



## Revision of the Ohio ABE Teacher Standards

 **OhioHigherEd**  
University System of Ohio

Prepared by  
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Special thanks to the expert ABLE Instructors who contributed to the success of this revision.

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# Introduction to the ABLE Teacher Standards

The Ohio Board of Regents (OBR) has high expectations of program and practitioner performance. To ensure these expectations are met, it is imperative that ABLE teachers are operating under a uniform set of standards, while also recognizing variability in practice. ABLE teachers teach postsecondary bridge classes, preparatory classes for the GED test, literacy classes, and English as a Second Language classes to a variety of students. Defining the roles and expectation of an ABLE teacher also informs the evolving system of professional development for Ohio ABLE.

To that end, the ABLE Evaluation and Design Project at The Ohio State University (OSU) was tasked with revising the Ohio ABLE Teacher Standards. Revision of standards is part of the continuous improvement process for Ohio ABLE. It is important that standards are accurate and up-to-date. The roles and expectations of ABLE teachers should be clearly defined to accurately reflect the work performed.

To revise the Ohio ABLE Teacher Standards, OSU completed four major categories of work:

- Review of current ABLE Teacher Standards and outside sources (e.g., Danielson Framework for Teaching, Maryland Teacher Standards)
- Initial revision of the standards (duties, tasks, knowledge and skills, tools, and equipment)
- Verification of the initial revision
- Task analysis of the verified results

Consistent with the OSU's systems approach, expert ABLE practitioners Teacher' inputs and reactions were used throughout the standards revision, verification, and task analysis processes.

Two panels of expert ABLE teachers, one for the initial revision and the other for task analysis, were recruited to participate in this project. The participants were current ABE/ASE and ESOL teachers with at least 3-5 years of experience. In addition, they represented different regions of the state as well as various sizes of ABLE programs. Finally, for the verification of the revision, an online survey was administered to the entire state (e.g., program administrators, teachers).

Further explanation of the ABLE Teacher Standards revision technical process is available upon request.

# ABLE Teacher Standards

The ABLE teacher standards that follow are comprised of the following elements.

- **Duties and Tasks**
  - Duties are broad statements of the work, a cluster of items related to the job. They describe the larger categories of work. The tasks are smaller pieces that comprise the duties; they are specific, measurable, and observable units of work.
- **Knowledge and Skills**
  - Knowledge and skills refer to areas the ABLE teacher should have understanding of and have the ability to perform. These enable the teacher to perform the duties and tasks.
- **Characteristics and Behaviors**
  - Characteristics and behaviors are desired traits of the ABLE teacher. These traits support the teacher's performance.
- **Tools and Equipment**
  - Tools and equipment list items that the teacher will likely have to use in their role.

As a whole, these elements describe not only what an ABLE teachers should know and be able to do, but the knowledge, skills, characteristics, behaviors, tools, and equipment that are needed to be effective in their role.

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## ABLE TEACHER STANDARDS

June 2013

<b>DUTY A</b>	<b>Conduct Student Orientation</b>
A-1	Schedule student orientation
A-2	Present program overview
A-3	Facilitate student goal-setting
A-4	Complete orientation paperwork with students
A-5	Present program options (e.g., location, time, scheduling)
A-6	Explain GED components
A-7	Review student handbook (e.g., rules of conduct, cost, test schedule)
<b>DUTY B</b>	<b>Prepare for Instruction</b>
B-1	Develop course curriculum
B-2	Determine lesson content
B-3	Prepare lesson material and classroom activities
B-4	Design standards-based lesson plans
B-5	Customize individualized learning plan (ILP)
B-6	Determine informal assessment tools
B-7	Practice lesson content (e.g., review student assignments, complete problems)

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# ABLE Teacher Standards

## ABLE TEACHER STANDARDS June 2013

<b>DUTY C</b>	<b>Implement Instruction</b>
C-1	Present lesson objective
C-2	Assess students' prior knowledge
C-3	Accommodate student characteristics in instruction (e.g., special needs, learning styles)
C-4	Demonstrate lesson concepts
C-6	Lead guided practice (e.g., question and answer, small group, interactive activities)
C-7	Direct student assignments (e.g., in class, homework)
C-10	Adjust instruction based on learner response
C-11	Evaluate lesson effectiveness
<b>DUTY D</b>	<b>Manage Student Learning Environment</b>
D-3	Create environment conducive to learning (e.g., safe, inviting, secure)
D-4	Implement student rules and regulations
D-5	Monitor classroom environment (e.g., noise, lighting, temperature)
D-6	Resolve conflicts among students
D-7	Prepare classroom equipment (e.g., desk, technology)
D-8	Provide supplemental aides (e.g., glasses, overlays, stress balls)
D-9	Promote continued learning opportunities (e.g., distance learning, post-secondary education, workforce training)
D-11	Assist student with online learning
D-13	Assist students in becoming self-directed learners (e.g., problem-solving choose reading materials, ask for homework)
D-14	Recognize student accomplishment (e.g., graduation, citizenship)
<b>DUTY E</b>	<b>Assess Student Learning</b>
E-1	Administer standardized assessments (e.g., pre, progress, post)
E-2	Score assessment results
E-3	Evaluate assessment results
E-9	Correlate assessment scores with curriculum*
E-11	Administer informal classroom assessments (e.g., quizzes, chapter test)
E-13	Counsel students about assessment results (e.g., standardized, informal, classroom)
E-14	Review student portfolio
E-15	Update student portfolio
<b>DUTY F</b>	<b>Perform Administrative Tasks</b>
F-1	Assemble student portfolio
F-2	Assemble administrative folder
F-3	Secure administrative folder

# ABLE Teacher Standards

## ABLE TEACHER STANDARDS June 2013

- F-4 Update administrative folder
- F-5 Complete student data for ABLELink
- F-6 Maintain daily attendance records
- F-7 Complete monthly reports (e.g., attendance, goals, progress)
- F-8 Report student activity to agencies (e.g., JFS, child support, parole officer)
- F-9 Process staff correspondence
- F-10 Contact absent students (e.g., email, phone, letter)
- F-11 Compose student recommendations
- F-12 Generate recognition certificates
- F-13 Complete employee timesheet
- F-14 Complete work orders (e.g., IT, supplies)
- F-15 Provide program feedback (e.g., meetings, workshops, projects)
- F-16 Participate in program grant writing activities
- F-17 Participate in program improvement activities (e.g., task forces, committees)
- F-18 Review policies and procedures
- F-19 Complete expense report (e.g., travel, supplies)
- F-20 Document student behavior (e.g., logs, incident)
- F-21 Participate in performance appraisal
- F-22 Create program awareness within the community

### **DUTY G Participate in Professional Development**

- G-1 Establish professional development goals
- G-2 Participate in professional development planning (e.g., self-assessment, Resource Center survey)
- G-3 Research professional development opportunities (e.g., new technology)
- G-4 Network with colleagues (e.g., best practices)
- G-5 Serve on professional committees
- G-6 Maintained required certification
- G-7 Participate in professional organizations (e.g., OAACE, COABE)
- G-8 Participate in self-directed learning (e.g., webinars, literature review)
- G-9 Participate in on-the-job training
- G-10 Maintain professional development records
- G-11 Provide on-the-job training
- G-12 Complete required training (e.g., NSO, LD, TPP)

*\*Curriculum is broad. Includes standards and benchmarks, teacher generated materials, and textbooks.*

# ABLE Teacher Standards

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## KNOWLEDGE

ABLE Student Standards	Learning Disabilities	Specific Content
ABLE Teacher Standards	Learning Strategies	Standardized Assessments
Adult Learning Theory	Learning Styles	
Explicit Instruction	Program Policies and Procedures	

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## SKILLS

Active Learning	Leadership	Reading
Active Listening	Lesson Planning	Maintaining Personal Boundaries
Assessment	Monitoring	Respecting Cultural Differences
Communication	Motivational	Respecting Religious Differences
Conflict Resolution	Multitasking	Teaching
Counseling	Negotiation	Technology
Critical Thinking	Organizational	Time Management
Decision Making	Problem Solving	Writings
Goal Setting	Public Speaking	
Interpersonal	Rapport Building	

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# ABLE Teacher Standards

## CHARACTERISTICS AND BEHAVIORS

Adaptable	Flexible	Patient
Analytical	Friendly	Persistent
Autonomous	Goal-Oriented	Reliable
Compassionate	Good Listener	Resourceful
Cooperative	Honest	Responsible
Creative	Independent	Results-Oriented
Dependable	Innovative	Sense of Humor
Detail-oriented	Leader	Supportive
Emotionally composed	Logical	Team player
Empathetic	Observant	Tolerant
Ethical	Organized	



# ABLE Teacher Standards

## TOOLS AND TECHNOLOGY

Audio Recordings	Graphics Or Photo Imaging Software	Presentation Software
CD Players	Hover Cams	Scanners
Clickers	Interactive Whiteboards	Spreadsheet Software
Computer-Based Training Software	Internet Browser Software	Student Forms
Database User Interface And Query Software	LD Screening Tools	Televisions
Desktop Publishing Software	Liquid Crystal Display (LCD) Projector	Video Camera
Digital Camcorders or Video Cameras	Microphone	Whiteboard
Digital Video Disk Players Or Recorders	Mimeo	Word Processing Software
Electronic Mail Software	Notebook Or Laptop Computers	
E-Readers/Tablets	Overhead Projectors	