ECPC Leadership Think Tank

Mary Beth Bruder, PhD
Avon, CT
February 19-21, 2019
Early Childhood Personnel Center

Purpose:

to facilitate the implementation of comprehensive systems of personnel development (CSPD) for all disciplines serving infants and young children with disabilities and their families
COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Leadership, Coordination & Sustainability
Structures for ongoing support of all personnel development activities

Inservice Training
Ongoing learning activities to maintain and build the competence of the EC workforce

Recruitment and Retention
Strategies to identify, hire and maintain a qualified workforce across sectors and discipline

Evaluation
Plans for evaluating each subcomponent of the CSPD

Preservice Training
Formal program of study at an IHE to prepare for the EC workforce

Personnel Standards
Discipline specific knowledge, skills and competencies for the EC workforce
A Comprehensive System of Personal Development is a *necessary* and *integral* quality indicator of an early childhood service system AND the early childhood workforce who serve infants, toddlers and preschool children with disabilities and their families.
ECPC Leadership Think Tank

Mary Beth Bruder, PhD
Avon, CT
February 19-21, 2019
Definition of TA

The provision of targeted and customized supports; to develop or strengthen processes, knowledge, application, or implementation of services by recipients.

*(Early Childhood Education Professional Development: Training and Technical Assistance Glossary, NAEYC & NACCRA, 2011).*
Develop or Identify Materials, Resources and Tools for the Early Childhood Workforce

Provide TA to Specific Populations and State Early Childhood Systems

Identify and Develop Knowledge
Universal TA for All

Targeted TA to Build Leadership to Specific Populations

- IHE Faculty, Doctoral Students, & PD Providers
- Part C/Part B 619, EC Administrators, and Families

Intensive TA for State CSPD Development and Implementation

- Expand in 9 Current States
- Develop and Implement in 8 New States
Outputs of the ECPC 2

• Knowledge Development

• Materials, Resources and Tools

• Technical Assistance

• Leadership and Collaboration

• Management and Evaluation
Universal: Dissemination of Resources, Materials & Tools via Website, and other Modes

Targeted: IHE Faculty & PD Providers
Part C/Part B 619, EC administrators, families

Intensive: State EC Systems

Knowledge Development & Advancement
Identify or Develop:
- Research Reviews & Syntheses
- Database on Personnel Standards
- Workgroups
- Cross-disciplinary Standards
- Think Tanks
- Targeted Needs Assessments
- Social Validation of Findings
- Self Assessment of CSPD Framework

Identify or Develop:
- TA Fidelity Tool
- TA Readiness Tool
- Practice Guides & Checklists
- Interactive Web Tools
- EB Articles, Briefs & Consensus Papers
- Video Library
- Presentations, Meetings, Webinars & Workshops
- Innovation Configurations
- Course Enhancement Modules
- Social Validation of Products
- Self Assessment of CSPD Framework

Technical Assistance

Resources, Materials & Tools

Early Childhood Personnel Center
www.ecpcita.org
COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Leadership, Coordination & Sustainability
Structures for ongoing support of all personnel development activities

Inservice Training
Ongoing learning activities to maintain and build the competence of the EC workforce

Evaluation
Plans for evaluating each subcomponent of the CSPD

Recruitment and Retention
Strategies to identify, hire and maintain a qualified workforce across sectors and discipline

Preservice Training
Formal program of study at an IHE to prepare for the EC workforce

Personnel Standards
 Discipline specific knowledge, skills and competencies for the EC workforce
CONTINUUM OF EC PERSONNEL COMPETENCE

Early Childhood Intervention Personnel with Specialized Training

Early Childhood Personnel with Advanced Training

All Early Childhood Personnel

Infants and Young Children with Various Risk Conditions

Infants and Young Children with Developmental Disabilities, and Extreme Challenges

All Infants and Young Children
Alignment of CEC and NAEYC Standards and DEC Specialty Sets
Collaborators

ECPC
Early Childhood Personnel Center

Council for Exceptional Children
The voice and vision of special education

NAEYC
Division for Early Childhood
of the Council for Exceptional Children

ECPC
Early Childhood Personnel Center
www.ecpcta.org
Rationale for:

• Develop and/or revise blended IHE and PD curricula
• Integrate “general” ECE content/skills into ECSE curricula
• Inform state certification requirements
• Facilitate development of blended program documents for accreditation review
NAEYC, CEC, DEC Standards: What Was Aligned?

NAEYC Standards for Early Childhood Professional Preparation Birth through Age 8
- Initial Preparation Standards
  - 6 standards; 22 key elements
- Advanced Preparation Standards
  - 6 standards, 23 key elements

Special Educator Professional Preparation Standards Birth through Age 21
- Initial Preparation Standards
  - 7 standards, 28 key elements
- Advanced Preparation Standards
  - 7 standards, 28 key elements

CEC Early Childhood Special Education Birth through Age Eight
- Initial Specialty Set
  - 23 knowledge statements; 57 skills statements
- Advanced Specialty Set
  - 9 knowledge statements; 21 skills statements

1 of Multiple CEC Specialty Sets

DEC
Alignment Process for Standards, Elements, Specialty Sets: NAEYC with CEC/DEC

- DEC Alignment Workgroup (n=11) appointed 2014
- Development of alignment rules/guidelines
- Consensus rule determined (> 73%, n=8-11)
- Two individual alignments of both Initial and Advanced NAEYC and CEC Standards and Elements
  - 2nd review of elements with 36% - 64% (n=4-7)
- Conference calls to discuss alignments
- Similar process for alignment of Initial and Advanced NAEYC Standards and Elements with DEC Initial and Advanced Specialty Sets
<table>
<thead>
<tr>
<th>Standards/Elements, Specialty Set K &amp; S Aligned</th>
<th>Number of Elements or K &amp; S Statements Aligned &gt; 73%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial CEC, NAEYC Elements</td>
<td>22 (79%)</td>
</tr>
<tr>
<td>Advanced CEC, NAEYC Elements</td>
<td>15 (54%)</td>
</tr>
<tr>
<td>Initial DEC Specialty Set K &amp; S, NAEYC Elements</td>
<td>44 (54%)</td>
</tr>
<tr>
<td>Advanced DEC Specialty Set K &amp; S, NAEYC Elements</td>
<td>13 (39%)</td>
</tr>
</tbody>
</table>
Council for Exceptional Children

STANDARD 1.0
Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Knowledge

1.1 Theories of typical and atypical early childhood development
1.2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning
1.4 Impact of medical conditions and related care on development and learning
1.6 Factors that affect the mental health and social-emotional development of infants and young children
1.7 Infants and young children develop and learn at varying rates
1.8 Impact of child’s abilities, needs, and characteristics on development and learning
1.9 Impact of language delays on cognitive, social-emotional, adaptive, play, temperamental, and motor development

Skills

1.1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families
1.3 Develop and match learning experiences and strategies to characteristics of infants and young children
1.3 Support and facilitate family and child interactions as primary contexts for development and learning

2a Knowing about and understanding diverse family and community characteristics
1b Knowing and understanding the multiple influences on development and learning
1a Knowing and understanding young children’s characteristics and needs, from birth through age
1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
2c Involving families and communities in young children’s development and learning

Division for Early Childhood

STANDARD 1 Promoting Child Development and Learning
STANDARD 2 Building Family and Community Relationships

Standards Alignments Cross
Walked with DEC
Recommended Practices
Cross-Disciplinary Core Competencies

• Council for Exceptional Children
• Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC)
• National Association for the Education of Young Children (NAEYC)
• American Occupational Therapy Association (AOTA)
• American Physical Therapy Association (APTA)
• American Speech-Language-Hearing Association (ASHA)
• Zero to Three
Core Competencies across Disciplines

- Family Centered Care
- Coordination & Collaboration
- Intervention Instruction as Informed by Evidence
- Professionalism
# Evidenced Based Education and Training Practices for Adult Learners

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Explanation or illustration of practice</th>
<th>Job embedded opportunities to learn practice</th>
<th>Performance feedback on the practice</th>
<th>Reflective understanding and self-monitoring of the practice implementation</th>
<th>Follow up activities and support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Higher Education Programs in Early Childhood/Early Childhood Special Education
Study Information

• **Purpose:** To create a directory of all early childhood, early childhood special education, and blended higher education programs.

• **Method:**
  - Initial Search
    - [https://nces.ed.gov/collegenavigator/](https://nces.ed.gov/collegenavigator/)
    - Select state, refine search for “Education” programs
    - Go to each school’s website and search for programs in “Early Childhood Education” and “Early Childhood Special Education”
      - Inclusion Criteria: Age range for education program must include Early Childhood (i.e. K-5 programs not included)
ECE/ECSE Higher Education Program Data Collected

- University
- School/College
- Department
- Program
  - ECE/ECSE/Blended
- Specialty
- Age Range
- Degree/Specific Degree
- Online
  - Yes/No/
  - Online Option/Hybrid
- Teacher Certification
  - Yes/No
- Accreditation
- Link
- Contact Information
ECE/ECSE Higher Education Programs Results (N=5,199)

**Program Type**
- ECE (n=4226)
- ECSE (n=586)
- BLEND (n=387)

**Program Degree**
- Certificate: 1446
- Diploma: 89
- Associate’s: 1058
- Bachelor’s: 1355
- Graduate Certificate: 56
- Master’s: 952
- Educational Specialist: 48
- Doctorate: 99

**Program Format**
- Yes: 448
- No: 1834
- Online Option: 238
- Hybrid: 243

**Teacher Certification Program**
- Yes: 45%
- No: 55%
Example: Illinois (N=247)

Program Type

- ECE (n=195)
- ECSE (n=45)
- BLEND (n=7)

- 79% ECE
- 18% ECSE
- 3% BLEND

Program Degree

- Certificate: 88
- Diploma: 2
- Associate’s: 58
- Bachelor’s: 56
- Graduate Certificate: 5
- Master’s: 36
- Doctorate: 2

Program Format

- Yes: 207
- No: 20
- Online Option: 6
- Hybrid: 14

Teacher Certification Program

- Yes (n=77): 69%
- No (n=170): 31%
Intensive TA= 5 states in 2018

Personnel Framework → Strategic Planning with Stake-holders → CSPD Plan and On-Going Committee
How Will We Do This?

• Content:
  CSPD

• Method:
  Implementation frame through strategic planning

• Outcome:
  Scaling up of effective practices for personnel development
## Comprehensive System of Personnel Development

<table>
<thead>
<tr>
<th>Category</th>
<th>Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Indicator 2:</td>
<td>There is a written multi-year plan in place to address all sub-components of the CSPD.</td>
</tr>
<tr>
<td><strong>Leadership, Coordination, &amp; Sustainability</strong></td>
<td>Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.</td>
</tr>
<tr>
<td>Quality Indicator 4:</td>
<td>The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.</td>
</tr>
<tr>
<td><strong>State Personnel Standards</strong></td>
<td>Quality Indicator 5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.</td>
</tr>
<tr>
<td>Quality Indicator 6:</td>
<td>Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</td>
</tr>
<tr>
<td><strong>Preservice Personnel Development</strong></td>
<td>Quality Indicator 7: A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines</td>
</tr>
<tr>
<td>Quality Indicator 8:</td>
<td>A statewide system for inservice personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</td>
</tr>
<tr>
<td><strong>Inservice Personnel Development</strong></td>
<td>Quality Indicator 9: Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</td>
</tr>
<tr>
<td>Quality Indicator 10:</td>
<td>Comprehensive recruitment and retention strategies are being implemented across disciplines.</td>
</tr>
<tr>
<td><strong>Recruitment and Retention</strong></td>
<td>Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</td>
</tr>
<tr>
<td>Quality Indicator 12:</td>
<td>The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources.</td>
</tr>
</tbody>
</table>
PHASE ONE
Exploration

- Develop core planning team and project liaison
- Identify stakeholders for strategic planning team
- Identify a date and place for strategic planning
- Complete self assessment of the framework

PHASE TWO
Installation

- Invite stakeholders to be part of strategic CSPD team
- Develop strategic plan
- Assign stakeholder to CSPD component workgroup
- Establish meeting and reporting schedule

PHASE THREE
Implementation

- Objectives and activities of strategic plan
- Engage in problem solving activities
- Workgroups document, evaluate, and report findings recommendations on tasks
- Coordinate across all components and workgroups of CSPD to review progress and make recommendations to CSPD objectives

PHASE FOUR
Standardization

- Reassess and prioritize objectives and outcomes based on results of implementation annually
- Prepare annual report of planning group process and recommendations
- Develop an evaluation process of the state's CSPD components
- Evaluate CSPD and recommend needed modifications for sustainability
Principles of Strategic Planning

• Strategic planning is directed toward creating a future that could be, rather than reacting to a future that will be.

• The process of strategic planning is as important as the product because the process is designed to create understanding, consensus, and commitment through interactions of leaders and stakeholders.

• Strategic plans must be sufficiently broad to provide flexibility and sufficiently specific to provide direction for functional and operational planning.
Strategic Planning Sequence

- Evaluation
- Values
- Vision
- Mission
- Capacity
- Objectives and Plan
The Strategic Planning Process: Key Characteristics

• Focused and Decision Related
• Future Oriented
• Fact-Based
• Avoids Over-Generalization
• Explores Alternative Solutions
• Reassesses Decisions Over Time
• Politically Realistic
CSPD should include:

- Clear statement of the problem the strategic plan intends to address
- Broad goal statement of what to be accomplished
- Outcome-oriented objectives which move toward that accomplishment
- Strategies and actions which will enable the accomplishment of objectives
- Operational guidelines for implementation
Lessons Learned:

• Someone(s) needs to own this process.
• Need to have the right people at the table: on the core planning team (use the form).
• Ability to focus on CSPD over other competing priorities.
• Use of data from the self-assessment to CSPD component planning.
• Reach out of the initial SWG to expand the input into the CSPD planning
Systems Think
Systems Last beyond People....

Sometimes
Early Childhood Comprehensive System of Personnel Development
Survey of State Leaders: Quantitative Analysis
Study Information

• **Purpose:** To describe the national landscape of early childhood comprehensive systems of personnel development across Part C and Part B/619.

• **Method:** Phone interviews were conducted with Part C and Part B/619 Coordinators (and their staff). These data were reviewed by the data collectors, who examined websites and documents to validate the ratings.

• **Participants:** 80 systems participated in this study (43=Part C, 37=Part B/619)
<table>
<thead>
<tr>
<th>Subcomponent</th>
<th>Quality Indicators</th>
<th>N of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership, Coordination, &amp; Sustainability</td>
<td>Cross-sector Leadership Team</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Written Multi-year Plan</td>
<td>6</td>
</tr>
<tr>
<td>State Personnel Standards</td>
<td>State Standards Aligned to National</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Certification Aligned to State/National</td>
<td>5</td>
</tr>
<tr>
<td>Pre-service Professional Development</td>
<td>IHE Aligned to National Standards</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>IHE Address EC Dev. and Discipline</td>
<td>6</td>
</tr>
<tr>
<td>Subcomponent</td>
<td>Quality Indicators</td>
<td>N of items</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>In-service Personnel</td>
<td>Statewide In-service PD-TA System</td>
<td>8</td>
</tr>
<tr>
<td>Development</td>
<td>In-service Aligned with IHE</td>
<td>3</td>
</tr>
<tr>
<td>Recruitment/Retention</td>
<td>Data-based Recruitment/Retention</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Recruitment/Retention</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation Plan</td>
<td>CSPD Evaluation Plan</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Ongoing Evaluation</td>
<td>4</td>
</tr>
</tbody>
</table>
Average Subcomponent Score by System Type

- Leadership, Coordination, and Sustainability
- State Personnel Standards
- Pre-Service Personnel Development
- In-Service Personnel Development
- Recruitment and Retention
- Evaluation

Legend:
- Blue: Part C
- Orange: Part B/619
- Gray: Total

Early Childhood Personnel Center
www.ecpcta.org
Average Quality Indicator Score by System Type

- Cross-sector Leadership Team
- Written Multi-year Plan
- State Standards Aligned to National
- Certification Aligned to State/National
- IHE Aligned to National Standards
- IHE Address EC Dev. and Discipline
- Statewide In-service PD-TA System
- In-service Aligned with IHE
- Data-based Recruitment/Retention
- Comprehensive Recruitment/Retention
- CSPD Evaluation Plan
- Ongoing Evaluation

Part C  Part B/619  Total
Average Item Score by System Type
On the following slides, the percentages indicate states that did not have the Element of Quality in place.
Leadership, Coordination, & Sustainability Subcomponent
Quality Indicator PN1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions related to the personnel system.
<table>
<thead>
<tr>
<th>Item</th>
<th>Part C</th>
<th>Part B/619</th>
</tr>
</thead>
<tbody>
<tr>
<td>The composition of the leadership team represents key partners...</td>
<td>34.9%</td>
<td>45.9%</td>
</tr>
<tr>
<td>Additional stakeholder input, including from families, is actively solicited and considered ...</td>
<td>44.2%</td>
<td>51.4%</td>
</tr>
<tr>
<td>The leadership team members are aware of other related personnel development systems ...</td>
<td>34.9%</td>
<td>40.5%</td>
</tr>
<tr>
<td>The leadership team develops an overall vision, mission, and purpose for the CSPD ...</td>
<td>48.8%</td>
<td>54.1%</td>
</tr>
<tr>
<td>The CSPD vision, mission and purpose are aligned with the overall early intervention and preschool special education systems.</td>
<td>53.5%</td>
<td>59.5%</td>
</tr>
<tr>
<td>The leadership team examines current policies and state initiatives .</td>
<td>39.5%</td>
<td>43.2%</td>
</tr>
<tr>
<td>The leadership team advocates for and identifies resources for cross-sector priorities and activities.</td>
<td>46.5%</td>
<td>48.6%</td>
</tr>
<tr>
<td>The leadership team disseminates information on the CSPD plan to relevant public and private audiences.</td>
<td>62.8%</td>
<td>75.7%</td>
</tr>
</tbody>
</table>
Quality Indicator PN2: There is a written multi-year plan in place to address all sub-components of the CSPD.
<table>
<thead>
<tr>
<th>Item</th>
<th>Part C</th>
<th>Part B/619</th>
</tr>
</thead>
<tbody>
<tr>
<td>The development and implementation of the CSPD plan is based on the specific vision, mission, and purpose for a CSPD.</td>
<td>60.5%</td>
<td>70.3%</td>
</tr>
<tr>
<td>The CSPD plan is aligned with and informed by stakeholder input, national professional organization personnel standards, state requirements, and the vision, mission, and purpose of the cross-sector early childhood systems involved in the CSPD.</td>
<td>58.1%</td>
<td>70.3%</td>
</tr>
<tr>
<td>The CSPD plan articulates a process for two way communication between stakeholders ...</td>
<td>58.1%</td>
<td>67.6%</td>
</tr>
<tr>
<td>The CSPD plan includes strategies for engaging in ongoing formative and summative evaluation of the activities.</td>
<td>67.4%</td>
<td>75.7%</td>
</tr>
<tr>
<td>The leadership team monitors both the implementation and effectiveness of the activities of the CSPD plan.</td>
<td>60.5%</td>
<td>73.0%</td>
</tr>
<tr>
<td>The leadership team plans for and ensures that funding and resources are available to sustain the implementation of the CSPD plan.</td>
<td>67.4%</td>
<td>78.4%</td>
</tr>
</tbody>
</table>
Leadership Beyond Role/Agency: EC Systems

Leadership within the Role/Agency: IDEA Programs

Coordinators Orientation and More
Leadership Beyond Role/Agency: EC Systems

Leadership within the Role/Agency: IDEA Programs

Coordinators Orientation and More

Early Childhood Personnel Center
www.ecpcta.org
Methodology For Content

1. Scan the Literature for leadership types
2. Metasynthesis as frame
3. Think Tanks Part C/619 (1 so far)
   a) Job descriptions/Need to know
   b) Refine into critical knowledge and skills by level
4. Delphi for consensus
5. Knowledge and skills will be sequenced by level
Definitions

**Standard**: What you must know and be able to do (knowledge and skills)

**Indicator**: a rule for the measure of quality; a sign that shows the condition or existence of something

**Practice**: the action of doing

**Competency**: an ability or skill