

PRACTITIONER STANDARDS

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Presentation Questions	Responses	Audience Notes
<p>As you began the development/refinement process of your current practitioner standards, how did you involve the field (e.g., a taskforce, statewide survey, etc.)?</p>	<p>The field was involved in development of Adult Teacher Competencies (ATC) in several ways:</p> <ul style="list-style-type: none"> • Funded projects that worked with focus groups of teachers and individuals with expertise in competencies • Several funded projects for local agency activity 	
<p>What did you use to guide the content of the practitioner standards (e.g., input from the field, models from other states, ProNet models, K-12 examples) to ensure that the standards were reflective of what your practitioners needed to know and be able to do?</p>	<p>The activity was guided by information including models identified through literature reviews of teacher competencies in adult education and other systems and by input from teachers and individuals with expertise in the development of competencies.</p>	
<p>What format did you choose for the practitioner standards (e.g., standards, elements, indicators)?</p>	<p>The competencies are organized as a set of standards with performance indicators. Competencies were associated with three levels of teacher development – novice, experienced, and expert.</p>	
<p>How are the standards used at the local level (e.g., to inform job descriptions, self-assessments to guide PD, personnel hiring, personnel evaluation, etc.)?</p>	<p>The competencies are used at the local level by teachers for self-assessment and by administrators for performance evaluation. The Professional Development System (PDS) uses the competencies for organizing and presenting PDS offerings.</p>	
<p>Once the standards were developed/refined, how did you present them to the field (e.g.,</p>	<p>The competencies became part of PA's Continuous Program Improvement (CPI) model</p>	

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<p>piloted them with a select number of programs first, regional focus groups, statewide meeting, etc.)?</p>	<p>and ATC was one of several strands that agencies could focus on for CPI. A User's Guide was developed to support their implementation.</p>	
<p>What methods have you found to be most effective in making sure that all practitioners know, understand, and use the practitioner standards for their intended purposes? What evidence do you have of that?</p>	<p>It has been most effective to have the model supported through PA's existing Professional Development System in which the six regional Professional Development Centers (PDC) survey, identify, and address the needs of programs in their region. Evidence that supports this as the most effective way to integrate the ATCs is that the use of ATCs is greatest in the Northwest PDC where the coordinator was actively involved in this project since its inception.</p>	
<p>What methods do you or will you use to revise the practitioner standards in the future to make sure they are relevant to your state's needs?</p>	<p>We are currently revising our indicators of Program Quality that will then serve as the basis for revision of our ATCs. The work of revising the ATCs will be guided by the Bureau's Professional Development Advisory Board, which advises the Bureau and the PDS on matters of policy. The day-to-day work of revision will be conducted by the Professional Development Steering Committee, which is made up of representatives of each PDC. Draft products will be reviewed by the PA's ABLE Administrators' Association and by focus groups coordinated by the PDCs.</p>	