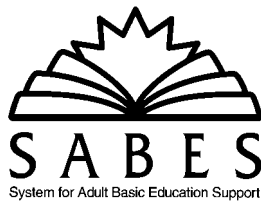


ABE Administrator Self-Assessment

September, 2002



Massachusetts System for Adult Basic Education Support (SABES)

World Education
44 Farnsworth Street
Boston, MA 02210
www.sabes.org

ABE Administrator Self-Assessment

Purpose:

- Identify strengths and areas for improvement
- Become aware of competencies you may not have considered
- Plan your professional development-- set goals based on areas needing improvement
- Consider mentoring other directors in areas where you are most skilled
- Help SABES identify areas for training

Instructions:

1. Read the management competencies below. Each is followed by some sample indicators to help you determine whether you are effectively performing that competency.
2. Fill out the Information Form. Please make sure to fill out your name and contact information if you would like SABES to contact you to either (1) offer help on a competency which you have rated as novice or basic or (2) give you an opportunity to provide support for another director on a specific competency on which you have rated yourself as an expert. The latter may involve availability by phone or e-mail to advise another director, participating in a sharing group or roundtable, or leading a workshop in a SABES region.
3. Depending on how much time you have and how much detail you want to consider, you can choose to use either the short form or the long form of this assessment. Or you may find it useful to use both, the short form for the overall picture and the long form for the specifics.
A. Short form:
Circle a number on the short form chart next to each management competency. Choose 4 if you believe you are very strong, 3 if you believe you are performing well, 2 if you have some basic skills in that area, and 1 if you need help developing that competency.
B. Long form:
Circle a number on the long form chart next to each indicator. Choose 4 if you believe you are very strong, 3 if you believe you are performing well, 2 if you have some basic skills in that area, and 1 if you need help developing that competency. If a particular competency does not apply to your situation, put NA in the comments box.
4. On the Learning Methods and Goals Sheet, check off your preferred methods of learning.
5. On the Learning Methods and Goals Sheet, set staff development goals and outline steps to reach those goals

Return the forms to Mina Reddy, SABES, World Education, 44 Farnsworth Street, Boston, MA 02210

Source:

This material was adapted by SABES from *Management Competencies Assessment Instrument*, a publication of Building Professional Development Partnerships for Adult Educators Project (PRO-NET 2000), American Institutes for Research, sponsored by the U.S. Department of Education.

Management Competencies and Sample Indicators

Communication

Demonstrates effective interpersonal and communication skills

Sample indicators:

- a) Seeks input from all levels of staff (and, as appropriate, learners, volunteers, board members); listens attentively
- b) Conveys information fully and clearly
- c) Uses a variety of modes of communication
- d) Shares information of interest to and affecting stakeholders
- e) Encourages and allows opportunity for staff to confer and present issues and problems affecting instruction and other program-related services
- f) Provides clear direction to staff
- g) Demonstrates group facilitation skills

Human Resource Management

Recruits, hires, supports, evaluates, and terminates staff based on established criteria

Sample indicators:

- a) Ensures that new staff receive a formal orientation
- b) Provides written job descriptions, policy manuals, mission statement, and organizational chart to all staff
- c) Provides for a regularly scheduled system of instructor observations and evaluations
- d) Provides recognition, guidance and support to staff
- e) Establishes and follows written policies and procedures for staff
- f) Demonstrates fairness, consistency, and respect for individual differences
- g) Recognizes when staff are not performing effectively and follows a clear process leading to improvement or to termination if necessary
- h) Promotes an environment in which linguistic and cultural differences are valued and appreciated
- i) Seeks staff who represent the diversity of the student population
- j) Respects and honors diversity in everyday interactions

Professional Development

Plans, promotes, and models lifelong learning practices

Sample indicators:

- a) Keeps up to date on research on instructional practices, management, and leadership
- b) Engages in a variety of activities that foster own learning, e.g. collegial networking, reading journals, subscribing to listservs
- c) Shares information from own learning with staff
- d) Collaboratively designs a staff development program in accordance with program needs; integrates program and staff development; serves as or works closely with program's staff and program development facilitator.

- e) Encourages staff to plan their own professional development and engage in a variety of activities (e.g. inquiry research, workshops, institutes, courses, peer coaching, mentoring); ensures each staff member has an annual professional development plan.
- f) Provides for a system of professional development for staff (funding, scheduling, opportunities for interaction, substitute teachers)

Educational Leadership

Oversees curriculum design and development, instructional processes and strategies (based on research in adult learning and development), assessment of student learning, student retention strategies, and student goal-setting.

Sample indicators:

- a) Guides instructional staff in designing and implementing educational curricula that accommodate adult roles, diverse purposes, learning styles, abilities, and cultures
- b) Supports staff in planning instructional programs based on state performance standards, research on effective practice, community and learner needs, demographics, resources, etc.
- c) Establishes structures and processes that allow instructors to work together to improve teaching and learning
- d) Encourages use of resources and curriculum materials that support anti-bias and multicultural learning
- e) Assists instructors in incorporating technology into instructional practices
- f) Oversees development and implementation of procedures for initial and ongoing assessment and class placement of learners
- g) Ensures that there are appropriate procedures for assessment of students for special learning needs and that appropriate programming is provided.
- h) Oversees development and implementation of procedures for student goal-setting

Planning and Decision Making

Leads the development and promotion of the program philosophy, goals, and objectives

Sample indicators:

- a) Leads the development and implementation of a program mission and vision
- b) Leads the process to set program goals and program improvement goals
- c) Oversees the process of program planning and implementation of plans
- d) Encourages and supports active involvement of staff, learners, board members, and other stakeholders in decision-making processes
- e) Delegates authority and decision-making to appropriate entities and supports their process and decisions
- f) Assists staff and learners with implementing change; supports innovations
- g) Promotes the use of data for program planning
- h) Remains current on trends, issues, and innovations
- i) Involves staff in identification of trends, issues, and innovations
- j) Engages in and promotes ethical conduct
- k) Ensures compliance with the Americans with Disabilities Act

Data Collection and Analysis

Promotes clear procedures for collecting, documenting, analyzing, and reporting data

Sample indicators:

- a) Guides staff in deciding what data to collect based on requirements and program improvement initiatives
- b) Establishes and monitors a process for collecting, documenting, and reporting data in a timely and accurate way
- c) Oversees assessments of community needs to determine service and employment needs and opportunities
- d) Fulfills legal and program requirements for compliance, record keeping, and reporting
- e) Maintains appropriate confidentiality of staff and student records
- f) Oversees collection of data on student educational and societal outcomes
- g) Analyzes and disseminates data to stakeholders in an accessible and timely manner

Program Evaluation

Works with program staff to develop protocols for monitoring and evaluating the program and promotes use of the data for program improvement and accountability

Sample indicators:

- a) Leads the development and implementation of an overall program review process to assess program strengths and areas for improvement
- b) Involves staff, students, and community representatives (including ABE Advisory Council) in program evaluation and subsequent use of evaluation data
- c) Uses a variety of methods for program evaluation

Fundraising

Identifies funding sources and applies for funding

Sample indicators:

- a) Keeps up to date on potential grants and funding sources, including networking with individual donors and grantmakers
- b) Leads local fundraising efforts as appropriate (e.g. membership, special events)
- c) Applies for funding through grants, contracts, and other sources
- d) Seeks, develops, and maintains partnerships for collaborative fundraising
- e) Is successful in raising funds to create, maintain and expand programs

Financial Management

Effectively manages and allocates the budget

Sample indicators:

- a) Ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year
- b) Tracks expenditures and submits invoices regularly and in a timely fashion
- c) Implements a written budget
- d) Allocates funds equitably to programs

- e) As appropriate to program/agency, works with board of directors to ensure sound fiscal management
- f) As appropriate to program, engages in an annual audit process

Facilities Management

Effectively manages the facilities

Sample indicators:

- a) Ensures safe and adequate facilities
- b) Provides adequate equipment and supplies, including adaptations for special needs

Community Collaboration/Community Planning

Builds relationships with various agencies and institutions to mutually enhance the delivery of services

Sample indicators:

- a) Maintains ongoing agency outreach and publicity to promote the program and secure funding, community expertise, and other resources
- b) Establishes partnerships and alliances with businesses, institutions of higher education, local educational agencies, child care centers, health centers, employment and job training centers, etc. to expand understanding of adult education, assess needs, enhance program resources, and improve services for adult learners
- c) Participates in a local ABE Community Planning Group with broad representation; jointly develop a strategic plan

Advocacy

Advocates for the development of the field of adult education at national, state, and local levels

Sample indicators:

- a) Disseminates information in the community about the program
- b) Participates in professional organizations that advocate for the advancement of adult education
- c) Engages and encourages staff and students to be active advocates for adult education, including through curricular activities

ABE Administrator Self-Assessment Information Form

Position

- ABE Director
- Program Coordinator
- Staff and Program Development Coordinator

Agency

- Community-based organization
- Community College
- LEA
- Municipality
- Corrections

Geographic Area

- Urban
- Suburban
- Rural

Years of Experience as an ABE Administrator

- 0-1
- 2-5
- more than 5

Status

- Full-time (30+ hours per week or as defined by your agency)
- Part-time

SABES Region _____

Optional: if you want a copy of this form returned to you or if you want to be contacted on training opportunities

Name _____

Program _____

Address _____

Phone _____

E-mail _____

ABE Administrator Self-Assessment—Short Form

	Novice	Basic	Competent	Expert	Comments
Communication	1	2	3	4	
Human Resource Management	1	2	3	4	
Professional Development	1	2	3	4	
Educational Leadership	1	2	3	4	
Planning & Decision Making	1	2	3	4	
Data Collection and Analysis	1	2	3	4	
Program Evaluation	1	2	3	4	
Fundraising	1	2	3	4	
Financial Management	1	2	3	4	
Facilities Management	1	2	3	4	
Community Collaboration	1	2	3	4	
Advocacy	1	2	3	4	

ABE Administrator Self-Assessment—Long Form

	Novice	Basic	Competent	Expert	Comments
Communication					
a. Seeks input	1	2	3	4	
b. Conveys information	1	2	3	4	
c. Variety of modes	1	2	3	4	
d. Shares information	1	2	3	4	
e. Encourages staff to confer	1	2	3	4	
f. Provides clear direction	1	2	3	4	
g. Facilitation skills	1	2	3	4	
Human Resource Management					
a. Orientation	1	2	3	4	
b. Written material	1	2	3	4	
c. Instructor observations	1	2	3	4	
d. Staff support	1	2	3	4	
e. Follows policies and procedures	1	2	3	4	
f. Fairness and respect	1	2	3	4	
g. Performance issues	1	2	3	4	
h. Values differences	1	2	3	4	
i. Seeks diverse staff	1	2	3	4	

	Novice	Basic	Competent	Expert	Comments
j. Respects diversity	1	2	3	4	
Professional Development					
a. Keeps up to date	1	2	3	4	
b. Learning activities	1	2	3	4	
c. Shares information	1	2	3	4	
d. Staff development program	1	2	3	4	
e. Staff plans	1	2	3	4	
f. Professional development system	1	2	3	4	
Educational Leadership					
a. Guides staff in curricula	1	2	3	4	
b. Instructional programs	1	2	3	4	
c. Instructors work together	1	2	3	4	
d. Multicultural learning	1	2	3	4	
e. Technology	1	2	3	4	
f. Assessment	1	2	3	4	
g. Special needs	1	2	3	4	
h. Student goal-setting	1	2	3	4	

	Novice	Basic	Competent	Expert	Comments
Planning & Decision Making					
a. Mission and vision	1	2	3	4	
b. Program goals	1	2	3	4	
c. Program planning	1	2	3	4	
d. Stakeholder involvement	1	2	3	4	
e. Delegates authority	1	2	3	4	
f. Making changes	1	2	3	4	
g. Data for planning	1	2	3	4	
h. Remains current	1	2	3	4	
i. Staff involvement	1	2	3	4	
j. Ethical conduct	1	2	3	4	
k. ADA compliance	1	2	3	4	
Data Collection and Analysis					
a. What data to collect	1	2	3	4	
b. Process for data collection	1	2	3	4	
c. Community needs assessments	1	2	3	4	
d. Data requirements	1	2	3	4	
e. Confidentiality	1	2	3	4	
f. Student outcomes	1	2	3	4	

	Novice	Basic	Competent	Expert	Comments
g. Analyzes and disseminates	1	2	3	4	
Program Evaluation					
a. Program review process	1	2	3	4	
b. Stakeholder involvement	1	2	3	4	
c. Variety of methods	1	2	3	4	
Fundraising					
a. Knowledge of funding sources	1	2	3	4	
b. Local fundraising	1	2	3	4	
c. Funding applications	1	2	3	4	
d. Partnerships	1	2	3	4	
e. Fundraising success	1	2	3	4	
Financial Management					
a. Appropriate expenditures	1	2	3	4	
b. Tracking and billing	1	2	3	4	
c. Written budget	1	2	3	4	
d. Allocation of funds	1	2	3	4	
e. Board of directors	1	2	3	4	
f. Audit	1	2	3	4	

	Novice	Basic	Competent	Expert	Comments
Facilities Management					
a. Space	1	2	3	4	
b. Equipment and supplies	1	2	3	4	
Community Collaboration					
a. Outreach and publicity	1	2	3	4	
b. Alliances	1	2	3	4	
c. Community Planning Group	1	2	3	4	
Advocacy					
a. Disseminates information	1	2	3	4	
b. Professional organizations	1	2	3	4	
c. Staff and student involvement	1	2	3	4	

ABE Administrator Self-Assessment: Learning Methods and Goals

Preferred methods of learning (can check more than one)

Attending a workshop or course

Having a mentoring relationship

Conducting practitioner research

Participating in a study group/circle

Participating in regular interest group meetings

Reading articles

Other (specify) _____

Staff Development Goals

Based on the analysis of competencies, set 1-3 staff development goals:

1. Goal _____

Steps to accomplish this goal

2. Goal _____

Steps to accomplish this goal

3. Goal _____

Steps to accomplish this goal
