including technology and expert sources.</p>	<p>Indicator 2.2.1 Support staff implement instruction with guidance from the classroom teacher.</p> <p>Indicator 2.2.2 Support staff demonstrate a working knowledge of adult learning theory.</p> <p>Indicator 2.2.3 Support staff adjust instructional method, pace, and duration of activity according to learners needs.</p> <p>Indicator 2.3.4 Support staff share and collaborate with teachers to determine appropriate adaptations for the classroom.</p> <p>Indicator 2.4.2 Support staff collaborate with teachers in using appropriate adaptations in the classroom.</p> <p>Indicator 3.1.1 Support staff are sensitive and respectful in communications.</p>

IPQ	Administrator	Teacher	Support Staff
		<p>Indicator 3.3.2 Teachers demonstrate flexibility in responding to immediate learner needs and interests.</p> <p>Indicator 3.4.1 Teachers use flexible grouping to support student learning goals and multi-level instruction.</p> <p>Indicator 3.4.2 Teachers adjust instructional methods, pace, and duration of activity according to learner response.</p> <p>Indicator 3.5.1 Teachers use curriculum that blends classroom and real-life applications.</p> <p>Indicator 3.5.2 Teachers model higher level thinking skills to stimulate critical thinking.</p> <p>Indicator 3.5.3 Teachers integrate activities that promote problem solving and build student leadership.</p>	
<p>Professional Development</p>	<p>Indicator 3.3.1 Administrators continuously work to develop and improve their own leadership and management skills.</p> <p>Indicator 4.1.1 Administrators demonstrate the value of professional development by participation in lifelong learning.</p> <p>Indicator 4.1.2 Administrators use a self-assessment tool to identify professional development needs and access information/resources to address those needs.</p> <p>Indicator 4.1.3 Administrators remain current and involved in local, state, and national learning and leadership.</p> <p>Indicator 4.2.1 Administrators collaborate with staff to develop program and individual professional development plans based on identified needs.</p> <p>Indicator 4.2.2 Administrators communicate information about professional development opportunities and provide release time, stipends or other types of support.</p> <p>Indicator 4.2.3 Administrators monitor staff in professional</p>	<p>Indicator 4.1.1 Teachers identify their professional development needs and access resources to address those needs.</p> <p>Indicator 4.1.2 Teachers create an individual professional development plan to reflect an ongoing process of growth.</p> <p>Indicator 4.1.3 Teachers transfer new learning gained from professional development into classroom practice</p> <p>Indicator 4.1.4 Teachers continuously develop and maintain a knowledge base in content area(s) applicable to their teaching responsibilities.</p> <p>Indicator 4.1.5 Teachers stay current on technology options for enhancing instruction.</p> <p>Indicator 4.2.1 Teachers participate in committees, task forces, and organizations relevant to adult education.</p> <p>Indicator 4.2.2 Teachers use professional resources and technology to enhance their learning.</p> <p>Indicator 4.2.3 Teachers maintain contact with administration, colleagues, and community partners.</p>	<p>Indicator 4.1.1 Support staff identify professional development needs and access resources to address those needs.</p> <p>Indicator 4.1.2 Support staff transfer new learning gained from professional development into practice.</p>

IPQ	Administrator	Teacher	Support Staff
	development and promote the transfer of learning to the program.		
Support Services	<p>Indicator 5.1.2 Administrators develop and maintain community relationships to secure funding, community expertise, equipment, support services, and other resources.</p> <p>Indicator 5.1.3 Administrators establish community partnerships to improve services for adult learners to enhance services for the community.</p>		
Recruitment	<p>Indicator 5.1.1 Administrators share the vision and goals of the program with the community.</p> <p>Indicator 5.1.4 Administrators develop and implement an effective student recruitment plan that reflects the needs of the local community.</p>	<p>Indicator 4.2.4 Teachers participate in recruitment and marketing as directed by program leadership.</p>	<p>Indicator 3.1.2 Support staff communicate effectively with prospective and current students, administration, colleagues, and community members regarding orientation and program information.</p>