



User's Guide

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



Able
State Leadership
Activity

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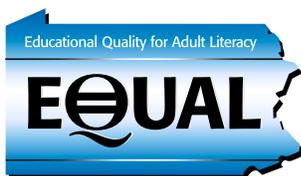
History of Administrator Competencies in Pennsylvania



The Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education (ABLE) historically has been visionary and active in promoting continuous program improvement and accountability. One of the positive outgrowths to support this effort was the Adult Teacher Competencies Study (ATCS) in FY 1998–99, followed by field-testing and adoption in the two years that followed. Thus, while Pennsylvania could be proud of having devoted significant resources to support program improvement at the learner, instructor, and program levels, it still needed to address program improvement at the administrative and managerial levels.

In FY 2001–02 the Center for Adult Literacy and Basic Workforce Development at Northampton College in Bethlehem was awarded a State Leadership grant to develop Pennsylvania ABLE Administrator Competencies and an accompanying user's manual. The purpose of the grant was to research and adapt existing nationally developed competencies and indicators of quality for use by ABLE administrators in Pennsylvania. In so doing, such competencies would complement the state's existing Indicators of Program Quality (IPQ) as well as supplement the existing Pennsylvania Adult Teacher Competencies. With the adoption of this set of competencies, Pennsylvania would have yet another practical resource to enhance ongoing efforts that encouraged and supported continuous program improvement.

The research phase of this project involved reviewing and studying the U.S. Department of Education's *Building Professional Development Partnerships for Adult Educators* project, entitled *Management Competencies and Sample Indicators for the Improvement of Adult Education Programs*, released in February 2000. Various states across the nation, notably Massachusetts, Texas, Kentucky, Mississippi, and California, had already done research and attempted to create performance guidelines for ABLE administrators. The Pennsylvania administrators competencies project reviewed those materials as well, along with CASAS' *Program Management Competencies*. Based on all of these resources, the project completed a preliminary draft of competencies and indicators framed within the context of Pennsylvania's IPQs.



Once this preliminary draft of competencies and indicators was



Focus groups guided the development of the competencies.

compiled, it was field-tested with three regional focus groups across Pennsylvania. These groups were comprised of selected ABL administrators who provided feedback and critical evaluation of the competencies and indicators. The draft was revised and taken to a PAACE Midwinter Conference session in February 2002 where non-targeted administrators provided supplemental data and feedback. After a March 2002 meeting with representatives, a final draft was adopted.

These competencies and indicators were then compiled in a User's Guide. This User's Guide includes the competencies as well as additional background information on the competencies and indicators, along with samples, suggestions for applications of the competencies, a self-assessment instrument guide, an action plan for professional development, professional development resources, and a glossary. Beginning in FY 2002–03, this guide is available to agencies throughout the state to use for planning and development that promises personal, professional, and programmatic benefits.

Applying the Competencies

The PA ABL administrator competencies list is a framework intended for a variety of uses. Various stakeholders within the adult education community at the state, local, and administrative levels can find ways to apply these competencies and performance indicators. They may be adapted/adopted and customized to meet the goals and objectives of individuals and/or programs at varying levels.

The competencies reflect the skills and knowledge expected of administrative and managerial staff of adult basic and literacy education programs. Administrators and managers can use them to determine their own strengths and weaknesses. The competencies will be helpful to the Bureau of Adult Basic and Literacy Education when conducting monitoring visits to programs and for professional developers in assessing the outcomes of training they provide. They also can be used by the ABL Professional Development System to determine relevant and needed professional development activities.

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

- **Self-assessment:** Program directors, managers, and coordinators may assess their own knowledge and skills by using the self-assessment tool that has been developed for the administrator competencies. Such a self-assessment provides direction for the development of one's own professional development plan. The self-assessment encourages reflection on practice: administrators determine the competencies most applicable to their program responsibilities and prioritize them according to ongoing program improvement activities.
- **Job descriptions:** To assist with staff recruitment and hiring, agency boards and 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, administrators have additional information to apply in selecting candidates for particular assignments with the agency.

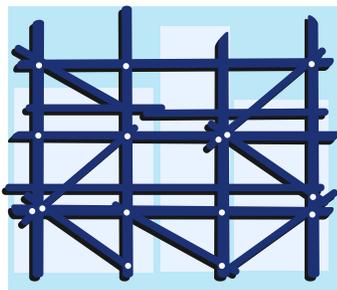
Applicants for administrative positions may use the competencies to inform themselves of job expectations. Applicants would be aware of the broad range of skills that the agency expects of



The competencies can help with self-assessment, job descriptions, hiring, performance appraisals, and other applications.

persons for an administrative position within that agency.

- **Appraisals of staff performance:** Administrators and/or supervisors may use the competencies as a tool in conducting performance appraisals. A supervisor and an administrator can view the competencies as a tool for identifying leadership and managerial 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:** Program administrators at all levels—director, manager, coordinator, etc.—can collaboratively identify elements of the competencies relevant to their program to design both a program-wide professional development plan and individual professional development plans. Within the state's Professional Development System, professional developers may use the PA ABLE administrator competencies as a resource in determining what program leaders and managers need. 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 leadership and management.



The administrator competencies list is a framework.

The PA ABLE Administrator Competencies framework may be used at the state, local, or individual level. Programs and individuals are given the opportunity to demonstrate the competencies within adult basic education programs. Their use by individual leaders and managers within educational programs and by those providing professional development opportunities will offer valuable insights and promote quality program management intended to promote improved teaching and learning for Pennsylvania's adult learners.

About This Guide



The *PA ABL Administrator Competencies User's Guide* is designed to assist adult basic and literacy education program personnel with implementation of the ABL administrator competencies. Along with the Indicators of Program Quality (see below) and the EQUAL program improvement process, the guide will assist administrators, supervisors, and professional development providers in designing action plans for implementing the competencies within programs. The guide has been prepared for use as a resource, complementing 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 ABL-funded programs.

In 1999, the Bureau of ABL published the Indicators of Program Quality (IPQ), which represent the best practices in the field of adult basic education and the characteristics of quality adult education programs. Specifically, the PA ABL Administrator 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.*

However, beyond these two specific areas, each of the five broad areas addressed by the IPQs is prominent in the design and organization of administrator competencies. Indeed, these competencies were closely correlated to the five IPQ areas and designed as an instrument to help program administrators at all levels to effectively apply the IPQs to their program improvement plans.

The purpose of this user manual is to provide program leaders at all levels with a guide that will take them through the administrator competencies process—a systematic set of activities that will result in achieving better ratings on the skills included in the administrator competencies checklist.

About the Competencies

Pennsylvania's administrator competencies were built upon the belief that informed leadership drives practice and that effective programs depend on both sound leadership and quality management. In order to ensure that programs are of high quality, the administrator competencies project focused on establishing competencies for adult education administrators that were based on both research and best practices in adult education program administration, leadership, management, and organizational development. The resulting competencies and indicators were then set within a framework representing a developmental continuum of improvement of practice.

The PA ABLE Administrator Competencies reflects a model that starts with the five main IPQ areas. Within each of these five IPQ areas are the competencies deemed necessary to most effectively apply the particular IPQ area. Each competency is then further enhanced with specific, observable, and measurable behavioral descriptors called *Indicators*. There are a total of 14 broad competency areas and 70 specific indicators. Because leadership is a skill that often requires a lifelong commitment to its development, it is expected that individuals will display varying levels of skill in different areas. Thus, the competencies/indicators are rated or scored using a developmental continuum. However, to serve as a tool for new ABLE administrators, indicators deemed as "required" or essential were identified from field input and validated by Bureau review. The same organizational pattern was maintained in both the competencies list and the self-assessment.



The User's Guide will assist administrators, managers, and coordinators in adult basic and literacy education programs to assess the skills they already have and to identify those they wish to achieve. As program leaders complete the self-assessment, they will have addressed all 14 of the Competencies and all 70 of the Indicators, and then can select those that will be the focus of their professional development activities. What they identify in their self-assessment will then inform the providers of professional development, ensuring that real needs are being met.

The ideal implementation of the PA ABLE Administrator Competencies system involves the participation of program administrators and supervisors working together with staff at all

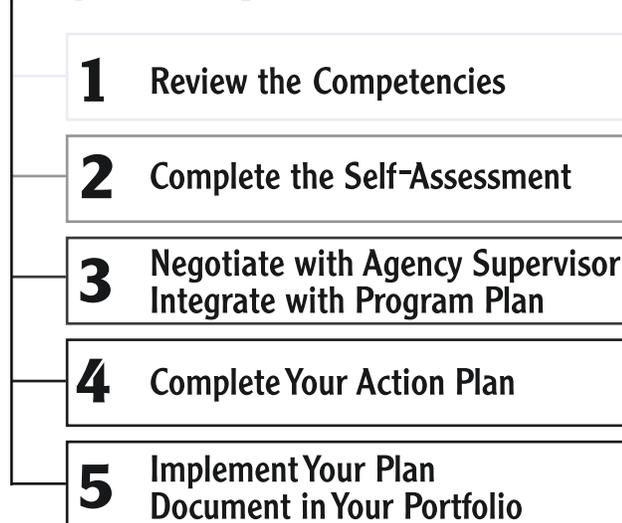
levels. The system is flexible and can be used in many ways; the nature of its use can be determined during a discussion between a supervisor, such as a member of the agency's advisory board, and the administrator, or even a peer mentor and the administrator. This "negotiation" stage should focus on mutual improvement — improving the agency by improving the administrator — and on the competencies as a system from which program administrators can select exactly the areas they should address that will lead to mutual improvement.

As a spoke in the bigger program wheel that includes the *PA Adult Teacher Competencies*, the aim of the *PA ABL Administrator Competencies* is to engage all staff members in self-improvement, resulting in a stronger wheel, or program. When the supervisor or administrator is involved in this process, the results of the individual teacher's self-assessment and action plan, as well as the overall program's improvement plan, will make for a much richer teaching and learning environment.

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 leader and manager and see yourself as a lifelong learner.

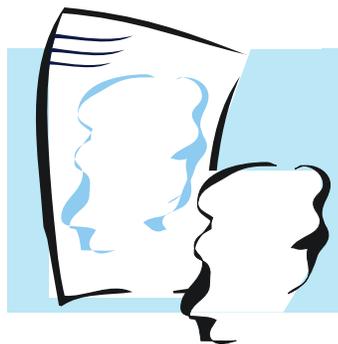
Stages of Implementation



Stage 1: Review the administrator competencies.

You will find the list of administrator competencies in Appendix A. Samples of what might be considered "evidence" of an indicator are provided in Appendix B. Take a few minutes to skim through them. Try to establish a conceptual map, or mental image, of how the indicators systematically add detail within specific competency and IPQ areas. This will help to develop a "big picture" in your mind as to how all of the IPQs, competencies, and indicators 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 administrator competencies system is a self-assessment of your skills using a standardized format, or instrument. This is done using the *Self-Assessment*, Appendix C. To help you in the process, a set of directions for using the self-assessment is 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. To help answer any questions you might have, a sample completed self-assessment is included in Appendix D. 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.

Once you have completed the self-assessment, you will want to reflect on your results. To help you “get the big picture” as well as meaningfully target your area(s) for development, a Summary Individual Profile sheet with simple instructions for completion is provided in Appendix E. A sample completed individual profile sheet is provided in Appendix F to help you correctly record and interpret your results.



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, peer mentor, or, perhaps, ABLE advisor. 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.

The term *negotiate* refers to a meaningful discussion between a program supervisor (in some cases a peer review team or peer mentor) or ABLE advisor and a local program administrator. It should focus on mutual improvement through a developmental process. The exact format of the meeting will vary, but the administrator competencies system is designed to allow for diversity.

Appendix H contains an example of a completed Individual Professional Development Action Plan. Before devising your own such plan, here are some points to consider discussing during your “negotiation” meeting:

- To what degree does the supervisor, peer mentor, or ABL advisor agree with the conclusions of your self-assessment?
- How will your activities complement the program improvement plan of the agency?
- 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 time for 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 reflect more on the long-range program improvement plan of your agency.



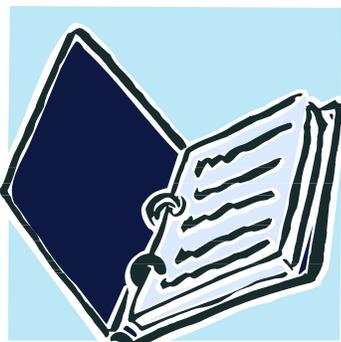
Stage 4: Develop your Action Plan.

The negotiation stage should move smoothly into Stage 4, the development of your Individual Professional Development 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 leadership and/or managerial 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. A blank Individual Professional Development Action Plan form is contained in Appendix G and, as noted above, a sample completed action plan in Appendix H. The main ingredients of your action plan will be:

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

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 for 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 you move to the next stage, the action plan becomes 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 I 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 effective portfolios that have been developed by EQUAL pilot strand participants using the *Adult Teacher Competencies*. The principles and process are quite similar.

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 planning for professional development. In developing and executing an action plan that is integrated with your agency's program improvement plan as well as your own local leadership and management challenges, you are improving the overall quality of your agency's adult education program. The *PA ABLÉ Administrator Competencies* 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.

Pennsylvania ABL Administrator Competencies and Indicators

I. Customer Results and Program Accountability

1. Guides continuous program improvement and accountability efforts.

- 1.1 Documents accountability for staff, program, and student learning.*
- 1.2 Sets program standards at or above required levels.*
- 1.3 Demonstrates knowledge of continuous program improvement.*
- 1.4 Leads efforts to address challenges to program success and customer satisfaction.
- 1.5 Utilizes data to initiate program improvements.
- 1.6 Establishes a participatory process for continuous program improvement.

2. Promotes clear procedures for collecting, documenting, and reporting data.

- 2.1 Ensures accurate and timely data collection and reporting measures.*
- 2.2 Meets record keeping, reporting, and accessibility of information requirements.*
- 2.3 Maintains appropriate learner confidentiality.*
- 2.4 Guides a participatory process for streamlining or changing data procedures as needed.

3. Allocates financial resources to support program activities, improvements and accountability.

- 3.1 Encourages staff to be fiscally responsible.*
- 3.2 Adheres to contract requirements.*
- 3.3 Provides resources for supporting efforts in program accountability and improvements.

*Designates indicators required of first-year administrators.

- 3.4 Allocates the budget according to program priorities to ensure adequate resources throughout the fiscal year.
- 3.5 Implements a fiscal plan and written budget.
- 3.6 Obtains funding for program continuation and/or growth.
- 3.7 Applies for grants to fund specific programs.
- 3.8 Establishes collaborative partnerships funded under the Workforce Investment Act and other relationships, as appropriate.

II. Instructional System

4. Identifies and applies resources to continuously improve the comprehensive instructional system.

- 4.1 Ensures equipped, safe, and appropriate facilities for program implementation.*
- 4.2 Supports the integration of relevant technologies into the instructional system.
- 4.3 Encourages identification of new resources, innovations, and research-based or non-traditional approaches to enhance the instructional system.
- 4.4 Supports adaptations to ensure program inclusiveness and suitability for special needs students.
- 4.5 Applies resources and curriculum materials to support anti-bias and multicultural learning.

5. Guides the continuous improvement of curriculum design and instructional practices.

- 5.1 Includes practitioners in planning for instructional programs.*
- 5.2 Supports the use of instructional plans designed to meet or exceed learners' goals.*
- 5.3 Encourages the accommodation of diverse learning styles, abilities, and cultures.
- 5.4 Supports the use of current best practices in adult learning.
- 5.5 Advocates for the integration of adults' roles into curricula and instructional practices.

*Designates indicators required of first-year administrators.

6. Promotes the use of assessments to determine staff, learner, and community needs.

- 6.1 Supports staff in the ongoing use of formal and informal assessments with learners.*
- 6.2 Assesses practitioners' learning and development needs.
- 6.3 Uses community needs assessments to determine service opportunities.

III. Leadership and Continuous Improvement

7. Models professional behavior and encourages staff to act in a professional manner.

- 7.1 Follows policies and procedures.*
- 7.2 Demonstrates fairness, consistency, and respect for individual differences.*
- 7.3 Develops and maintains professional working relationships.*
- 7.4 Promotes an environment in which linguistic and cultural differences are appreciated.
- 7.5 Deals effectively with unprofessional behavior and takes appropriate corrective action.
- 7.6 Engages in and promotes ethical conduct.

8. Communicates effectively.

- 8.1 Listens attentively and encourages staff to confer on issues affecting programs and services.*
- 8.2 Shares information of interest to and affecting stakeholders.*
- 8.3 Provides clear direction to staff and practitioners.*
- 8.4 Delegates authority and supports others' decisions.
- 8.5 Demonstrates group facilitation skills.

9. Establishes and promotes the program philosophy, goals and objectives.

- 9.1 Makes program decisions aligned with program mission, philosophy, and goals.*

*Designates indicators required of first-year administrators.

- 9.2 Adapts program philosophy, goals or objectives in response to changing conditions or customer needs.
- 9.3 Leads a participatory strategic planning process.
- 9.4 Relates the strategic plan to the five-year comprehensive plan of the local workforce investment board.

10. Recruits, hires, develops, and evaluates practitioners based on established criteria.

- 10.1 Follows required procedures and due process for discipline or termination.*
- 10.2 Recruits practitioners according to program needs and goals.*
- 10.3 Ensures orientation of new practitioners.*
- 10.4 Conducts annual performance appraisal discussions with staff.*
- 10.5 Applies established criteria for staff performance.*
- 10.6 Takes an active role in guiding and coaching practitioners and staff.
- 10.7 Mentors staff for leadership roles in local agency or statewide projects.

IV. Professional Development

11. Models professional development and lifelong learning practices.

- 11.1 Engages in relevant, ongoing learning activities.*
- 11.2 Utilizes knowledge of leadership and management skills.
- 11.3 Applies knowledge of relevant technologies and their applications to adult learning and professional development practices.

12. Enables and supports professional development for self, staff, and volunteers.

- 12.1 Allocates resources to support professional development activities.*
- 12.2 Supports staff and practitioners in working through challenging situations.*

*Designates indicators required of first-year administrators.

- 12.3 Encourages the development of professional knowledge and skills in relevant technologies.*
- 12.4 Provides an environment that encourages personal and professional growth and positive risk taking.
- 12.5 Implements the PA Adult Teacher Competencies in the organization.
- 12.6 Initiates regular, quality pre- and in-service professional development activities.

V. Community Interaction and Outreach

13. Builds collaborative relationships with various community agencies and institutions to enhance the delivery of services.

- 13.1 Conducts regular agency outreach, publicity, and recruitment activities.*
- 13.2 Acts as an information resource and a representative of the literacy field to the community.
- 13.3 Establishes appropriate partnerships and alliances with community agencies.
- 13.4 Communicates with area employers to determine local workforce needs.
- 13.5 Participates effectively in a local coalition of ABL-funded providers.

14. Engages in local, state, and national advocacy activities and also encourages staff to do the same.

- 14.1 Participates in professional organizations that advocate for adult education and increased funding levels for services.*
- 14.2 Identifies and pursues appropriate community awareness and advocacy opportunities.
- 14.3 Develops legislative partnerships to support literacy causes, as appropriate.

*Designates indicators required of first-year administrators.

Competencies and Indicators with Sample Evidence

I. Customer Results and Program Accountability	
1. Guides continuous program improvement, and accountability efforts.	Sample Evidence
1.1 Documents accountability for staff, program, and student learning.	<i>Maintaining file with quarterly eData update reports.</i>
1.2 Sets program standards at or above required levels.	<i>Updating staff of expected ABE performance standards at annual fall staff orientation.</i>
1.3 Demonstrates knowledge of continuous program improvement.	<i>Using data for decision making process to write program improvement plan.</i>
1.4 Leads efforts to address challenges to program success and customer satisfaction.	<i>Proposing alternative scheduling to improve student retention.</i>
1.5 Utilizes data to initiate program improvements.	<i>Using eData to determine need for SLEP test.</i>
1.6 Establishes a participatory process for continuous program improvement.	<i>Soliciting agenda items from members of program improvement team.</i>
2. Promotes clear procedures for collecting, documenting, and reporting data.	Sample Evidence
2.1 Ensures accurate and timely data collection and reporting.	<i>Disciplining staff who fail to meet paperwork deadlines.</i>
2.2 Meets record keeping, reporting, and accessibility of information requirements.	<i>Submitting PDE quarterly reports on time.</i>
2.3 Maintains appropriate learner confidentiality.	<i>Creating policy for ensuring that learner info is not released without learner consent.</i>
2.4 Guides a participatory process for streamlining or changing data procedures as needed.	<i>Providing suggestions about transitioning from eData to E-data.</i>
3. Allocates financial resources to support program activities, improvements, and accountability.	Sample Evidence
3.1 Encourages staff to be fiscally responsible.	<i>Asking staff to obtain multiple price quotes prior to purchasing instructional technology.</i>
3.2 Adheres to contract requirements.	<i>Submitting budget revisions to PDE when changes exceed \$10,000.</i>
3.3 Provides resources for supporting staff efforts in program accountability and improvements.	<i>Paying part-time staff for participation in EQUAL activities.</i>
3.4 Allocates the budget according to program priorities to ensure adequate resources throughout the fiscal year.	<i>Budgeting ABE community funds proportionately to student enrollment in ABE and ESL activities.</i>
3.5 Implements a fiscal plan and written budget.	<i>Using grant budget to plan and guide program activities.</i>
3.6 Obtains funding for program continuation and/or growth.	<i>Writing grant renewal proposals.</i>
3.7 Applies for grants to fund specific programs.	<i>Applying for EL Civics grant to serve growing ESL community.</i>
3.8 Establishes collaborative partnerships funded under the Workforce Investment Act and other relationships, as appropriate.	<i>Serving on local Workforce Investment Board committee.</i>

SAMPLE EVIDENCE

Continued

II. Instructional System	
4. Identifies and applies resources to continuously improve the comprehensive instructional system.	Sample Evidence
4.1 Ensures equipped, safe, and appropriate facilities for program activities.	<i>Visiting all instructional sites at least annually.</i>
4.2 Supports the integration of relevant technologies into the instructional system.	<i>Approving use of cassette players for ESL and providing limited PC access for GED learners to do internet searches.</i>
4.3 Encourages identification of new resources, innovations and research-based or non-traditional approaches to enhance the instructional system.	<i>Sharing newsletter article on problem-based learning with ESL teacher.</i>
4.4 Supports adaptations to ensure program inclusiveness and suitability for special needs students.	<i>Allowing teachers to swap classrooms in order to provide 1st floor access to a disabled learner.</i>
4.5 Applies resources and curriculum materials to support anti-bias and multicultural learning.	<i>Spot checking instructional materials to determine multicultural appropriateness.</i>
5. Guides the continuous improvement of curriculum design and instructional practices.	Sample Evidence
5.1 Includes practitioners in planning for instructional programs.	<i>Obtaining teacher feedback/updates prior to writing renewal proposal.</i>
5.2 Supports the use of instructional plans designed to meet or exceed learners' goals.	<i>Requiring staff to complete Individual Learning Plans for each enrolled learner.</i>
5.3 Encourages the accommodation of diverse learning styles, abilities, and cultures.	<i>Instructing staff to administer LS inventory instruments.</i>
5.4 Supports the use of current best practices in adult learning.	<i>Providing staff with resource materials to enhance adults' critical thinking skills.</i>
5.5 Advocates the integration of adults' diverse roles into curricula and instructional practices.	<i>Providing staff with access to updates from EFF.</i>
6. Promotes the use of assessments to determine staff, learner, and community needs.	Sample Evidence
6.1 Supports staff in the ongoing use of formal and informal assessments with learners.	<i>Purchasing locators, test booklets, and appropriate answer sheets.</i>
6.2 Assesses practitioners' learning and development needs.	<i>Using Principles of Adult Learning Survey (PALS) to identify teachers' styles.</i>
6.3 Uses community needs assessments to determine service opportunities.	<i>Reviewing CareerLink reports on local job market.</i>

SAMPLE EVIDENCE

III. Leadership and Continuous Improvement	
7. Models professional behavior and encourages staff to act in a professional manner.	Sample Evidence
7.1 Follows policies and procedures.	<i>Arriving on time and dressed appropriately.</i>
7.2 Demonstrates fairness, consistency, and respect for individual differences.	<i>Treating all teachers late with paperwork the same.</i>
7.3 Develops and maintains professional working relationships.	<i>Talking with angry staff member to identify problem and resolve conflict.</i>
7.4 Promotes an environment in which linguistic and cultural differences are appreciated.	<i>Trying to hire multicultural bilingual office staff to assist non-natives speaking adult learners.</i>
7.5 Deals effectively with unprofessional behavior and takes appropriate corrective action.	<i>Dismissing a teacher who repeatedly fails to show up for class without excuse.</i>
7.6 Engages in and promotes ethical conduct.	<i>Keeping promise to meet with staff regularly despite personal inconvenience.</i>
8. Communicates effectively.	Sample Evidence
8.1 Listens attentively and encourages staff to confer on issues affecting programs and services.	<i>Asking probing questions when a teacher proposes a new curriculum idea.</i>
8.2 Shares information of interest to and affecting stakeholders.	<i>Meeting with staff to update them on Interim Data Report and discuss program performance for year-to-date.</i>
8.3 Provides clear direction to staff and practitioners.	<i>Meeting with staff to explain procedures for ordering instructional materials.</i>
8.4 Delegates authority and supports others' decisions.	<i>Appointing an agency representative to the PDC advisory board.</i>
8.5 Demonstrates group facilitation skills.	<i>Conducting effective monthly EQUAL meetings.</i>
9. Establishes and promotes the program philosophy, goals, and objectives.	Sample Evidence
9.1 Makes program decisions aligned with program mission, philosophy, and goals.	<i>Scheduling program services according to the needs of target groups.</i>
9.2 Adapts program philosophy, goals or objectives in response to changing conditions or customer needs.	<i>Beginning to offer more workplace adult literacy services.</i>
9.3 Leads a participatory strategic planning process.	<i>Conducting a brainstorming session with all staff.</i>
9.4 Relates the strategic plan to the five-year comprehensive plan of the local workforce investment board.	<i>Reading a copy of the WIB 5-year plan prior to completing the agency's strategic plan.</i>
10. Recruits, hires, develops, and evaluates practitioners based on established criteria.	Sample Evidence
10.1 Follows required procedures and due process for discipline or termination.	<i>Documenting excessive absenteeism.</i>
10.2 Recruits practitioners according to program needs and goals.	<i>Seeking multiculturally sensitive tutors for growing ESL population.</i>
10.3 Ensures orientation of new practitioners.	<i>Meeting with all new staff to provide overview of employee manual.</i>
10.4 Conducts annual performance appraisal discussions with staff.	<i>Meeting with all paid staff to discuss written performance report.</i>
10.5 Applies established criteria for staff performance.	<i>Including evaluative criteria in employee handbook and discussing during initial orientation.</i>
10.6 Takes an active role in guiding and coaching practitioners and staff.	<i>Helping staff improve spreadsheet skills.</i>
10.7 Mentors staff for leadership roles in local agency or statewide projects.	<i>Helping staff to learn to write and present proposals for PAACE.</i>

IV. Professional Development

11. Models professional development and lifelong learning practices.	Sample Evidence
11.1 Engages in relevant, ongoing learning activities.	<i>Reading at least one article each month related to adult literacy education.</i>
11.2 Utilizes knowledge of leadership and management skills.	<i>Modeling outcomes-based participatory processes daily.</i>
11.3 Applies knowledge of relevant technologies and their applications to adult learning and professional development practices.	<i>Utilizing the Internet to research staff development opportunities.</i>

12. Enables and supports professional development for self, staff, and volunteers.	Sample Evidence
12.1 Allocates resources to support professional development activities.	<i>Reimbursing staff for time and travel expenses to approved staff development events.</i>
12.2 Supports staff and practitioners in working through challenging situations.	<i>Helping staff moderate classroom tensions between Moslem and Christian learners.</i>
12.3 Encourages the development of professional knowledge and skills in relevant technologies.	<i>Allowing staff member to learn to use PowerPoint for classroom presentations.</i>
12.4 Provides an environment that encourages personal and professional growth and positive risk taking.	<i>Asking teachers to express dissenting opinions at staff meetings.</i>
12.5 Implements the PA Adult Education Teacher Competencies in the organization.	<i>Reviewing practitioners' annual professional development plans.</i>
12.6 Initiates regular, quality pre- and in-service professional development activities.	<i>Providing relevant training for instructional staff three times per year.</i>

V. Community Interaction and Outreach

13. Builds collaborative relationships with various community agencies and institutions to enhance the delivery of services.	Sample Evidence
13.1 Conducts regular agency outreach, publicity, and recruitment activities.	<i>Scheduling mailings for flyers and press releases.</i>
13.2 Acts as an information resource and a representative of the adult literacy field to the community.	<i>Speaking at a local school board meeting on the need for adult ESL services in the area.</i>
13.3 Establishes appropriate partnerships and alliances with community agencies.	<i>Serving on the board of directors for local housing authority.</i>
13.4 Communicates with area employers to determine local workforce needs.	<i>Attending monthly CareerLink breakfast meetings with area employers.</i>
13.5 Participates effectively in a local coalition of ABL-funded providers.	<i>Hosting monthly meetings to complete area workforce development plan.</i>

14. Engages in local, state, and national advocacy activities and encourages staff to do the same.	Sample Evidence
14.1 Participates in professional organizations that advocate for adult education and increased funding levels for services.	<i>Being a member of PAACE.</i>
14.2 Identifies and pursues appropriate community awareness and advocacy opportunities.	<i>Monitoring Chamber of Commerce activities and offers to do adult literacy presentation.</i>
14.3 Develops legislative partnerships to support literacy causes, as appropriate.	<i>Inviting local representatives to annual celebration of student successes.</i>

SAMPLE EVIDENCE

Self-Assessment of ABL Administrator Competencies



Administrator: _____

Agency Name: _____

Time Period: from ___/___/___ to ___/___/___

Completed by: _____ **Date:** ___/___/___

Instructions:

A. How to complete the ABL Administrator's Self-Assessment

1. **Complete the cover page.** Complete the information requested. Select a time period for the assessment (Example: from 5/12/01 to 5/11/02). It is recommended to complete the assessment once annually at approximately the same time each year.
2. **Complete the Assessment:**
 - a. **Read each competency thoroughly**, considering your own performance over the time period you have selected. It is essential to understand the competency and think about how it applies to your overall performance *before* rating yourself on each indicator. You may wish to discuss the competencies and indicators with coworkers who can provide you with feedback on whether or not they apply to you or whether you demonstrate them in your organization.
 - b. **Rate yourself on each key indicator** using the Ratings found on the bottom of each page of the Self-Assessment. Assign a number or letter rating to each indicator. Choose the rating that best corresponds to your assessment of your own performance on that indicator from the following:
 - 1 = **undeveloped** (you have not worked on this nor do you demonstrate this indicator)
 - 2 = **learning, progressing** (you are working on this key indicator and making progress)
 - 3 = **developed, proficient** (you demonstrate this indicator regularly and effectively)
 - 4 = **innovating, leading** (you have done more or created value beyond this indicator)
 - N/A = **not applicable** (this item does not apply to your administrator role or your agency)
 - N/O = **no opportunity** to develop (this indicator applies, but you lack *tangible* resources such as staffing, financial, supplies or the equipment required to develop it)
 - c. **Determine your average rating.** Find the sum of all *numerical* ratings for each indicator. Divide this sum by the total number of *numerical* ratings given. Do not include non-numerical ratings in your calculations as these will lower your average score.
 - d. **Write in any evidence to support your ratings.** Evidence includes specific information about accomplishments, duties performed, reports by name, activities by name or other actions taken which support your self-assessment of your competency in that area of your role. *Please review the example (Appendix B).*

Continued

Tips for Success – Self-Assessment

- Complete the assessment over several short sessions. You will be able to better recall evidence or actions you have taken to meet key indicators if you visit the assessment process in more than one sitting.
- Allow *at least* one hour to complete the Self-Assessment. If done annually, this is an important personal development hour well spent!
- Do not be overly concerned about your numerical ratings or your average ratings. This is a development tool, not a report card. The numerical ratings are designed to assist you to pinpoint development strengths and opportunities objectively in the context of many competing program priorities.
- Be honest with yourself. No one has to see your assessment if you don't want to share it. Use the honest critique to build your sense of accomplishment and to identify new directions for personal or professional growth.

ABLE Administrator's Self-Assessment

RATING: 1 = undeveloped 2 = learning, progressing 3 = developed, proficient 4 = innovating, leading
 N/A = not applicable N/O = no opportunity to develop

I. Customer Results and Program Accountability

1. Guides continuous program improvement and accountability efforts.

<i>Ratings</i>	<i>Key Indicators</i>
	1.1 Documents accountability for staff, program, and student learning.
	1.2 Sets program standards at or above required levels.
	1.3 Demonstrates knowledge of continuous program improvement.
	1.4 Leads efforts to address challenges to program success and customer satisfaction.
	1.5 Utilizes data to initiate program improvements.
	1.6 Establishes a participatory process for continuous program improvement.
<i>Average Rating:</i>	<i>Evidence:</i>

2. Promotes clear procedures for collecting, documenting, and reporting data.

<i>Ratings</i>	<i>Key Indicators</i>
	2.1 Ensures accurate and timely data collection and reporting measures.
	2.2 Meets record keeping, reporting, and accessibility of information requirements.
	2.3 Maintains learner and program confidentiality.
	2.4 Guides a participatory process for streamlining/changing data procedure as needed.
<i>Average Rating:</i>	<i>Evidence:</i>

3. Allocates financial resources to support program activities, improvements, and accountability.

<i>Ratings</i>	<i>Key Indicators</i>
	3.1 Encourages staff to be fiscally responsible.
	3.2 Adheres to contract requirements.
	3.3 Provides resources for supporting efforts in program accountability and improvements.
	3.4 Allocates budget according to program priorities to ensure adequate resources throughout the fiscal year.
	3.5 Implements a fiscal plan and written budget.

Continued

	3.6 Obtains funding for program continuation and/or growth.
	3.7 Applies for grants to fund specific programs.
	3.8 Establishes collaborative partnerships funded under the Workforce Investment Act and other relationships, as appropriate.
Average Rating:	Evidence:

B. Instructional System

4. Identifies and applies resources to continuously improve the comprehensive instructional system.

<i>Ratings</i>	<i>Key Indicators</i>
	4.1 Ensures equipped, safe, and appropriate facilities for program implementation.
	4.2 Supports the integration of relevant technologies into the instructional system.
	4.3 Encourages identification of new resources, innovations, and research-based or non-traditional approaches to enhance the instructional system.
	4.4 Supports adaptations to ensure program inclusiveness and suitability for special needs students.
	4.5 Applies resources and curriculum materials to support anti-bias and multicultural learning.
Average Rating:	Evidence:

5. Guides the continuous improvement of curriculum design and instructional practices.

<i>Ratings</i>	<i>Key Indicators</i>
	5.1 Includes practitioners in planning for instructional programs.
	5.2 Supports the use of instructional plans designed to meet or exceed learners' goals.
	5.3 Encourages the accommodation of diverse learning styles, abilities, and cultures.
	5.4 Supports the use of current best practices in adult learning.
	5.5 Encourages the integration of adults' roles into curricula and instructional practices.
Average Rating:	Evidence:

6. Promotes the use of assessments to determine staff, learner, and community needs.

<i>Ratings</i>	<i>Key Indicators</i>
	6.1 Supports staff in the ongoing use of formal and informal assessments with learners.
	6.2 Assesses practitioners' learning and development needs.
	6.3 Uses community needs assessments to determine service opportunities.
<i>Average Rating:</i>	<i>Evidence:</i>

C. Leadership and Continuous Improvement

7. Models professional behavior and encourages staff to act in a professional manner.

<i>Ratings</i>	<i>Key Indicators</i>
	7.1 Follows policies and procedures.
	7.2 Demonstrates fairness, consistency and respect for individual differences.
	7.3 Develops and maintains professional working relationships.
	7.4 Promotes an environment in which linguistic and cultural differences are appreciated.
	7.5 Deals effectively with unprofessional behavior and takes appropriate corrective action.
	7.6 Engages in and promotes ethical conduct.
<i>Average Rating:</i>	<i>Evidence:</i>

8. Communicates effectively.

<i>Ratings</i>	<i>Key Indicators</i>
	8.1 Listens attentively and encourages staff to confer on issues affecting programs and services.
	8.2 Shares information of interest to and affecting stakeholders.
	8.3 Provides clear direction to staff and practitioners.
	8.4 Delegates authority and supports others' decisions.
	8.5 Demonstrates group facilitation skills.
<i>Average Rating:</i>	<i>Evidence:</i>

9. Establishes and promotes the program philosophy, goals, and objectives.

<i>Ratings</i>	<i>Key Indicators</i>
	9.1 Makes program decisions aligned with program mission, philosophy, and goals.
	9.2 Adapts program philosophy, goals or objectives in response to changing conditions or customer needs.
	9.3 Leads a participatory strategic planning process.
	9.4 Relates the strategic plan to the five-year comprehensive plan of the local workforce investment board.
Average Rating:	Evidence:

10. Recruits, hires, develops, and evaluates practitioners based on established criteria.

<i>Ratings</i>	<i>Key Indicators</i>
	10.1 Follows required procedures and due process for discipline or termination.
	10.2 Recruits practitioners according to program needs and goals.
	10.3 Ensures orientation of new practitioners.
	10.4 Conducts annual performance appraisal discussions with staff.
	10.5 Applies established criteria for staff performance.
	10.6 Takes an active role in guiding and coaching practitioners and staff.
	10.7 Mentors staff for leadership roles in local agency or statewide projects.
Average Rating:	Evidence:

D. Professional Development

11. Models professional development and lifelong learning practices.

<i>Ratings</i>	<i>Key Indicators</i>
	11.1 Engages in relevant, ongoing learning activities.
	11.2 Utilizes knowledge of leadership and management skills.
	11.3 Applies knowledge of relevant technologies and their applications to adult learning and professional development practices.
Average Rating:	Evidence:

12. Enables and supports professional development for self, staff, and volunteers.

<i>Ratings</i>	<i>Key Indicators</i>
	12.1 Allocates resources to support professional development activities.
	12.2 Supports staff and practitioners in working through challenging situations.
	12.3 Encourages the development of professional knowledge and skills in relevant technologies.
	12.4 Provides an environment that encourages personal and professional growth and positive risk taking.
	12.5 Implements the PA Adult Teacher competencies process in the organization.
	12.6 Initiates regular, quality pre- and in-service professional development activities.
Average Rating:	Evidence:

E. Community Interaction and Outreach

13. Builds collaborative relationships with various community agencies and institutions to enhance the delivery of services.

<i>Ratings</i>	<i>Key Indicators</i>
	13.1 Conducts regular agency outreach, publicity, and recruitment activities.
	13.2 Acts as an information resource and a representative of the literacy field to the community.
	13.3 Establishes appropriate partnerships and alliances with community agencies.
	13.4 Communicates with area employers to determine local workforce needs.
	13.5 Participates effectively in a local coalition of ABLE-funded providers.
Average Rating:	Evidence:

14. Engages in local, state, and national advocacy activities and also encourages staff to do the same.

<i>Ratings</i>	<i>Key Indicators</i>
	14.1 Participates in professional organizations that advocate for adult education and increased funding levels for services.
	14.2 Identifies and pursues appropriate community awareness and advocacy opportunities.
	14.3 Develops legislative partnerships to support literacy causes, as appropriate.
Average Rating:	Evidence:

Sample Completed Self-Assessment of ABLE Administrator Competencies

Description of Administrator

Terry Tries has served as the Administrator of the Good Town Literacy Council for the past five years. Prior to that, he/she worked for approximately 10 years in a variety of community services positions of increasing responsibility. He/she has a degree in Social Work.

The Good Town Literacy Council delivers a variety of adult education services, primarily focused on ESL and basic adult literacy. The Council has existed for 20 years, but has evolved steadily with changes in the community and the growth of literacy funding. The Council has a stable reputation in the community and Terry Tries is a locally known advocate for literacy issues.

The Council has experienced staffing changes and frequent turnover in the past three years. As a result, the Council has had problems meeting state requirements (EQUAL) for its program.

Terry takes a traditional, top-down approach to leadership, which sometimes prevents knowledge sharing and causes some staff to feel “left out” of key decisions. Terry would like to lead the Council to stabilize its staffing and meet the state standards in the coming year.

ABLE Administrator's Self-Assessment

RATING: 1 = undeveloped 2 = learning, progressing 3 = developed, proficient 4 = innovating, leading
 N/A = not applicable N/O = no opportunity to develop

I. Customer Results and Program Accountability

1. Guides continuous program improvement and accountability efforts.

<i>Ratings</i>	<i>Key Indicators</i>
2	1.1 Documents accountability for staff, program, and student learning.
3	1.2 Sets program standards at or above required levels.
2	1.3 Demonstrates knowledge of continuous program improvement.
2	1.4 Leads efforts to address challenges to program success and customer satisfaction.
1	1.5 Utilizes data to initiate program improvements.
2	1.6 Establishes a participatory process for continuous program improvement.
Average Rating: 2	Evidence: I don't always keep up with EQUAL updates. We complete data logs (sometimes late) as required. Don't really value data as a tool. I don't involve staff enough.

2. Promotes clear procedures for collecting, documenting, and reporting data.

<i>Ratings</i>	<i>Key Indicators</i>
2	2.1 Ensures accurate and timely data collection and reporting measures.
2	2.2 Meets record keeping, reporting, and accessibility of information requirements.
3	2.3 Maintains learner and program confidentiality.
1	2.4 Guides a participatory process for streamlining/changing data procedure as needed.
Average Rating: 2	Evidence: Data collection is a problem due to staff turnover. Having difficulty meeting state requirements for timely/accurate submission.

3. Allocates financial resources to support program activities, improvements, and accountability.

<i>Ratings</i>	<i>Key Indicators</i>
3	3.1 Encourages staff to be fiscally responsible.
3	3.2 Adheres to contract requirements.
3	3.3 Provides resources for supporting efforts in program accountability and improvements.
3	3.4 Allocates budget according to program priorities to ensure adequate resources throughout the fiscal year.
3	3.5 Implements a fiscal plan and written budget.

Continued

SAMPLE SELF-ASSESSMENT

3	3.6 Obtains funding for program continuation and/or growth.
3	3.7 Applies for grants to fund specific programs.
3	3.8 Establishes collaborative partnerships funded under the Workforce Investment Act and other relationships, as appropriate.
Average Rating: 3	Evidence: I create budgets and get grants. I am the primary agency contact with the community and meet with CareerLink staff as required.

B. Instructional System

4. Identifies and applies resources to continuously improve the comprehensive instructional system.

<i>Ratings</i>	<i>Key Indicators</i>
2	4.1 Ensures equipped, safe, and appropriate facilities for program implementation.
N/O	4.2 Supports the integration of relevant technologies into the instructional system.
2	4.3 Encourages identification of new resources, innovations, and research-based or non-traditional approaches to enhance the instructional system.
N/A	4.4 Supports adaptations to ensure program inclusiveness and suitability for special needs students.
2	4.5 Applies resources and curriculum materials to support anti-bias and multicultural learning.
Average Rating: 2	Evidence: Need new(er) furniture; classrooms need painting. I do not handle instructional issues—teachers do. I distribute anti-bias materials that I receive.

5. Guides the continuous improvement of curriculum design and instructional practices.

<i>Ratings</i>	<i>Key Indicators</i>
N/A	5.1 Includes practitioners in planning for instructional programs.
3	5.2 Supports the use of instructional plans designed to meet or exceed learners' goals.
3	5.3 Encourages the accommodation of diverse learning styles, abilities, and cultures.
3	5.4 Supports the use of current best practices in adult learning.
3	5.5 Encourages the integration of adults' roles into curricula and instructional practices.
Average Rating: 3	Evidence: I remain current on adult education practices but let my staff handle actual instructional and curricular design projects. I monitor these processes informally.

6. Promotes the use of assessments to determine staff, learner, and community needs.

<i>Ratings</i>	<i>Key Indicators</i>
3	6.1 Supports staff in the ongoing use of formal and informal assessments with learners.
1	6.2 Assesses practitioners' learning and development needs.
2	6.3 Uses community needs assessments to determine service opportunities.
Average Rating: 2	Evidence: Only do annual performance evaluations. Use networking and meetings with community leaders to assess local needs.

C. Leadership and Continuous Improvement

7. Models professional behavior and encourages staff to act in a professional manner.

<i>Ratings</i>	<i>Key Indicators</i>
4	7.1 Follows policies and procedures.
3	7.2 Demonstrates fairness, consistency and respect for individual differences.
2	7.3 Develops and maintains professional working relationships.
3	7.4 Promotes an environment in which linguistic and cultural differences are appreciated.
N/A	7.5 Deals effectively with unprofessional behavior and takes appropriate corrective action.
3	7.6 Engages in and promotes ethical conduct.
Average Rating: 3	Evidence: Created new procedures manual for new hires. Occasional conflicts/disagreements with senior instructors over staffing/resource issues. I try to always be professional and polite.

8. Communicates effectively.

<i>Ratings</i>	<i>Key Indicators</i>
2	8.1 Listens attentively and encourages staff to confer on issues affecting programs and services.
1	8.2 Shares information of interest to and affecting stakeholders.
2	8.3 Provides clear direction to staff and practitioners.
1	8.4 Delegates authority and supports others' decisions.
2	8.5 Demonstrates group facilitation skills.
Average Rating: 1.6	Evidence: Infrequent and formal team meetings. Need more informal and frequent. Turnover too high! Morale often seems lower than it used to be when I first came. Staff seldom approach me for info. Tend to ask each other.

9. Establishes and promotes the program philosophy, goals, and objectives.

<i>Ratings</i>	<i>Key Indicators</i>
3	9.1 Makes program decisions aligned with program mission, philosophy, and goals.
3	9.2 Adapts program philosophy, goals or objectives in response to changing conditions or customer needs.
2	9.3 Leads a participatory strategic planning process.
1	9.4 Relates the strategic plan to the five-year comprehensive plan of the local workforce investment board.
Average Rating: 2.25	Evidence: I develop and review program goals with staff and ask for input. They give none!

10. Recruits, hires, develops, and evaluates practitioners based on established criteria.

<i>Ratings</i>	<i>Key Indicators</i>
3	10.1 Follows required procedures and due process for discipline or termination.
3	10.2 Recruits practitioners according to program needs and goals.
3	10.3 Ensures orientation of new practitioners.
3	10.4 Conducts annual performance appraisal discussions with staff.
3	10.5 Applies established criteria for staff performance.
2	10.6 Takes an active role in guiding and coaching practitioners and staff.
2	10.7 Mentors staff for leadership roles in local agency or statewide projects.
Average Rating: 2.9	Evidence: Senior staff do the mentoring; I tend to avoid this level of involvement.

SAMPLE SELF-ASSESSMENT

D. Professional Development

11. Models professional development and lifelong learning practices.

<i>Ratings</i>	<i>Key Indicators</i>
3	11.1 Engages in relevant, ongoing learning activities.
3	11.2 Utilizes knowledge of leadership and management skills.
3	11.3 Applies knowledge of relevant technologies and their applications to adult learning and professional development practices.
Average Rating: 3	Evidence: Attended 4 workshops; 10 years management experience; experienced in Excel, Word and other basic office applications.

Continued

12. Enables and supports professional development for self, staff, and volunteers.

<i>Ratings</i>	<i>Key Indicators</i>
N/O	12.1 Allocates resources to support professional development activities.
2	12.2 Supports staff and practitioners in working through challenging situations.
3	12.3 Encourages the development of professional knowledge and skills in relevant technologies.
1	12.4 Provides an environment that encourages personal and professional growth and positive risk taking.
3	12.5 Implements the PA Adult Teacher competencies process in the organization.
2	12.6 Initiates regular, quality pre- and in-service professional development activities.
Average Rating: 2.2	Evidence: Lack of time/funding; we tend to avoid risk-taking; I did train 3 people on Excel.

E. Community Interaction and Outreach

13. Builds collaborative relationships with various community agencies and institutions to enhance the delivery of services.

<i>Ratings</i>	<i>Key Indicators</i>
3	13.1 Conducts regular agency outreach, publicity, and recruitment activities.
3	13.2 Acts as an information resource and a representative of the literacy field to the community.
3	13.3 Establishes appropriate partnerships and alliances with community agencies.
3	13.4 Communicates with area employers to determine local workforce needs.
4	13.5 Participates effectively in a local coalition of ABLE-funded providers.
Average Rating: 3.2	Evidence: Leadership role in several groups; actively seek and maintain mutually beneficial relationships.

14. Engages in local, state, and national advocacy activities and also encourages staff to do the same.

<i>Ratings</i>	<i>Key Indicators</i>
4	14.1 Participates in professional organizations that advocate for adult education and increased funding levels for services.
4	14.2 Identifies and pursues appropriate community awareness and advocacy opportunities.
N/A	14.3 Develops legislative partnerships to support literacy causes, as appropriate.
Average Rating: 4	Evidence: Spoke at PAACE this year; led local literacy awareness program in the fall.

Summary Individual Profile

Instructions:

- 1. Transfer your average ratings for each competency from the Self-Assessment to the Individual Profile.** Do this by marking a dot or an “x” in the space across from each competency that corresponds with the average rating you gave yourself. It is helpful to connect the dots to form a simple graph, so that you can visualize your results.
- 2. Write a brief summary of your strengths and areas for development.** Be specific and use the competency statements to guide you.
- 3. Review your results.** Look for patterns and compare your results against the PA Indicators of Program Quality (IPQ). Within which IPQs are your strengths as an administrator? Where are your opportunities for development, if any? How do your strengths and opportunities for development correspond to your agency's identified areas for program improvement?

Tips for Success – Individual Profile

- The Individual Profile should take about ten minutes to complete.
- All the information for completing the Individual Profile should come directly from the completed Self-Assessment. Do not add or change any ratings at this point.
- Review your results thoroughly. You will be rewarded for the time spent completing the assessment by taking a few more moments for careful analysis of your results.
- Use the Profile as your blueprint for self-development planning.

ABLE Administrator's Self-Assessment: Individual Profile

Directions: Transfer your results from the Self-Assessment to this page. Mark a dot in the corresponding space to denote your average rating for each competency. Connect the dots to form a simple graph of your results.

Competencies: Ratings Summary	N/A, N/O	1	2	3	4
I. Customer Results and Program Accountability					
1. Guides continuous program improvement and accountability efforts.					
2. Promotes clear procedures for collecting, documenting and reporting data.					
3. Allocates financial resources to support program activities, improvements, and accountability.					
II. Instructional System					
4. Identifies and applies resources to continuously improve the comprehensive instructional system.					
5. Guides the continuous improvement of curriculum design and instructional practices.					
6. Promotes the use of assessments to determine staff, learner, and community needs.					
III. Leadership and Continuous Improvement					
7. Models professional behavior and encourages staff to act in a professional manner.					
8. Communicates effectively.					
9. Establishes and promotes the program philosophy, goals, and objectives.					
10. Recruits, hires, develops and evaluates practitioners based on established criteria.					
IV. Professional Development					
11. Models professional development and lifelong learning practices.					
12. Enables and supports professional development for self, staff, and volunteers.					
V. Community Interaction and Outreach					
13. Builds collaborative relationships with various community agencies and institutions to enhance the delivery of services.					
14. Engages in local, state and national advocacy activities and encourages staff to to do the same.					

Summary of Strengths: _____

Areas for Development: _____

RATINGS: 1 = undeveloped 2 = learning, progressing 3 = developed, proficient 4 = innovating, leading
 N/A = not applicable N/O = no opportunity to develop

ABLE Administrator's Self-Assessment: Individual Profile

Directions: Transfer your results from the Self-Assessment to this page. Mark a dot in the corresponding space to denote your average rating for each competency. Connect the dots to form a simple graph of your results.

Competencies: Ratings Summary	N/A, N/O	1	2	3	4
I. Customer Results and Program Accountability					
1. Guides continuous program improvement and accountability efforts.			X		
2. Promotes clear procedures for collecting, documenting and reporting data.			X		
3. Allocates financial resources to support program activities, improvements, and accountability.				X	
II. Instructional System					
4. Identifies and applies resources to continuously improve the comprehensive instructional system.			X		
5. Guides the continuous improvement of curriculum design and instructional practices.				X	
6. Promotes the use of assessments to determine staff, learner, and community needs.			X		
III. Leadership and Continuous Improvement					
7. Models professional behavior and encourages staff to act in a professional manner.			X		
8. Communicates effectively.		X			
9. Establishes and promotes the program philosophy, goals, and objectives.		X			
10. Recruits, hires, develops and evaluates practitioners based on established criteria.			X		
IV. Professional Development					
11. Models professional development and lifelong learning practices.			X		
12. Enables and supports professional development for self, staff, and volunteers.		X			
V. Community Interaction and Outreach					
13. Builds collaborative relationships with various community agencies and institutions to enhance the delivery of services.				X	
14. Engages in local, state and national advocacy activities and encourages staff to to do the same.					X

SAMPLE INDIVIDUAL PROFILE

Summary of Strengths: _____

Areas for Development: _____

RATINGS: 1 = undeveloped 2 = learning, progressing 3 = developed, proficient 4 = innovating, leading
 N/A = not applicable N/O = no opportunity to develop

Individual Professional Development Action Plan

Instructions:

1. **Circle the IPQ corresponding to the performance category you are planning to develop.**
2. **Write in the competency you are planning to develop.**
3. **Write in the key indicator you are planning to develop.**
4. **Write a goal statement for yourself.** Include a statement of results (what will you do?), timeframe (by when?) and, measure of performance (how will you know you did it?).
5. **Make an action plan for accomplishing your goal.** Include the specific activities you will complete in order to meet your goal statement and when you will complete these activities.
6. **List the methods for documenting and validating your progress.** Provide a list of items you might include in your personal portfolio to demonstrate completion of each action step.
7. **List the means by which you will measure your results.** In addition to your summary portfolio, what other steps might you take to monitor your progress? List these here.
8. Sign and date the Action Plan.

Tips for Success

- Complete one Action Plan for each goal you set. It is recommended to set at least one, but not more than three goals for yourself annually. Research on goal setting shows that a manageable number of goals is necessary to ensure achievement.
- Select realistic goals, including ones that you are interested in doing and motivated to achieve, whenever possible.
- Select goals for yourself that correspond to IPQs targeted for improvement plans in your agency.
- Be as specific as possible in describing your goal, action plan, documentation, and measurement ideas.
- Be sure your measurements are valid and easily achieved. Use the acronym *SMART* (*Specific, Measurable, Accountable, Realistic, Timeframe*) to check your goal's effectiveness:
- You may wish to submit your goal to someone who can assist you to track your results or increase your accountability for achievement.

Individual Professional Development Action Plan

Indicator of Program Quality (IPQ): I II III IV V (circle one)

Competency: _____

Performance Indicator: _____

Goal (statement of desired results, timeframe, measure):

Action Plan: *What Activities?*

By When?

Documentation/Validation Methods:

Measurement of Results/Impact:

Name: _____ Date: _____

Note: Additional goals may be developed using duplicates of this page.

Sample Completed Individual Professional Development Action Plan

Indicator of Program Quality (IPQ): I II III IV V (circle one)

Competency: communicates effectively

Performance Indicator: 8.2 Shares information with stakeholders. / 8.4 Delegates authority and supports others' decisions.

Goal (statement of desired results, timeframe, measure):

I will demonstrate increased information sharing and support for my staff over the next year

Action Plan: *What Activities?*

By When?

1. Hold weekly team meetings.

The end of this month

2. Conduct informal "drop-in" classroom visits.

The end of this month

3. Hold individual meetings to support/praise.

One per month

4. Create a weekly "hot sheet" of key info.

Within two months

Documentation/Validation Methods:

Communication log noting dates, activities, staff names and time spent.

Desk calendar.

Measurement of Results/Impact:

Improve relations with staff (observation); staff feedback (informal interview); staff retention rate

Name: Terry Tries

Date: 8/12/02

Note: Additional goals may be developed using duplicates of this page.

Suggested Portfolio Contents



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

- **Teaching Certificates**
- **Job Description**
- **Yearly Evaluations**
- **Résumé**
- **Certificates of Participation (i.e. ABL 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

Professional Development Resources

The resources that follow have informed (to varying degrees) the design of this project. They are offered as reflective resources for planning and implementing professional development. For clarity's sake, we have organized them (somewhat arbitrarily) into the following four broad areas or themes: adult learning and development, leadership, management, and organizational development. As more accomplished adult educational administrators know, these are not discrete themes. Rather, they overlap. But, in the spirit of expediting professional development for busy ABLE administrators, it was helpful to “pre-sort” them by topic. Within each category, they are organized alphabetically by author.

Adult Learning and Development

Apps, J. (1994). *Leadership for the emerging age: Transforming practice in adult and continuing education*. San Francisco: Jossey-Bass.

A highly readable look at the challenges facing contemporary adult educators and the leadership practices needed to effectively deal with them.

Brookfield, S. D. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting*. San Francisco: Jossey-Bass.

Practical and thought-provoking look at how and why ALL adults need to hone their critical thinking skills.

Bruffee, K. (1999). *Collaborative learning: Higher education, interdependence and the authority over knowledge*. Baltimore, MD: The Johns Hopkins University Press.

Although focusing on college classrooms, the distinction presented here between collaborative and cooperative learning is an important one for all adult educators.

Cranton, P. (1996). *Professional development as transformative learning*. San Francisco: Jossey-Bass.

Among the many topics addressed are the need to treat adult educators like adult learners and the need to promote opportunities to question our most basic assumptions.

Daloz, L. (1999). *Mentor: Guiding the journey of adult learners*. San Francisco: Jossey-Bass.

Good, practical description of the role of adult educators as facilitators of learning. Full of rich anecdotal descriptions. Also presents overview of adult stage development theories.

Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press. Incredibly insightful look at why so many people feel so overwhelmed so much of the time—as well as why some don't.

McCarthy, B. (1996). *About learning*. Wauconda, IL: About Learning, Inc.

Presents a rich overview of current brain-based and constructivist learning theories in an easy-to-read reflective—almost poetic—format. One to re-read and savor over time.

Mezirow, J. (Ed.) (2000). *Learning as transformation*. San Francisco: Jossey-Bass.

A collection of some of the most published thinkers and researchers in adult education commenting on the need to develop critically reflective adults.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.

Dense theoretical presentation of how adults construct meaning in their lives and how adult educators can facilitate that process.

Continued

Quigley, B. A. (1997). *Rethinking literacy education*. San Francisco: Jossey-Bass.

A good look at the historical development of literacy education in the United States as well as a provocative discussion of many of its ongoing challenges.

Leadership

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Specifically aimed at developing educational leaders capable of riding the tides of change.

Kouzes, J. and Posner, B. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey-Bass.

A research-based practical guide to recognizing and developing successful leadership practices.

Soder, R. (2001). *The language of leadership*. San Francisco: Jossey-Bass.

A helpful and insightful look at the rhetoric (and behavior) behind successful leadership.

Zaccaro, S. and Klimoski, R. (Eds.) (2001). *The nature of organizational leadership: Understanding the performance imperatives confronting today's leaders*. San Francisco: Jossey-Bass.

A series of short articles summarizing research on various leadership topics focusing particularly on executive level leadership within organizations.

Management

Covey, S. (1989). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York: Simon & Schuster.

A helpful guide to not only gaining perspective, but also improving organizational and leadership skills.

Eisenberg, R. (1998) *Organize Your Office!* New York: Hyperion.

Excellent resource for simple routines to manage yourself and your workspace. Also includes blueprints for better delegation, efficiency, and prioritization, and planning.

Griffin, J. (1998). *How to Say It At Work*. Paramus, NJ: Prentice Hall Press.

Provides powerful techniques for communicating effectively using accessible words, phrases and body language tips in situations with subordinates, superiors, and clients.

Hammond, J. and Keeney, R. (1999) *Smart Choices: A Practical Guide to Making Better Decisions*. Cambridge: Harvard Business School Press.

A user-friendly set of techniques for solving complex problems and determining options for solutions.

Morrison, T. (1994). *Kiss, Bow or Shake Hands*. Holbrook, MA: Adams Media Corporation.

Cultural overviews, behavior styles, negotiating techniques and protocol for sixty countries around the globe. A cultural eye-opener.

Nagle, B. and Pascarella, P. (1998). *Leveraging People and Profit: The Hard Work of Soft Management*. Boston: Butterworth-Heinemann.

This is a service leadership book that teaches how to build teamwork and trust along with maintaining a core focus for the organization.

Nelson, Bob. (1997). *1001 Ways to Energize Employees*. New York: Workman Publishing.

This small paperback is crammed with low cost, practical and outrageous ways to improve your organizational culture. *1001 Ways to Reward Employees* also recommended.

Parker, G. (1996) *Team Players and Teamwork*. San Francisco: Jossey-Bass.

All Glenn Parker books on teamwork are based on research with working teams and include specific team building approaches and guidelines. This is the original book and is one of the top selling "business" books of all time.

Continued

Rausch, E. and Washbush, J. (1998). *High Quality Leadership: Practical Guidelines to Becoming a More Effective Manager* Milwaukee, WI: Quality Press.

Real-life scenarios illustrate how to become an effective manager, whether new or experienced. Easy to read and practical format for working managers.

Weisinger, H. (1998). *Emotional Intelligence at Work*. San Francisco: Jossey-Bass.

Translates the theory of emotional intelligence into a practical development program to harness the power of emotions at work and to transform results through self-management.

Organizational Development

Argyris, C. and Schon, D. (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco: Jossey-Bass. Arguably the catalyst for beginning discussion on the need for organizational learning that is adaptive rather than reactive. A classic but not a quick read.

Chawla, S. and Renesch, J. (Eds.) (1995). *Learning organizations: Developing cultures for tomorrow's workplace*. Portland, OR: Productivity Press.

Highly readable update on theories and practical techniques for creating vibrant organizational cultures that thrive on learning.

Kegan, R. and Lahey, L. (2001). *How the way we talk can change the way we work: Seven languages for transformation*. San Francisco: Jossey-Bass.

An insightful exploration of how to transcend the language and behavior of “finger pointing” and “New Year’s resolutions.”

Morgan, G. (1997). *Images of organization*. Thousand Oaks, CA: Sage Publications.

Now considered a classic, this work presents a host of alternative metaphors for understanding how organizations work—as machines, living organisms, cultures, prisons, etc.

Olson, E. and Eoyang, G. (2001). *Facilitating organizational change: Lessons from complexity science*. San Francisco: Jossey-Bass.

Despite the scary title, this is actually a rather practical little guide to mastering a model that can prove useful in implementing change. The model is clearly laid out with components neatly summarized at the end of each chapter.

Schon, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey Bass.

Probably the classic work to discuss the distinction between what we say we do and what we actually do. Includes implications for both professional and organizational development.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Currency-Doubleday.

Now considered the classic work on systems theory in organizational development, this book presents readable examples of how/why we need to learn to “look at the big picture” and find “leverage” in all our interactions.

Vaill, P. (1996). *Learning as a way of being: Strategies for survival in a world of permanent white water*. San Francisco: Jossey-Bass.

As the title suggests, presents a readable rationale as well as tips for riding the rapids of life in a world of change. Addresses both personal and organizational levels of development.

Navigating the Language: A Glossary of Terms

To facilitate quick adoption of the PA ABLE Administrator Competencies, the following terms have been operationally defined to provide common ground and context for assessing and planning professional development.

Accountability Ultimate responsibility for meeting expected levels of performance.

Adults' diverse roles The many responsibilities that adults encounter in life, including being parents and family members, being a citizen and community member, being a worker at a job site, and being a lifelong learner.

Collaborative network A statewide coordination, training, and support system for ABLE providers of high-quality workplace education programs. This network provides strategic planning, program coordination, and evaluation of Pennsylvania's workforce training efforts.

Collaborative partnerships Groups that come together to explore common issues of concern and interest and that work jointly with other literacy providers identified in the regional Workforce Investment Board (CareerLinks, adult education coalitions, social services, job training programs, etc.).

Community needs assessment An appraisal of literacy needs and requirements in the community gathered to establish service opportunities. While such appraisals are commonly both formal and informal, the preference is always for more formal measures of need.

Continuous program improvement Ongoing progress within a literacy program or department directed toward meeting the overall goals and objectives within the local, state and federal guidelines. The foundation of this process is the use of data for decision making to sustain formal program planning and evaluation activities. EQUAL program-improvement activities address this process.

Diverse learning styles Preferences that every person has in relation to how they learn. These might include auditory, visual, and tactile/kinesthetic information-processing preferences in addition to diverse multicultural and social factors. To accommodate the instructional needs of a diverse student population, programs use research-based instructional practices, technology, and multiple delivery systems to address learners' needs and preferences.

Ethical Conforming to accepted professional and moral standards of conduct. The ethics of a certain profession are sometimes codified and used to regulate actions and set standards for its members. The professional code attempts to assure high standards of competence in a given field, strengthen the relationships among its members, and promote the welfare of the whole department. Minimally, in less codified contexts, *ethical* often refers to consistency and congruency between thought and deed. In such contexts, it is often closely associated with personal and professional integrity.

Continued

Five-year comprehensive plan A five-year strategic plan developed by the Governor and local Workforce Investment Boards describing statewide workforce development activities, explaining how the requirements of the act will be implemented, and outlining how special population groups will be served.

IPQ Refers specifically to Pennsylvania's five published Indicators of Program Quality. See *Program standards* below. These are available at www.padulted.org.

Learner confidentiality Keeping records of learners private and not releasing test scores and other personal information without learner consent and/or proper authorization.

Multicultural learning Instruction that acknowledges and respects the many differences among learners that may include race, gender, class, and language.

Participatory process Seeing that all staff members are appropriately involved in and informed about meeting program improvement goals and objectives.

Pennsylvania Adult Teacher Competencies A set of instructor standards that describe high-quality teaching behavior recognized as effective for adult learners. These were developed for Pennsylvania in 1999. Each standard incorporates performance indicators. Competencies, along with a guide to implementing them, are available at www.paadulted.org.

Program standards Generally speaking, this term refers to the practices or characteristics that demonstrate evidence of the adult education program to deliver quality services, to satisfy customer needs and aspirations, to continuously improve, and to be accountable. Specifically, the reference is the five Pennsylvania Indicators of Program Quality (IPQ) available at www.paadulted.org.

Special needs students Learners requiring special teaching techniques because of physical handicaps; learning disabilities; mental, emotional, or social problems; or other special circumstances.

Stakeholders Those individuals having a direct interest in the program, including students, teachers, employers, employees, dislocated workers, youth, and economically disadvantaged adults, as well as program funders.

Workforce Investment Act Federal legislation designed in 1998 to coordinate and streamline all components of the nation's workforce development system, including employment, job training, education, and vocational rehabilitation services for youth (ages 14–21), adults, and dislocated workers.

Workforce Investment Board (WIB) A regional group mandated by the Workforce Investment Act of 1998 and charged with the planning and oversight of the local system of service delivery; WIBs designate "one stop" operators, identify providers of training services, monitor system performance against performance measures, negotiate local performance measures with the state WIB and the Governor, and help develop labor market information.