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ABSTRACT

A preliminary step in implementing competency-based teacher education (CBTE) is the generation of a list of teacher competencies adapted for the local situation. One method of adaptation is to have selected competencies ranked in order of importance by professional educators within the school district or college. A less expensive and time-consuming method is to use a committee, representative of the population, to rank the competencies. The purpose of this study was to determine if the rankings of a small group would correlate highly with those of a large group. Two lists of competencies were ranked by a small sample group and the total teacher population of Carroll County, Georgia. The data indicated that in this study the composite rankings by the small group were a highly successful predictor of the rankings by the total group. (Tables illustrating ranking results and correlations are included.) (JS)

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THE PREDICTION OF LARGE GROUP RANKINGS OF TEACHER COMPETENCIES THROUGH THE USE OF SMALL GROUP CONSENSUS

An initial step among those who become involved in Competency Based Teacher Education (CBTE) is often the generation (or selection) of a list of teacher competencies. Since there is now a number of these lists in the literature, the current practice is selection from one or more of these lists rather than the generation of new data. In any event, whether the list is old or new, it must be accepted by and/or adapted for the local situation.

One approach to the above is to have the selected list of competencies ranked in order of importance by all the professionals within the organization (school district, college, etc.). This approach is relatively time-consuming and costly and an alternate method might be the use of a committee, representative of the population, to rank the competencies.

To determine if a small group could be successfully used to rank competencies (i.e., that the rankings of the smaller group would correlate highly with those of the larger group) two lists of competencies were ranked by a sample group and the total teacher population of Carroll County. A discussion of the procedure and the findings follows.

FLORIDA

The Initial Group

During the summer, 1973, a group of Carroll County teachers who were enrolled in courses at West Georgia College were asked to participate in the identification of teacher competencies. They were joined by other Carroll County teachers recruited by the County Teacher Association. These teachers were divided into three groups and assigned the task of assigning priorities to a list of teacher behaviors (Attachment A).

The behaviors as ranked by each of the three groups were brought together and final consensus of the total group was achieved.

The ranking of the behaviors and their sub-categories by the total Initial group is shown in Tables 1 and 2. A rank of 1 indicates the group considered this behavior most important and a rank of 7 indicates the group considered this behavior least important.

Carroll County Teachers

Next, the list of teacher behaviors was sent to every Carroll County teacher with the instructions to "rank the seven major categories from most needed for a teacher in Carroll County at this time to least needed." The teachers were also instructed to rank the sub-categories within each of the major categories as needed "for teachers in Carroll County at this time." Two Hundred, Ninty-Five responses were returned.

TABLE 1

RANKINGS OF TEACHER BEHAVIORS

ITEM		Composite rank by Initial Group	Median Rank by C.C. Teachers
10.	Assessing & Evaluating Student Behaviors	4	5
20.	Planning Instruction	5	5
30.	Conducting & Implementing Instruction	6	5
40.	Performing Administrative Duties	7	7
50.	Communicating & Interacting	3	3
60.	Developing Personal Skills	2	2
70.	Developing Pupil Skills	1	1

TABLE 2

RANKING OF TEACHER
BEHAVIOR SUBSCALES

ITEM	Composite Rank by Initial Group	Median Rank by C.C. Teachers
11. Selecting assessment instruments	6	5.5
12. Designing and developing assessment instruments	4	4
13. Collecting and quantifying data	7	7
14. Diagnosing student difficulties or abilities	1	1
15. Summarizing and interpreting data	5	5.5
16. Involving students in self-evaluation	3	2.5
17. Diagnosing student affective characteristics	2	2.5
21. Selecting and specifying goals, aims, and objectives	1	1
22. Selecting instructional strategies	2.5	2.5
23. Organizing students	4	5
24. Selecting or developing materials and activities	2.5	2.5
25. Collaborating with others in planning	6	4
26. Developing procedures and routines	6	6
27. Evaluating instruction/instructional design	6	7

TABLE 2 (continued)

ITEM	Composite Rank by Initial Group	Median Rank by C.C. Teachers
31. Structuring/establishing rapport/providing atmosphere	1	1
32. Motivating/reinforcing students; providing for feedback	2	2
33. Conducting discussion/small group activities	4	4
34. Individualizing instruction/conducting individual activities	3	3
35. Presenting information/giving directions	5	5
36. Utilizing deductive, inductive thinking or problem	7	6
37. Questioning and responding	6	7.5
38. Utilizing audio-visual equipment and aids (resources)	8	7.5
41. Supervising aides, tutors, etc.	3	4
42. Arranging physical environment	4	3
43. Establishing/maintaining procedures/	1.5	1
44. Maintaining records	5	5
45. Organizing materials	1.5	2
51. Conferring with parents	2	2
52. Counseling students	1	1
53. Representing school/school program	5	5
54. Involving others in the school program	4	4
55. Establishing/maintaining professional relationships	3	3

TABLE 2 (continued)

ITEM	Composite Rank by Initial Group	Median Rank by C.C. Teachers
61. Accepting self	1	1
62. Evaluating self	2	2
63. Planning for self improvement/ improving self	4.5	4
64. Accepting responsibility	4.5	4
65. Developing subject related skills	7	6.5
66. Accepting others	3	4
67. Solving problems	6	6.5
71. Developing pupil self concept	1	1
72. Developing pupil social interaction	3	3
73. Developing pupil learning to learn skills	5	5
74. Developing pupil acceptance of responsibility	4	4
75. Developing pupil attitudes and values	2	2

Data Analysis

The 295 questionnaires were coded and keypunched. Frequency distributions were tabulated at the West Georgia Computer Center. From these frequency distributions, median ranks were computed for the eight categories. These median ranks are also shown in Tables 1 and 2. (A rank of 1 = highest importance, 7 = least importance.)

To determine the degree of relationship between the rankings of the two groups, Spearman Rank - Order Correlation Coefficients (Rho) were computed using the following formula:

$$P = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)}$$

The Spearman Rhos are presented in Table 3. These correlations were tested for significances using the formula:

$$t = P\sqrt{\frac{N - 2}{1 - P^2}}$$

All the sets of ranks were found to be significantly correlated at the .01 level or greater, using a two-tailed test.

TABLE 3

SPEARMAN RANK - ORDER CORRELATIONS (RHO)
BETWEEN RANKING OF TWO GROUPS

ITEMS	Numbers	P
Teacher Behaviors	(10-70)	.96
Sub-categories:		
Assessing and Evaluating Student Behavior	(11-17)	.98
Planning Instruction	(21-27)	.90
Conducting and Implementing Instruction	(31-38)	.96
Performing Administrative Duties	(41-45)	.90
Communicating and Interaction	(51-55)	1.00
Developing Personal Skills	(61-67)	.96
Developing Pupil Self	(71-75)	1.00

HOUSTON

A similar procedure was followed in ranking the Houston competency list. A committee composed of 21 Carroll County teachers and administrators and West Georgia College staff was divided into three groups. Each group was given the list of competencies (shown in Attachment B) and asked to attain consensus on the ranking of major categories, sub-categories and behavioral statements. The ranking of the competencies by each of these three groups was brought together and final consensus was attained on the rankings of the items by the total group. This initial group ranking is shown in Table 4. A rank of 1 indicates the group considered the item most important and a rank of 33 indicates this group considered the item least important.

Carroll County Teachers

The complete list was then sent to every Carroll County teacher with the instructions to "rank the 33 statements in the order of most needed."

Two Hundred, Eighty-Nine responses were returned.

TABLE 4

RANKING OF HOUSTON
COMPETENCIES

ITEM	Composite Rank by Initial Group	Median Rank by C.C. Teachers
I. THE TEACHER & STUDENTS: DESIGNING & EVALUATING		
Diagnosis and Evaluation		
1. Administers and interprets assessment techniques, i.e., standardized tests and sociometrics.	28	28
2. Designs and uses teacher-made diagnostic tests.	26	26.5
3. Uses various interview techniques with pupils (e.g., Piagetan Techniques).	27	26.5
4. Gathers information on individual differences among students such as interests, values, cultural and socio-economic background.	25	25
Organizing Classroom		
5. Groups pupils on the basis of data.	23	23
6. Organizes resources and materials for effective instruction.	22	22
7. Plans for routine tasks.	24	24
Goals and Objectives		
8. Identifies goals and objectives appropriate to pupil needs.	17	17
9. States competency-based objectives correctly.	18	18
Planning		
10. Organizes instruction around goals and objectives.	19	19
11. Plans daily to achieve long-range goals and objectives.	21	21
12. Sequences learning activities and experiences logically and psychologically.	20	20

TABLE 4 (continued)

ITEM	Composite Rank by Initial Group	Median Rank by C.C. Teachers
II. THE TEACHER & STUDENTS: INTERACTION		
Communication		
13. Gives clear, explicit directions to students.	5	4.5
14. Responds to "coping" behavior of students.	6	6
15. Identifies clues to student misconceptions or confusion.	7	7
16. Provides for the appropriate use of a variety of communication patterns within the classroom.	4	4.5
Instruction		
17. Establishes set (motivation, transitions, classroom environmental conditions) which are varied and appropriate.	12	12
18. Employs a variety of appropriate instructional strategies and tactics (programmed instruction, games, simulation, etc.).	9	8.5
19. Utilizes a variety of instructional materials and resources.	10	10
20. Individualizes instruction.	8	8.5
21. Plans activities with children.	11	11
22. Asks higher-order questions.	13	13
Management		
23. Uses positive reinforcement patterns with students.	14	14
24. Manages deviant behavior.	15	15
Interpersonal		
25. Build self-awareness and self-concepts in students.	2	1.5
26. Develops understanding of cultural pluralism concepts in students.	3	3
27. Reacts with sensitivity to the needs and feelings of others.	1	1.5
Evaluation		
28. Monitors interaction and modifies plans on the basis of feedback.	16	16

TABLE 4 (continued)

ITEM	Composite Rank by Initial Group	Median Rank by C.C. Teachers
III. THE PROFESSIONAL TEACHER		
Self-Improvement		
29. Engages in a designed professional development program.	30	30
30. Adapts to new or confusing situations readily.	29	29
31. Evaluates teaching behavior using coded instruments and plans for change on basis of results.	31	31
Colleagues and Community		
32. Interacts and communicates effectively with parents and community.	33	33
33. Works effectively as a member of an educational team.	32	32

TABLE 5

P = .99

Data Analysis

The 289 questionnaires were coded and keypunched. A frequency distribution and median ranks were computed at the West Georgia College Computer Center. These median ranks are shown in Table 4.

A Spearman Rho was computed between ranks and found to be .99. This is significant at the .01 level.

Discussion

It is apparent from inspection of the ranks as well as from the analyses that the composite rankings by the initial group was a highly successful predictor of the rankings by the total group.