

Ohio ABLE Practitioner Standards



Prepared by

**Ohio ABLE Professional
Development Network**

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Ohio ABLÉ Practitioner Standards

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INTRODUCTION

The Ohio Board of Regents (OBR) has high expectations of ABLE programs and practitioner performance. To help ensure quality and consistency among Ohio ABLE programs, program staff members operate under a uniform set of standards, indicators, models, and frameworks. These items help define what should be known, performed, and implemented, including:

- content standards
 - guide curriculum development and illustrate the expectations of student learning
- Indicators of Program Quality
 - define effective and efficient program performance
- professional development standards
 - define effective professional development
- professional development framework
 - provide a multi-tiered model for evaluating satisfaction, learning, behavior, and impact
- practitioner standards (administrators, teachers, and support staff)
 - describe what practitioners should know and be able to do and informs professional development
- technology standards
 - provide the minimum foundation for ABLE staff to assist students and incorporate technology in the classroom

Practitioners on the frontline are the foundation of Ohio ABLE programs. To ensure ABLE's success, they need clear expectations for their respective roles. While recognizing variability in practice and structure among programs, a fundamental set of practitioner standards helps to guide the work of administrators, teachers, and support staff. Defining the roles and expectations of Ohio ABLE professionals also informs the evolving system of professional development.

The Ohio Board of Regents has established a professional development mission to assist local ABLE programs in developing the skills and knowledge of staff in order to increase the successful transition of students to postsecondary education/training and employment.

The Ohio ABLE Professional Development Network (PDN) carries out this mission by providing a comprehensive system of 1) professional development services, 2) technical assistance, and 3) resources to local ABLE programs. The PDN strives to

- facilitate a culture of sustained learning;
- provide evidence-based, high quality, effective professional development; and
- respond to emerging state ABLE professional development priorities.

DEVELOPMENT PROCESS

The practitioner standards for Ohio ABLE program administrators, teachers, and support staff were previously revised September 2011. Because standards evolve over time, an ongoing analysis must be performed to ensure they are up to date and accurate. After an analysis is completed, the revision process begins. The following describes the process in which ABLE practitioners participated. Through their experience and expertise, they identified the numerous knowledge, skills, and abilities required to effectively perform the tasks of Ohio ABLE program staff.

The process used for the revision of the practitioner standards involves three major categories of work:

- initial revision of the standards (DACUM job analysis)
- verification of the revision
- task analysis of verified results

Throughout the three processes, ABLE subject matter experts (SMEs) provided inputs and reactions. Additional explanations of the processes are provided in the Appendix.



ORGANIZATION

The ABLE practitioner standards are organized by duties and tasks. The duties are ordered by letter (e.g., A, B, C) and the associated tasks have been numbered (e.g., A.1, B.1., C.1). While the priority initially was determined by the DACUM panel and subsequently verified during a survey, this does not necessarily denote importance or a linear process.

- **Duties**
 - Duties are broad statements of the work, a cluster of items related to the job. They describe the larger categories of work.
- **Tasks**
 - Tasks are smaller pieces that comprise the duties. They are specific, measurable, and observable units of work.

To further supplement the duties and tasks, enablers have been provided and are as follows.

- **Knowledge and Skills**
 - Knowledge and skills refer to areas the ABLE practitioner should have understanding of and the ability to perform. These enable the practitioner to perform the duties and tasks.
- **Characteristics and Behaviors**
 - Characteristics and behaviors are desired traits of the ABLE practitioner. These traits support the practitioner's performance.
- **Tools and Equipment**
 - Tools and equipment list items that practitioners will likely use in their roles.

It also should be noted that duties and tasks vary among programs. This structure is meant to serve as a guiding tool to plan professional development and staff needs.

ADMINISTRATOR STANDARDS

DUTY A	Manage Program Plan and Operations
A-1	Research community needs for program
A-2	Solicit stakeholder input
A-3	Develop program plan
A-4	Establish site agreement
A-5	Develop MOUs and contracts
A-6	Develop program services calendar
A-7	Develop program policies and procedures (e.g., financial, personnel, student)
A-8	Design student orientation
A-9	Create program staffing plan
A-10	Write ABLE grant application
A-11	Apply for non-ABLE program funding
A-12	Facilitate design teams/work groups
A-13	Facilitate curriculum design
A-14	Allocate program resources (e.g., supplies, materials, equipment)
A-15	Monitor for program policy updates
A-16	Execute program policy updates
A-17	Select advisory committee members
A-18	Conduct advisory committee meetings
A-19	Participate in program review
A-20	Create learning disability plan
A-21	Implement learning disability plan
A-22	Complete data certification checklist
A-23	Collect program data
A-24	Analyze program data
A-25	Create PICP
A-26	Monitor PICP
A-27	Mediate student disputes or resolve a behavior problem
A-28	Plan program events (e.g., job fair, college fair)
A-29	Facilitate student recognition events (e.g., graduation, awards ceremony)
A-30	Implement ABLE assessment policy
A-31	Implement distance education policy
A-32	Develop student transition plan

**Administrator Standards
(Duty A continued)**

- A-33 Implement student transition plan
- A-34 Create staff performance evaluation process
- A-35 Develop student referral process
- A-36 Implement best practices

DUTY B	Supervise Program Staff
B-1	Identify staffing needs
B-2	Develop position descriptions
B-3	Recruit potential candidates
B-4	Implement agency interview process
B-5	Interview potential candidates
B-6	Hire program staff
B-7	Develop staff handbook
B-8	Conduct agency orientation
B-9	Conduct ABLE program orientation
B-10	Conduct site orientation
B-11	Create staff assignments (e.g., schedule, location, tasks)
B-12	Provide instructional staff trainings
B-13	Provide support staff training
B-14	Provide volunteer training
B-15	Facilitate mentoring process
B-16	Conduct staff meetings
B-17	Provide staff coaching
B-18	Solicit staff feedback (e.g., formal, informal)
B-19	Conduct staff observation (e.g., formal, informal)
B-20	Conduct performance evaluations
B-21	Share program data (e.g., ABLELink, trends)
B-22	Collect class data (e.g., registration, attendance)
B-23	Audit program records (e.g., student forms, office records)
B-24	Manage staff schedules
B-25	Mediate staff conflicts
B-26	Facilitate staff recognition
B-27	Monitor position requirements (e.g., licensure, technology, professional development)
B-28	Facilitate staff cross training

**Administrator Standards
(Duty B continued)**

- B-29 Facilitate staff performance improvement plan
- B-30 Process staff terminations (e.g., voluntary, involuntary)

DUTY C	Direct Financial Processes
C-1	Develop program budgets
C-2	Monitor program revenue
C-3	Monitor program expenses
C-4	Review payroll expenditures
C-5	Revise program budgets
C-6	Purchase program supplies, materials, and services
C-7	Prepare program invoices
C-8	Coordinate financial documentation (e.g., Schedule A, final expenditure report)
C-9	Translate ABLE budget categories to agency line items
C-10	Coordinate ABLE financial activities with agency fiscal officer

DUTY D	Coordinate Internal and External Communications
D-1	Create student recruitment plan
D-2	Create student recruitment materials (e.g., flyers, brochures)
D-3	Coordinate media opportunities (e.g., television, radio, newspaper)
D-4	Coordinate program outreach activities (e.g., community events, civic groups)
D-5	Prepare presentations
D-6	Deliver presentations
D-7	Prepare student communication materials (e.g., script, post cards, letters)
D-8	Conduct student orientations
D-9	Provide program updates to students
D-10	Provide staff communications (e.g., texts, emails, newsletters)
D-11	Participate in meetings (e.g., ABLE, agency, partner)
D-12	Manage social media communications
D-13	Maintain program web site information
D-14	Exchange information with ABLE colleagues (e.g., formal, informal)
D-15	Create program reports
D-16	Participate in committees

**Administrator Standards
(Duty D continued)**

- D-17 Demonstrate program effectiveness to policy makers
- D-18 Exchange information with state leadership staff

DUTY E	Perform Administrative Tasks
E-1	Monitor program inventory
E-2	Develop student handbook
E-3	Facilitate service agreements (e.g., copier, security, technology)
E-4	Monitor program timelines and due dates
E-5	Approve employee time sheets
E-6	Approve expense reports
E-7	Approve stipend requests
E-8	Prepare training proposals
E-9	Process time and effort sheets
E-10	Manage GED® voucher process
E-11	Complete mandated reporting (e.g., abuse, neglect, inter-agency reports)
E-12	Complete semiannual U.S. Office of Management and Budget circular A-87
E-13	Monitor site safety compliance
E-14	Complete work orders (e.g., equipment, repair, technology requests)
E-15	Process messages (e.g., email, phone, walk in)
E-16	Process incident reports
E-17	Create student attendance tracking sheets
E-18	Complete leave requests
E-19	Approve staff leave requests
E-20	Maintain files (e.g., hard copy, electronic)
E-21	Score student tests
E-22	Troubleshoot office equipment
E-23	Maintain bulletin boards

DUTY F	Promote Professional Development
F-1	Develop program professional development plan
F-2	Develop individual personal development plans
F-3	Research professional development opportunities
F-4	Participate in professional development opportunities (e.g., conferences, webinars, task forces)

**Administrator Standards
(Duty F continued)**

- F-5 Coordinate professional development sharing/application opportunities
- F-6 Maintain position requirements (e.g., licensure, certifications)
- F-7 Document staff professional development completion
- F-8 Participate in professional organizations
- F-9 Review professional resources (e.g., journals, web sites)
- F-10 Complete agency-specific meetings
- F-11 Participate in required state meetings
- F-12 Participant in ABLE administrator trainings

KNOWLEDGE AND SKILLS

ABLE policies	Efficient	Ohio Revised Code (portions)
ABLE standards	Employment trends	Organized
Accounting practices	Ethical	Patient
Adaptable	Facilitation	Persistent
Adult learning theory	Family Educational Rights and Privacy Act (FERPA)	Pleasant
Agency policies and procedures	Federal funding legislation	Postsecondary opportunities
Americans with Disabilities Act	Flexible	Prioritizing
Analytical	Goal-oriented	Professional
Coaching	Grant writing	Program Assurances
Collaborative	Independent	Prompt
College and Career Ready Standards	Indicators of Program Quality	Public speaking
Communication (reading, writing, listening)	Interviewing	Recruitment
Computer	Knowledgeable	Resilient
Conflict resolution	Labor market trends	Resourceful
Content standards	Leadership	Sense of humor
Creative	Learning disabilities	Shows initiative
Cultural diversity	Marketing	Software
Dedicated	Math	Student Experience Model
Delegation	Motivated	Supervisory
Detail-oriented	Multi-tasking	Teaching
Discerning	National Reporting System	Time management
		Tolerant

BEHAVIORS

Adaptable	Flexible	Professional
Analytical	Goal-oriented	Prompt
Collaborative	Independent	Resilient
Creative	Knowledgeable	Resourceful
Dedicated	Motivated	Sense of humor
Detail-oriented	Organized	Shows initiative
Discerning	Patient	Tolerant
Efficient	Persistent	
Ethical	Pleasant	

TOOLS AND TECHNOLOGY

Agency/program forms	Dollies	PDN website
Bankers boxes/file boxes	File cabinets	Phone/fax
Basic office supplies	Flash drive	Printer
Bulletin board	Headsets/webcams	Scanner
Copier	Intranet	Social media account
Desktop computer/laptop	Internet	Software (e.g., email, desktop publisher, MS Office®, ABLELink, Adobe Reader®)
Digital camera	LCD projector	
	OBR website	
	Office space/furniture	Website

TEACHER STANDARDS

DUTY A	Conduct Student Orientation
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)

DUTY B	Prepare for Instruction
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)

DUTY C	Implement Instruction
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-5	Lead guided practice (e.g., question and answer, small group, interactive activities)
C-6	Direct student assignments (e.g., in class, homework)
C-7	Adjust instruction based on learner response
C-8	Evaluate lesson effectiveness

DUTY D	Manage Student Learning Environment
D-1	Create environment conducive to learning (e.g., safe, inviting, secure)
D-2	Implement student rules and regulations
D-3	Monitor classroom environment (e.g., noise, lighting, temperature)
D-4	Resolve conflicts among students
D-5	Prepare classroom equipment (e.g., desk, technology)
D-6	Provide supplemental aides (e.g., glasses, overlays, stress balls)
D-7	Promote continued learning opportunities (e.g., distance learning, postsecondary education, workforce training)
D-8	Assist student with online learning
D-9	Assist students in becoming self-directed learners (e.g., problem-solving choose reading materials, ask for homework)
D-10	Recognize student accomplishment (e.g., graduation, citizenship)

DUTY E	Assess Student Learning
E-1	Administer standardized assessments (e.g., pre, progress, post)
E-2	Score assessment results
E-3	Evaluate assessment results
E-4	Correlate assessment scores with curriculum
E-5	Administer informal classroom assessments (e.g., quizzes, chapter test)
E-6	Counsel students about assessment results (e.g., standardized, informal, classroom)
E-7	Review student portfolio
E-8	Update student portfolio

DUTY F	Perform Administrative Tasks
F-1	Assemble student portfolio
F-2	Assemble administrative folder
F-3	Secure administrative folder
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., job and family services, child support, parole officer)

**Teacher Standards
(Duty F continued)**

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., technology, 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, PDN 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	Maintain required certification
G-7	Participate in professional organizations (e.g., OACE, 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., New Staff Orientation, learning disabilities, technology point person)

KNOWLEDGE AND SKILLS

ABLE student standards	Leadership	Problem-solving
ABLE teacher standards	Lesson planning	Public speaking
Adult learning theory	Learning disabilities	Rapport building
Active learning	Learning strategies	Reading
Active listening	Learning styles	Respecting cultural differences
Assessment	Maintaining personal boundaries	Respecting religious differences
Communication	Monitoring	Specific content
Conflict resolution	Motivational	Standardized assessments
Counseling	Multi-tasking	Teaching
Critical thinking	Negotiation	Technology
Decision-making	Organizational	Time management
Explicit Instruction	Program policies and procedures	Writing
Goal-setting		
Interpersonal		

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	Thick-skinned
Ethical	Organized	Tolerant

TOOLS AND TECHNOLOGY

Audio recordings	eReaders/tablets	Notebook or laptop computers
Compact disk (CD) players	Graphics or photo imaging software	Overhead projectors
Clickers	Hover cams	Presentation software
Computer-based training software	Interactive whiteboards	Scanners
Database user interface and query software	Internet browser software	Spreadsheet software
Desktop publishing software	Learning disabilities screening tools	Student forms
Digital camcorders	Liquid crystal display (LCD) projector	Televisions
Digital video disk players or recorders	Microphone	Video camera
Electronic mail software	Mimeo	Whiteboard
		Word processing software

SUPPORT STAFF STANDARDS

DUTY A	Execute Administrative Tasks
A-1	Complete data entry
A-2	Respond to program inquiries (e.g., phone calls, emails, walk-ins)
A-3	Prepare program reports (e.g., distance education, school board, Ohio Board of Regents)
A-4	Track payroll expenditures
A-5	Manage program inventory
A-6	Order program supplies
A-8	Support program initiatives (e.g., advocacy, curriculum development)
A-9	Distribute staff communications (e.g., texts, emails, newsletters)
A-10	Coordinate program calendars (e.g., site, school, orientation)
A-11	Coordinate off-site classroom logistics
A-12	Report mandated student attendance
A-13	Participate in meetings (e.g., ABLE, agency, partner)
A-14	Troubleshoot office equipment
A-15	Conduct program surveys (e.g., satisfaction, feedback)
A-16	Participate in external events (e.g., open houses, career fairs)
A-17	Support interview process
A-18	Complete incident reports
A-19	Participate in performance reviews

DUTY B	Support Student Enrollment
B-1	Create promotional materials
B-2	Distribute promotional materials
B-3	Maintain program website information
B-4	Manage social media
B-5	Assess student needs (e.g., technology skills, Saturday classes)
B-6	Inform students of community services (e.g., childcare, transportation)
B-7	Monitor student attendance
B-8	Organize student incentives
B-9	Recognize student accomplishments

**Support Staff Standards
(Duty B continued)**

- B-10 Maintain contact with student
- B-11 Maintain bulletin boards
- B-12 Provide program updates to students

DUTY C Supervise Student Orientation

- C-1 Manage student registration
- C-2 Prepare orientation materials (e.g., forms, folders, testing)
- C-3 Present program guidelines
- C-4 Complete required forms
- C-5 Administer initial assessment
- C-6 Determine student placement
- C-7 Counsel students on performance
- C-8 Inform students of program offerings
- C-9 Assemble administrative folders

DUTY D Execute Standardized Assessment

- D-1 Generate master assessment schedule
- D-2 Coordinate assessment location
- D-3 Identify assessment candidates
- D-4 Prepare assessment materials and supplies
- D-5 Administer standardized assessments
- D-6 Process assessment scores

DUTY E Manage ABLELink Data

- E-1 Enter program data (e.g., site, class, staff)
- E-2 Create student profiles
- E-3 Enter monthly attendance
- E-4 Enter assessment scores (e.g., GED, TABE, BEST Plus)
- E-5 Enter HSE Scores
- E-6 Update student profiles
- E-7 Generate program reports
- E-8 Exit enrolled students

DUTY F	Organize Physical Student Files
F-1	Prepare current fiscal year forms (e.g., registration, special needs, ROI)
F-2	Inspect student paperwork
F-3	Update student files
F-4	Secure student files
F-5	Distribute student files to teachers and sites
F-6	Organize filing system

DUTY G	Participate in Professional Development
G-1	Establish PD goals
G-2	Research PD opportunities
G-3	Participate in required trainings
G-4	Participate in self-directed learning
G-5	Network with colleagues
G-6	Maintain PD documentation
G-7	Participate in professional organizations
G-8	Engage in on the job training

DUTY H	Support Special Events
H-1	Set event schedule (e.g., graduation, recognition)
H-2	Determine event logistics
H-3	Order event supplies
H-4	Generate event materials
H-5	Create event mailing list
H-6	Distribute event information (e.g., flyers, invitations)
H-7	Support event facilitation

KNOWLEDGE AND SKILLS

ABLE Administrator Standards	Community resources	Public speaking
ABLE Support Staff Standards	Confidentiality policies	Rapport building
Active learning	Learning styles	Reading
Advocacy	Program policies and procedures	Recruitment
Assessment	Standardized assessments	Maintaining personal boundaries
Budgeting	ABLE eGuide	Motivating students
Communication	Leadership	Respecting cultural differences
Conflict resolution	Marketing	Respecting personal space
Counseling	Mathematics	Respecting religious differences
Critical thinking	Modeling	Subject matter
Customer service	Monitoring	Teaching
Decision-making	Multi-tasking	Technology
Design	Negotiation	Time management
Facilitation	Networking	Verbal
Goal-setting	Organization	
ABLE Student Standards	Phone etiquette	
ABLE Teacher Standards	Prioritizing	
	Problem solving	

BEHAVIORS

Adaptable	Ethical	Proactive
Analytical	Flexible	Quick Learner
Autonomous	Friendly	Reliable
Clever	Goal-oriented	Resourceful
Cooperative	Good Listener	Responsible
Creative	Honest	Results-oriented
Dependable	Innovative	Sense of Humor
Detail-oriented	Leader	Team player
Diplomatic	Logical	Thick-skinned
Emotionally composed	Observant	Tolerant
Empathetic	Persistent	

TOOLS AND TECHNOLOGY

ABLELink	Headset with microphone	Presentation software
Copier	Internet browser software	Printer
Database user interface and query software	LD screening tools	Scanners
Desktop publishing software	Learning management software	Social media
Digital camcorders or video cameras	Liquid crystal display (LCD) projector	Spreadsheet software
Digital camera	Microphone	Student forms
Digital video disk players or recorders	Mimio (tablet)	Telephone and/or cellphone
Electronic mail software	Networked Drives	Televisions
e-Readers/tablets	Notebook or laptop computers	Video camera
Fax Machine	Office Furniture	Video software
Flash drives	Online assessment software	Web development software
Graphics or photo imaging software	Overhead projectors	Webcams
Hand truck or dolly		Whiteboard
		Word processing software

APPENDIX: DEVELOPMENT – TECHNICAL INFORMATION

The process used by the PDN to revise the practitioner standards involves three major categories of work:

- initial revision of the standards
- verification of the revision
- task analysis of verified results

Throughout the three processes, ABLE subject matter experts (SMEs) provided inputs and reactions.

Initial Revision

Using a process known as Developing A Curriculum (DACUM), PDN staff members systematically led SMEs through brainstorming and consensus building to define specific occupational information for ABLE practitioners. DACUM includes the following steps:

1. convening the occupational analysis panel of expert workers of varying demographics (e.g., rural/urban location, large/small agency size)
2. facilitating the occupational analysis panel in the development of duty statements and the elaboration of those duties into tasks to describe the occupation
3. facilitating the occupational analysis panel in listing the knowledge and skills associated with the occupation
4. capturing lists of worker characteristics and behaviors (including traits and interests), tools, equipment, acronyms, and future trends for the occupation

The initial revision of the ABLE practitioner standards is comprised of the elements below. As a whole, these elements describe not only what ABLE practitioners should know and be able to do but also the knowledge, skills, characteristics, behaviors, tools, and equipment that are needed to be effective in their role.

- **Duties and Tasks** – Duties are broad statements of the work and a cluster of items related to the job. They describe the larger categories of work. 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 of which ABLE teachers should have understanding and the ability to perform and which enable practitioners to perform the duties and tasks.
- Characteristics and Behaviors – Characteristics and behaviors are desired traits for ABLE practitioners that support their performance.
- Tools and Equipment – Tools and equipment are items that practitioners will likely use in their role.

Verification (frequency and importance, ranking, essential items)

To verify the initial draft, PDN staff disseminated a survey to all Ohio ABLE practitioners to review the results of the occupational analysis and provide feedback. Respondents were asked to rate each task performed by ABLE practitioners on two scales, frequency and importance, that was later used to calculate a criticality composite score. Then they ranked the order of the larger duties, or categories, and provided an overall rating of the accuracy of the occupational analysis. Respondents also indicated whether tools, behaviors, knowledge, skills, and abilities were considered essential. Lastly, we asked survey respondents for their occupational outlook over the next 10 years. The results of the verification survey informed the work of the task analysis for practitioner standards.

Task Analysis

Drawing on its expert facilitators, PDN staff conducted a task analysis of the ABLE practitioner standards. Task analysis is the examination of individual tasks to determine the steps, required knowledge and skills, decision cues, and performance criteria. The task analysis allows SMEs to analyze task statements to further breakdown the characteristics of the occupation. While this was not necessary for standards revision, task analysis informs curriculum for professional development and identifies instructional components (e.g., knowledge, skills, attitudes, steps, tools, equipment used) for each task in the occupation, which leads to more thorough training.