

PRACTITIONER STANDARDS¹

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Presentation Questions	Responses	Audience Notes
<p>As you began the development or refinement process of your current practitioner standards, how did you involve the field (e.g., a taskforce, statewide survey, etc.)? Talk a bit about:</p> <ul style="list-style-type: none"> • The kind of folks that functioned well on working groups • Who took the lead with the working groups-you, state staff, local person, etc. • The process used to keep them on task and on time 	<p>Advisory committee Focus groups Conference presentations (interactive) Leaders, practitioners, state office staff, Adult Education Professional Development Consortium project staff Timeline and objectives drove the process</p>	
<p>What resources did you use to inform 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>Input from the field and models from other states. Specifically, the project staff used Texas IPQ's and Instructor Proficiencies as well as a literature review by experts</p>	

¹ When Texas developed the teacher credential back in the mid-1990s, the charge from TEA was to build a model that incorporated and nested in the existing IPQs, the Texas adult education instructor proficiencies, focus groups of practitioners, and the body of literature that surrounds professional development for adult educators. At that point, TEA determined that it would be more efficient to develop the model based on existing documentation that came from the field as well as from research.

Presentation Questions	Responses	Audience Notes
<p>What format did you choose for the practitioner standards (e.g., standards, elements, indicators)? What did you see as the pros and cons of each option?</p>	<p>We used indicators. No pros and cons.</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 IPQ's are part of the grant application and the grant continuation application to provide applicants with the indicators of teacher proficiencies. At the local level, some programs have developed a self assessment for teachers based on the teacher proficiencies. The standards are a tool not a requirement.</p>	
<p>How are the standards used at the state level (e.g., to build resources at the resource center, to inform statewide professional development, to inform state staff professional development, etc.)?</p>	<p>For the development of the Teacher Credential that, in turn, inform statewide professional development</p>	
<p>Once the standards were developed/refined, how did you present them to the field (e.g., piloted them with a select number of programs first, regional focus groups, statewide meeting, etc.)?</p>	<p>Pilot and field test of model State-wide presentations</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>The credential content core is published on our AE Credential Project website and are the focus of PDPWs for teachers who participate in the credential</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>If the standards are reviewed, we will begin with our state advisory committee to determine the indicators need to be revised and to determine if they are relevant to the state's needs. The Regional Teacher Training Consortium is developing a statewide evaluation of professional development centers, and the state's needs in relation to practitioner standards may be considered during that process.</p>	