

DOCUMENT RESUME

ED 105 289

CE 003 610

AUTHOR Mocker, Donald W.; And Others  
TITLE Adult Basic Education Teacher Competency Inventory  
[in two parts].  
INSTITUTION Missouri Univ., Kansas City. Center for Resource  
Development in Adult Education.  
PUB DATE Oct 74  
NOTE 33p.; For related document, see ED 099 469  
EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE  
DESCRIPTORS \*Adult Basic Education; Adult Educators; Demography;  
\*Questionnaires; \*Self Concept Tests; Teacher  
Behavior; \*Teacher Characteristics; \*Teacher  
Evaluation; Teacher Qualifications; Teacher Response;  
Teaching Skills

ABSTRACT

The Adult Basic Education (ABE) teacher inventory is presented in two parts and is intended to determine: (1) the respondent's concept of desirable ABE teacher qualifications, and (2) the respondent's self-assessment of personal ABE teacher competencies. The introductory section requests demographic data related to the ABE program, the respondent's personal characteristics, professional responsibilities, status, and background. Both parts utilize 170 identical questionnaire items, but the point of view of the respondent is altered in each. The inventory focuses on competencies in the following areas: knowledge (ability to recall and recognize specifics and universals), behavior (demonstration of ability to perform), and attitude (ability to develop, receive, and respond to feelings, interests, and values).  
(MW)

ED105289

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

*Donald Mocker*  
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

# ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

Developed by

**Donald W. Mocker**

**James D. Peebles**

**Lorraine M. Zinn**

**Gordon Ault**

**Vera S. Maass**

**Center for Resource Development in Adult Education**

**School of Education**

**University of Missouri - Kansas City**

© October, 1974.  
(Revised)

CE 003 610

## DEMOGRAPHIC DATA

Computer Space

--- / --- / ---

1. State: \_\_\_\_\_

2. Location of ABE Program (city) \_\_\_\_\_

3. What is your current position in ABE? (check one)

- (1) \_\_\_ ABE teacher, part-time (less than 20 hrs. per week)
- (2) \_\_\_ ABE teacher, full-time (more than 20 hrs. per week)
- (3) \_\_\_ ABE administrator, part-time (less than 20 hrs. per week)
- (4) \_\_\_ ABE administrator, full-time (more than 20 hrs. per week)
- (5) \_\_\_ Primarily ABE teacher, part-time ABE administrator
- (6) \_\_\_ Primarily ABE administrator, part-time ABE teacher

4. If teacher/administrator part-time  
in ABE, what is full-time commitment:

- (1) \_\_\_ No full-time employment
- (2) \_\_\_ Teaching-elementary (K-6)
- (3) \_\_\_ Teaching-secondary (7-12)
- (4) \_\_\_ Teaching-college, university
- (5) \_\_\_ Counseling, guidance
- (6) \_\_\_ Elementary school administrator
- (7) \_\_\_ Secondary school administrator
- (8) \_\_\_ Housewife
- (9) \_\_\_ Other (specify) \_\_\_\_\_

5. Sex:

- (1) \_\_\_ Female
- (2) \_\_\_ Male

6. Age:

- (1) \_\_\_ Under 25
- (2) \_\_\_ 25-34
- (3) \_\_\_ 35-44
- (4) \_\_\_ 45-54
- (5) \_\_\_ 55-65
- (6) \_\_\_ Over 65

Today's date \_\_\_\_\_

7. What type of classes do you teach? (check one)

- (1)  ABE, with grade equivalency (only)
- (2)  English as a Second Language (only)
- (3)  ABE and ESL
- (4)  Adult high school, high school completion
- (5)  GED, high school equivalency
- (6)  ABE and GED
- (7)  Other (specify) \_\_\_\_\_

8. Years of experience in ABE:

- (1)  Less than 1 year
- (2)  1 year
- (3)  2 years
- (4)  3 years
- (5)  4 years
- (6)  5 years
- (7)  More than 5 years

9. What type of certificate do you hold?  
(check major area only)

- (1)  elementary
- (2)  secondary
- (3)  learning disabilities
- (4)  special education
- (5)  speech therapist
- (6)  counseling and guidance

10. Most recent attendance at  
an ABE training function:

- (1)  during past six months
- (2)  6 months to one year ago
- (3)  more than one year ago
- (4)  have never attended an  
ABE training function

11. Type of ABE training functions you have attended (may check more than one):

- (11)  lecture, conference (one day or less)
- (12)  workshop (2-5 days)
- (13)  institute (5 days or more)
- (14)  college credit course
- (15)  other (specify) \_\_\_\_\_

## PURPOSE

The purpose of this Inventory is twofold: 1) to determine what an ABE teacher should be able to do and 2) to determine the degree of competence which ABE teachers have.

## DIRECTIONS

On the following pages are statements of abilities which may be needed by ABE teachers. FOR ITEMS 1-85, INDICATE THE DEGREE OF COMPETENCE YOU FEEL YOU HAVE NOW. FOR ITEMS 86-170, INDICATE THE DEGREE OF COMPETENCE YOU FEEL AN ABE TEACHER SHOULD HAVE.

Your response will be marked on a scale following each statement, as illustrated in the example below. On the scale, circle the **single** number which comes closest to your perception. "0" indicates **no** competence, and "7" indicates **complete** competence.

### Example

To what degree are YOU able to:

- organize and schedule individual learning activities

No

Complete

0 1 2 3 4 ⑤ 6 7

In the above example, "5" is circled, indicating that the person who responded rates his/her ability high on the scale, yet does not feel he/she has complete competence.

### IMPORTANT:

- Please respond to all statements.
- There are no right or wrong responses.
- Don't forget to look at the question at the top of the page. Statements 1-85 ask a different question than statements 86-170.

# ADULT BASIC EDUCATION

## TEACHER COMPETENCY INVENTORY

No \_\_\_\_\_  
Compl te

To what degree are YOU able to:

(circle only one)

- |                                                                                                                                      |                 |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1. use learners' oral language facility, including dialect, as the basis for developing skills in standard English.                  | 0 1 2 3 4 5 6 7 |
| 2. include the essential elements of the communication process (listening speaking, reading, and writing) when selecting curriculum. | 0 1 2 3 4 5 6 7 |
| 3. try novel and unique strategies in broadening horizons of learners.                                                               | 0 1 2 3 4 5 6 7 |
| 4. use the community development approach.                                                                                           | 0 1 2 3 4 5 6 7 |
| 5. explain what is individually prescribed instruction.                                                                              | 0 1 2 3 4 5 6 7 |
| 6. prepare new teachers for innovative and changing programs.                                                                        | 0 1 2 3 4 5 6 7 |
| 7. select materials and activities which promote learning about health and nutrition.                                                | 0 1 2 3 4 5 6 7 |
| 8. adjust teaching to accommodate individual and group characteristics.                                                              | 0 1 2 3 4 5 6 7 |
| 9. assess anxieties about learning that are specific to identifiable groups of learners.                                             | 0 1 2 3 4 5 6 7 |
| 10. determine reasons for low self-concept of learners.                                                                              | 0 1 2 3 4 5 6 7 |
| 11. select curriculum which will aid the learners in developing an interest in reading.                                              | 0 1 2 3 4 5 6 7 |
| 12. assess the effects of discrimination on the learners.                                                                            | 0 1 2 3 4 5 6 7 |

To what degree are YOU able to:

	No	Complete
13. select curriculum according to appropriate sequence, continuity and integration.	0	1 2 3 4 5 6 7
14. establish a basis for mutual respect with learners.	0	1 2 3 4 5 6 7
15. assist learners who desire to assume new roles in society.	0	1 2 3 4 5 6 7
16. apply criteria for the selection and evaluation of instructional materials.	0	1 2 3 4 5 6 7
17. arrange and conduct field trips.	0	1 2 3 4 5 6 7
18. construct informal reading inventories.	0	1 2 3 4 5 6 7
19. collect information on the learners' physical, mental and social development.	0	1 2 3 4 5 6 7
20. recognize action words appropriate to a given behavior.	0	1 2 3 4 5 6 7
21. incorporate ecology into the curriculum.	0	1 2 3 4 5 6 7
22. use appropriate methods and materials for teaching mathematics.	0	1 2 3 4 5 6 7
23. evaluate instructional objectives.	0	1 2 3 4 5 6 7
24. apply basic principles of group dynamics and leadership techniques.	0	1 2 3 4 5 6 7
25. differentiate between goals and objectives.	0	1 2 3 4 5 6 7
26. collect information on the cultural and social forces that influence the learners.	0	1 2 3 4 5 6 7
27. determine the modality(ies) by which individuals learn most effectively.	0	1 2 3 4 5 6 7
28. design an instructional plan based on results of diagnostic tests.	0	1 2 3 4 5 6 7
29. guide and counsel learners.	0	1 2 3 4 5 6 7
30. describe the relationship of adult basic education to adult education.	0	1 2 3 4 5 6 7
31. identify the major topics and concepts of each subject he/she teaches.	0	1 2 3 4 5 6 7

To what degree are YOU able to:

	No	Complete
32. select objectives from each of the domains (cognitive, psychomotor and affective).	0 1 2 3 4 5 6 7	
33. interpret informal reading inventories.	0 1 2 3 4 5 6 7	
34. interpret informal math inventories.	0 1 2 3 4 5 6 7	
35. write objectives in behavioral terms.	0 1 2 3 4 5 6 7	
36. make daily lesson plans.	0 1 2 3 4 5 6 7	
37. use appropriate materials and methods for specified reading deficiencies.	0 1 2 3 4 5 6 7	
38. construct profiles which reflect learners' attainment, potential and expectations in reading.	0 1 2 3 4 5 6 7	
39. arrange flexible grouping for learning.	0 1 2 3 4 5 6 7	
40. select materials and activities which develop study patterns.	0 1 2 3 4 5 6 7	
41. design activities to develop problem solving abilities within learners.	0 1 2 3 4 5 6 7	
42. use a system to keep records of learners' progress.	0 1 2 3 4 5 6 7	
43. use appropriate methods and materials for teaching language arts.	0 1 2 3 4 5 6 7	
44. recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.	0 1 2 3 4 5 6 7	
45. maintain a clean, orderly classroom.	0 1 2 3 4 5 6 7	
46. use humor in the classroom.	0 1 2 3 4 5 6 7	
47. participate in the process of program evaluation.	0 1 2 3 4 5 6 7	
48. apply knowledge of materials and procedures gained from other teachers.	0 1 2 3 4 5 6 7	
49. provide practical activities for learners which reinforce classroom instruction.	0 1 2 3 4 5 6 7	



To what degree are YOU able to:

	No	Complete
50. select curriculum which emphasizes noteworthy current events.	0 1 2 3 4 5 6 7	
51. select curriculum which provides for the development of liberal education for the learners.	0 1 2 3 4 5 6 7	
52. select curriculum which integrates reading comprehension and vocabulary development with each content area.	0 1 2 3 4 5 6 7	
53. identify major causes of the literacy problem in the United States.	0 1 2 3 4 5 6 7	
54. use instructional materials which are congruent with specific curricular goals.	0 1 2 3 4 5 6 7	
55. communicate effectively with learners.	0 1 2 3 4 5 6 7	
56. develop effective working relationships with learners.	0 1 2 3 4 5 6 7	
57. list the major causes of reading difficulties in adult learners.	0 1 2 3 4 5 6 7	
58. relate the democratic process to everyday lives of learners.	0 1 2 3 4 5 6 7	
59. gather information on the economically disadvantaged in various ethnic groups.	0 1 2 3 4 5 6 7	
60. interpret the social structure and characteristics of the community.	0 1 2 3 4 5 6 7	
61. adjust instruction to provide for the social, psychological and physiological effects of aging.	0 1 2 3 4 5 6 7	
62. give examples of concepts and principles.	0 1 2 3 4 5 6 7	
63. identify the learners' interests and level of aspiration.	0 1 2 3 4 5 6 7	
64. demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.	0 1 2 3 4 5 6 7	
65. write instructional materials.	0 1 2 3 4 5 6 7	
66. function in a team teaching situation.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

	No	Complete
67. differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	0 1 2 3 4 5 6 7	
68. analyze reasons for learners' participating in educational programs.	0 1 2 3 4 5 6 7	
69. recognize the similarities and differences between general and vocational education.	0 1 2 3 4 5 6 7	
70. adjust program to respond to the changing needs of learners.	0 1 2 3 4 5 6 7	
71. identify new developments, recent recommendations and current issues in adult education.	0 1 2 3 4 5 6 7	
72. coordinate and supervise classroom activities.	0 1 2 3 4 5 6 7	
73. identify similarities and differences between two or more educational philosophies.	0 1 2 3 4 5 6 7	
74. select mathematic concepts according to logical order.	0 1 2 3 4 5 6 7	
75. apply concepts of liberal education to adult basic education.	0 1 2 3 4 5 6 7	
76. select curriculum which develops study patterns.	0 1 2 3 4 5 6 7	
77. diagnose learners' basic reading skills.	0 1 2 3 4 5 6 7	
78. interpret and use the results of standardized achievement tests.	0 1 2 3 4 5 6 7	
79. select curriculum which will develop word attack skills.	0 1 2 3 4 5 6 7	
80. use knowledge of adult developmental characteristics to select curriculum.	0 1 2 3 4 5 6 7	
81. apply theory to the process of program development.	0 1 2 3 4 5 6 7	
82. select curriculum which will develop all levels of reading comprehension.	0 1 2 3 4 5 6 7	
83. maintain current information concerning commercial instructional materials.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

84. apply generalizations to specific situations.

No	Complete
0 1 2 3 4 5 6 7	

85. select curriculum which will develop oral language skills.

0 1 2 3 4 5 6 7
-----------------

**IMPORTANT:** You are now going to be asked to indicate the degree of competence which an ABE teacher SHOULD have.

To what degree SHOULD an ABE teacher be able to:

	No	Complete
86. use classrooms and other settings which provide for a comfortable learning environment.	0 1 2 3 4 5 6 7	
87. differentiate between teaching children and teaching adults.	0 1 2 3 4 5 6 7	
88. reinforce positive attitudes toward learning.	0 1 2 3 4 5 6 7	
89. adjust rate of instruction to the learners' rate of progress.	0 1 2 3 4 5 6 7	
90. use criterion-referenced evaluation instruments.	0 1 2 3 4 5 6 7	
91. aid the learner in obtaining employment or on-the-job training.	0 1 2 3 4 5 6 7	
92. select curriculum which will help learners control and adjust to change.	0 1 2 3 4 5 6 7	
93. diagnose learners' basic mathematical skills.	0 1 2 3 4 5 6 7	
94. refer learners to community agencies for specific social, educational and training needs.	0 1 2 3 4 5 6 7	
95. plan independent study with learners.	0 1 2 3 4 5 6 7	
96. maintain discipline in the classroom.	0 1 2 3 4 5 6 7	
97. determine the difficulty, validity and reliability of teacher-made tests.	0 1 2 3 4 5 6 7	
98. select materials and activities which promote consumer education.	0 1 2 3 4 5 6 7	
99. design instructional strategies to develop all levels of comprehension within the cognitive domain.	0 1 2 3 4 5 6 7	
100. incorporate consumer education into the curriculum.	0 1 2 3 4 5 6 7	
101. maintain interest of students in classroom activities.	0 1 2 3 4 5 6 7	
102. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	0 1 2 3 4 5 6 7	
103. analyze the impact of prior educational experiences upon learners.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

	No	Complete
104. interpret national, state and local objectives of adult basic education.	0 1 2 3 4 5 6 7	
105. administer informal math inventories.	0 1 2 3 4 5 6 7	
106. operate a learning laboratory.	0 1 2 3 4 5 6 7	
107. identify causes of discrimination.	0 1 2 3 4 5 6 7	
108. use information from professional journals, organizations and associations.	0 1 2 3 4 5 6 7	
109. gather information concerning psychological problems of the learners.	0 1 2 3 4 5 6 7	
110. adjust the administration and interpretation of tests according to the behavioral characteristics of adults.	0 1 2 3 4 5 6 7	
111. identify and analyze terminal behaviors.	0 1 2 3 4 5 6 7	
112. construct audio-visual materials.	0 1 2 3 4 5 6 7	
113. interpret the adult basic education program to other teachers and the community.	0 1 2 3 4 5 6 7	
114. use appropriate methods and materials to remedy deficiencies in mathematics.	0 1 2 3 4 5 6 7	
115. interpret social characteristics of learners.	0 1 2 3 4 5 6 7	
116. provide continuous feedback to learners on their educational progress.	0 1 2 3 4 5 6 7	
117. devise instructional strategies that will develop within the learners a sense of confidence.	0 1 2 3 4 5 6 7	
118. develop a climate that will encourage learners to participate.	0 1 2 3 4 5 6 7	
119. select materials and activities which promote learning about ecology.	0 1 2 3 4 5 6 7	
120. integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

	2	Complete
121. apply principles of attitude and behavior change in the instructional process.	0 1 2 3 4 5 6 7	
122. develop generalizations supported by facts.	0 1 2 3 4 5 6 7	
123. use the services of state and local agencies responsible for adult basic education.	0 1 2 3 4 5 6 7	
124. demonstrate commitment to lifelong learning by participating in continuing education activities.	0 1 2 3 4 5 6 7	
125. apply pertinent research.	0 1 2 3 4 5 6 7	
126. plan instructional activities which bring resources of the community to bear on needs of learners.	0 1 2 3 4 5 6 7	
127. use techniques to facilitate recall.	0 1 2 3 4 5 6 7	
128. administer standardized tests.	0 1 2 3 4 5 6-7	
129. choose tests that yield necessary data on learners.	0 1 2 3 4 5 6 7	
130. recruit the learners.	0 1 2 3 4 5 6 7	
131. relate knowledge of economic and labor market information to the vocational interests of learners.	0 1 2 3 4 5 6 7	
132. select curriculum which will promote development of the learners' reading vocabulary.	0 1 2 3 4 5 6 7	
133. select instructional materials which relate to the background of learners.	0 1 2 3 4 5 6 7	
134. recognize the value system of learners to be appropriate for the environment in which they live.	0 1 2 3 4 5 6 7	
135. use programmed and self-directed instructional materials.	0 1 2 3 4 5 6 7	
136. use techniques of public relations.	0 1 2 3 4 5 6 7	
137. incorporate health and nutrition objectives into the curriculum.	0 1 2 3 4 5 6 7	
138. use behaviorally stated objectives.	0 1 2 3 4 5 6 7	
139. use mass media for educational purposes.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

	No	Complete
140. apply synthetic and analytic word learning methods as determined by diagnosis.	0 1 2 3 4 5 6 7	
141. place learners at their instructional level.	0 1 2 3 4 5 6 7	
142. incorporate practical government into the curriculum.	0 1 2 3 4 5 6 7	
143. use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.	0 1 2 3 4 5 6 7	
144. select materials and activities which promote learning about practical government.	0 1 2 3 4 5 6 7	
145. apply basic principles of adult learning to instructional situations.	0 1 2 3 4 5 6 7	
146. summarize and review the main points of a lesson or demonstration.	0 1 2 3 4 5 6 7	
147. administer interest inventories.	0 1 2 3 4 5 6 7	
148. adapt instructional activities for the physically handicapped.	0 1 2 3 4 5 6 7	
149. operate duplicating equipment and instructional hardware.	0 1 2 3 4 5 6 7	
150. determine those principles of learning which apply to adults.	0 1 2 3 4 5 6 7	
151. select reading curriculum according to logical order.	0 1 2 3 4 5 6 7	
152. relate instructional content to the life of learners.	0 1 2 3 4 5 6 7	
153. select those components of a subject area which are essential to learners.	0 1 2 3 4 5 6 7	
154. use the language experience approach to teach reading.	0 1 2 3 4 5 6 7	
155. include concepts of modern math when selecting curriculum.	0 1 2 3 4 5 6 7	
156. administer informal reading inventories.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

- |                                                                                                                                   | 0 |   |   |   |   |   |   |   |  | Complete |
|-----------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|--|----------|
| 157. interpret the philosophic base and current issues of adult education in relation to the various aspects of American society. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 158. recognize the historic and contemporary approaches to literacy.                                                              | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 159. participate in the process of evaluating one's own teaching effectiveness.                                                   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 160. identify the major functions of community agencies which serve the social, educational and training needs of learners.       | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 161. describe the learning characteristics of the adult.                                                                          | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 162. construct informal tests and measurement techniques to evaluate learners' achievements.                                      | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 163. use the services of local adult basic education advisory committees.                                                         | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 164. identify potential talents of learners.                                                                                      | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 165. select materials and activities which promote the learners' liberal education.                                               | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 166. recognize the nature and intent of adult basic education legislation including financing.                                    | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 167. determine modes and rates of instruction through diagnosis.                                                                  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 168. involve learners in the process of formulating instructional objectives.                                                     | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 169. relate classroom activities to the job experiences of learners.                                                              | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |
| 170. recognize the potentiality for growth in learners.                                                                           | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |          |

Please identify any other abilities which you feel should be included:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



PERMISSION TO REPRODUCE THIS COPY  
RIGHTS MATERIAL HAS BEEN GRANTED BY

*Donald Mocker*  
TO ERIC AND ORGANIZATIONS OPERATING  
UNDER AGREEMENTS WITH THE NATIONAL IN-  
STITUTE OF EDUCATION. FURTHER REPRO-  
DUCTION OUTSIDE THE ERIC SYSTEM RE-  
QUIRES PERMISSION OF THE COPYRIGHT  
OWNER

# ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

Developed by

Donald W. Mocker

James D. Peebles

Lorraine M. Zinn

Gordon Ault

Vera S. Maass

Center for Resource Development in Adult Education

School of Education

University of Missouri - Kansas City

© October, 1974  
(Revised)

## DEMOGRAPHIC DATA

Computer Space

--- / --- / ---

1. State \_\_\_\_\_

2. Location of ABE Program (city) \_\_\_\_\_

3. What is your current position in ABE? (check one)

- (1) \_\_\_\_\_ ABE teacher, part-time (less than 20 hrs. per week)
- (2) \_\_\_\_\_ ABE teacher, full-time (more than 20 hrs. per week)
- (3) \_\_\_\_\_ ABE administrator, part-time (less than 20 hrs. per week)
- (4) \_\_\_\_\_ ABE administrator, full-time (more than 20 hrs. per week)
- (5) \_\_\_\_\_ Primarily ABE teacher, part-time ABE administrator
- (6) \_\_\_\_\_ Primarily ABE administrator, part-time ABE teacher

4. If teacher/administrator part-time in ABE, what is full-time commitment:

- (1) \_\_\_\_\_ No full-time employment
- (2) \_\_\_\_\_ Teaching-elementary (K-6)
- (3) \_\_\_\_\_ Teaching-secondary (7-12)
- (4) \_\_\_\_\_ Teaching-college, university
- (5) \_\_\_\_\_ Counseling, guidance
- (6) \_\_\_\_\_ Elementary school administrator
- (7) \_\_\_\_\_ Secondary school administrator
- (8) \_\_\_\_\_ Housewife
- (9) \_\_\_\_\_ Other (specify) \_\_\_\_\_

5. Sex:

- (1) \_\_\_\_\_ Female
- (2) \_\_\_\_\_ Male

6. Age:

- (1) \_\_\_\_\_ Under 25
- (2) \_\_\_\_\_ 25-34
- (3) \_\_\_\_\_ 35-44
- (4) \_\_\_\_\_ 45-54
- (5) \_\_\_\_\_ 55-65
- (6) \_\_\_\_\_ Over 65

Today's date \_\_\_\_\_

7. What type of classes do you teach? (check one)

- (1)  ABE, 8th grade equivalency (only)
- (2)  English as a Second Language (only)
- (3)  ABE and ESL
- (4)  Adult high school, high school completion
- (5)  GED, high school equivalency
- (6)  ABE and GED
- (7)  Other (specify) \_\_\_\_\_

8. Years of experience in ABE:

- (1)  Less than 1 year
- (2)  1 year
- (3)  2 years
- (4)  3 years
- (5)  4 years
- (6)  5 years
- (7)  More than 5 years

9. What type of certificate do you hold?  
(check major area only)

- (1)  elementary
- (2)  secondary
- (3)  learning disabilities
- (4)  special education
- (5)  speech therapist
- (6)  counseling and guidance

10. Most recent attendance at  
an ABE training function:

- (1)  during past six months
- (2)  6 months to one year ago
- (3)  more than one year ago
- (4)  have never attended an  
ABE training function

11. Type of ABE training functions you have attended (may check more than one):

- (11)  lecture, conference (one day or less)
- (12)  workshop (2-5 days)
- (13)  institute (5 days or more)
- (14)  college credit course
- (15)  other (specify) \_\_\_\_\_

## PURPOSE

The purpose of this Inventory is twofold: 1) to determine what an ABE teacher should be able to do and 2) to determine the degree of competence which ABE teachers have.

## DIRECTIONS

On the following pages are statements of abilities which may be needed by ABE teachers. FOR ITEMS 1-85, INDICATE THE DEGREE OF COMPETENCE YOU FEEL AN ABE TEACHER SHOULD HAVE. FOR ITEMS 86-170, INDICATE THE DEGREE OF COMPETENCE YOU FEEL YOU HAVE NOW.

Your response will be marked on a scale following each statement, as illustrated in the example below. On the scale, circle the **single** number which comes closest to your perception. "0" indicates **no** competence, and "7" indicates **complete** competence.

### Example

To what degree SHOULD an ABE teacher be able to:

- organize and schedule individual learning activities

No Complete  
0 1 2 3 4 5 6 7

In the above example, "5" is circled, indicating that the person who responded rates this ability high on the scale, yet does not feel that complete competence is needed.

### IMPORTANT:

- Please respond to all statements.
- There are no right or wrong responses.
- Don't forget to look at the question at the top of the page. Statements 1-85 ask a different question than statements 86-170.

# ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

No \_\_\_\_\_ Complete

To what degree SHOULD an ABE teacher be able to:

(circle only one)

- |                                                                                                                                       |                 |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1. use learners' oral language facility, including dialect, as the basis for developing skills in standard English                    | 0 1 2 3 4 5 6 7 |
| 2. include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum. | 0 1 2 3 4 5 6 7 |
| 3. try novel and unique strategies in broadening horizons of learners.                                                                | 0 1 2 3 4 5 6 7 |
| 4. use the community development approach.                                                                                            | 0 1 2 3 4 5 6 7 |
| 5. explain what is individually prescribed instruction.                                                                               | 0 1 2 3 4 5 6 7 |
| 6. prepare new teachers for innovative and changing programs.                                                                         | 0 1 2 3 4 5 6 7 |
| 7. select materials and activities which promote learning about health and nutrition.                                                 | 0 1 2 3 4 5 6 7 |
| 8. adjust teaching to accommodate individual and group characteristics.                                                               | 0 1 2 3 4 5 6 7 |
| 9. assess anxieties about learning that are specific to identifiable groups of learners.                                              | 0 1 2 3 4 5 6 7 |
| 10. determine reasons for low self-concept of learners.                                                                               | 0 1 2 3 4 5 6 7 |
| 11. select curriculum which will aid the learners in developing an interest in reading.                                               | 0 1 2 3 4 5 6 7 |
| 12. assess the effects of discrimination on the learners.                                                                             | 0 1 2 3 4 5 6 7 |

To what degree SHOULD an ABE teacher be able to:

	NS	Complete
13. select curriculum according to appropriate sequence, continuity and integration.	0	1 2 3 4 5 6 7
14. establish a basis for mutual respect with learners.	0	1 2 3 4 5 6 7
15. assist learners who desire to assume new roles in society.	0	1 2 3 4 5 6 7
16. apply criteria for the selection and evaluation of instructional materials.	0	1 2 3 4 5 6 7
17. arrange and conduct field trips.	0	1 2 3 4 5 6 7
18. construct informal reading inventories.	0	1 2 3 4 5 6 7
19. collect information on the learners' physical, mental and social development.	0	1 2 3 4 5 6 7
20. recognize action words appropriate to a given behavior.	0	1 2 3 4 5 6 7
21. incorporate ecology into the curriculum.	0	1 2 3 4 5 6 7
22. use appropriate methods and materials for teaching mathematics.	0	1 2 3 4 5 6 7
23. evaluate instructional objectives.	0	1 2 3 4 5 6 7
24. apply basic principles of group dynamics and leadership techniques.	0	1 2 3 4 5 6 7
25. differentiate between goals and objectives.	0	1 2 3 4 5 6 7
26. collect information on the cultural and social forces that influence the learners.	0	1 2 3 4 5 6 7
27. determine the modality(ies) by which individuals learn most effectively.	0	1 2 3 4 5 6 7
28. design an instructional plan based on results of diagnostic tests.	0	1 2 3 4 5 6 7
29. guide and counsel learners.	0	1 2 3 4 5 6 7
30. describe the relationship of adult basic education to adult education.	0	1 2 3 4 5 6 7
31. identify the major topics and concepts of each subject he/she teaches.	0	1 2 3 4 5 6 7

To what degree SHOULD an ABE teacher be able to:

	No	Completely
32. select objectives from each of the domains (cognitive, psychomotor and affective).	0	1 2 3 4 5 6 7
33. interpret informal reading inventories.	0	1 2 3 4 5 6 7
34. interpret informal math inventories.	0	1 2 3 4 5 6 7
35. write objectives in behavioral terms.	0	1 2 3 4 5 6 7
36. make daily lesson plans.	0	1 2 3 4 5 6 7
37. use appropriate materials and methods for specified reading deficiencies.	0	1 2 3 4 5 6 7
38. construct profiles which reflect learners' attainment, potential and expectations in reading.	0	1 2 3 4 5 6 7
39. arrange flexible grouping for learning.	0	1 2 3 4 5 6 7
40. select materials and activities which develop study patterns.	0	1 2 3 4 5 6 7
41. design activities to develop problem solving abilities within learners.	0	1 2 3 4 5 6 7
42. use a system to keep records of learners' progress.	0	1 2 3 4 5 6 7
43. use appropriate methods and materials for teaching language arts.	0	1 2 3 4 5 6 7
44. recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.	0	1 2 3 4 5 6 7
45. maintain a clean, orderly classroom.	0	1 2 3 4 5 6 7
46. use humor in the classroom.	0	1 2 3 4 5 6 7
47. participate in the process of program evaluation.	0	1 2 3 4 5 6 7
48. apply knowledge of materials and procedures gained from other teachers.	0	1 2 3 4 5 6 7
49. provide practical activities for learners which reinforce classroom instruction.	0	1 2 3 4 5 6 7

To what degree SHOULD an ABE teacher be able to:

	No	Complete
50. select curriculum which emphasizes noteworthy current events.	0 1 2 3 4 5 6 7	
51. select curriculum which provides for the development of liberal education for the learners.	0 1 2 3 4 5 6 7	
52. select curriculum which integrates reading comprehension and vocabulary development with each content area.	0 1 2 3 4 5 6 7	
53. identify major causes of the literacy problem in the United States.	0 1 2 3 4 5 6 7	
54. use instructional materials which are congruent with specific curricular goals.	0 1 2 3 4 5 6 7	
55. communicate effectively with learners.	0 1 2 3 4 5 6 7	
56. develop effective working relationships with learners.	0 1 2 3 4 5 6 7	
57. list the major causes of reading difficulties in adult learners.	0 1 2 3 4 5 6 7	
58. relate the democratic process to everyday lives of learners.	0 1 2 3 4 5 6 7	
59. gather information on the economically disadvantaged in various ethnic groups.	0 1 2 3 4 5 6 7	
60. interpret the social structure and characteristics of the community.	0 1 2 3 4 5 6 7	
61. adjust instruction to provide for the social, psychological and physiological effects of aging	0 1 2 3 4 5 6 7	
62. give examples of concepts and principles.	0 1 2 3 4 5 6 7	
63. identify the learners' interests and level of aspiration.	0 1 2 3 4 5 6 7	
64. demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.	0 1 2 3 4 5 6 7	
65. write instructional materials.	0 1 2 3 4 5 6 7	
66. function in a team teaching situation.	0 1 2 3 4 5 6 7	



To what degree SHOULD an ABE teacher be able to:

28

- 67. differentiate between curriculum and instruction when selecting curriculum and developing instructional plans. 0 1 2 3 4 5 6 7
- 68. analyze reasons for learners' participating in educational programs. 0 1 2 3 4 5 6 7
- 69. recognize the similarities and differences between general and vocational education. 0 1 2 3 4 5 6 7
- 70. adjust program to respond to the changing needs of learners. 0 1 2 3 4 5 6 7
- 71. identify new developments, recent recommendations and current issues in adult education. 0 1 2 3 4 5 6 7
- 72. coordinate and supervise classroom activities. 0 1 2 3 4 5 6 7
- 73. identify similarities and differences between two or more educational philosophies. 0 1 2 3 4 5 6 7
- 74. select mathematic concepts according to logical order. 0 1 2 3 4 5 6 7
- 75. apply concepts of liberal education to adult basic education. 0 1 2 3 4 5 6 7
- 76. select curriculum which develops study patterns. 0 1 2 3 4 5 6 7
- 77. diagnose learners' basic reading skills. 0 1 2 3 4 5 6 7
- 78. interpret and use the results of standardized achievement tests. 0 1 2 3 4 5 6 7
- 79. select curriculum which will develop word attack skills. 0 1 2 3 4 5 6 7
- 80. use knowledge of adult developmental characteristics to select curriculum. 0 1 2 3 4 5 6 7
- 81. apply theory to the process of program development. 0 1 2 3 4 5 6 7
- 82. select curriculum which will develop all levels of reading comprehension. 0 1 2 3 4 5 6 7
- 83. maintain current information concerning commercial instructional materials. 0 1 2 3 4 5 6 7

To what degree SHOULD an ABE teacher be able to:

No

Complete

84. apply generalizations to specific situations.

0 1 2 3 4 5 6 7

85. select curriculum which will develop oral language skills.

0 1 2 3 4 5 6 7

**IMPORTANT:** You are now going to be asked to indicate the degree of competence you HAVE.

To what degree are YOU able to:

	No	Complete
86. use classrooms and other settings which provide for a comfortable learning environment.	0 1 2 3 4 5 6 7	
87. differentiate between teaching children and teaching adults.	0 1 2 3 4 5 6 7	
88. reinforce positive attitudes toward learning.	0 1 2 3 4 5 6 7	
89. adjust rate of instruction to the learners' rate of progress.	0 1 2 3 4 5 6 7	
90. use criterion-referenced evaluation instruments.	0 1 2 3 4 5 6 7	
91. aid the learner in obtaining employment or on-the-job training.	0 1 2 3 4 5 6 7	
92. select curriculum which will help learners control and adjust to change.	0 1 2 3 4 5 6 7	
93. diagnose learners' basic mathematical skills.	0 1 2 3 4 5 6 7	
94. refer learners to community agencies for specific social, educational and training needs.	0 1 2 3 4 5 6 7	
95. plan independent study with learners.	0 1 2 3 4 5 6 7	
96. maintain discipline in the classroom.	0 1 2 3 4 5 6 7	
97. determine the difficulty, validity and reliability of teacher-made tests.	0 1 2 3 4 5 6 7	
98. select materials and activities which promote consumer education.	0 1 2 3 4 5 6 7	
99. design instructional strategies to develop all levels of comprehension within the cognitive domain.	0 1 2 3 4 5 6 7	
100. incorporate consumer education into the curriculum.	0 1 2 3 4 5 6 7	
101. maintain interest of students in classroom activities.	0 1 2 3 4 5 6 7	
102. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	0 1 2 3 4 5 6 7	
103. analyze the impact of prior educational experiences upon learners.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

	No	Complete
104. interpret national, state and local objectives of adult basic education.	0 1 2 3 4 5 6 7	
105. administer informal math inventories.	0 1 2 3 4 5 6 7	
106. operate a learning laboratory.	0 1 2 3 4 5 6 7	
107. identify causes of discrimination.	0 1 2 3 4 5 6 7	
108. use information from professional journals, organizations and associations.	0 1 2 3 4 5 6 7	
109. gather information concerning psychological problems of the learners.	0 1 2 3 4 5 6 7	
110. adjust the administration and interpretation of tests according to the behavioral characteristics of adults.	0 1 2 3 4 5 6 7	
111. identify and analyze terminal behaviors.	0 1 2 3 4 5 6 7	
112. construct audio-visual materials.	0 1 2 3 4 5 6 7	
113. interpret the adult basic education program to other teachers and the community.	0 1 2 3 4 5 6 7	
114. use appropriate methods and materials to remedy deficiencies in mathematics.	0 1 2 3 4 5 6 7	
115. interpret social characteristics of learners.	0 1 2 3 4 5 6 7	
116. provide continuous feedback to learners on their educational progress.	0 1 2 3 4 5 6 7	
117. devise instructional strategies that will develop within the learners a sense of confidence.	0 1 2 3 4 5 6 7	
118. develop a climate that will encourage learners to participate.	0 1 2 3 4 5 6 7	
119. select materials and activities which promote learning about ecology.	0 1 2 3 4 5 6 7	
120. integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

Complete

	No	Complete
121. apply principles of attitude and behavior change in the instructional process.	0 1 2 3 4 5 6 7	
122. develop generalizations supported by facts.	0 1 2 3 4 5 6 7	
123. use the services of state and local agencies responsible for adult basic education.	0 1 2 3 4 5 6 7	
124. demonstrate commitment to lifelong learning by participating in continuing education activities.	0 1 2 3 4 5 6 7	
125. apply pertinent research.	0 1 2 3 4 5 6 7	
126. plan instructional activities which bring resources of the community to bear on needs of learners.	0 1 2 3 4 5 6 7	
127. use techniques to facilitate recall.	0 1 2 3 4 5 6 7	
128. administer standardized tests.	0 1 2 3 4 5 6 7	
129. choose tests that yield necessary data on learners.	0 1 2 3 4 5 6 7	
130. recruit the learners.	0 1 2 3 4 5 6 7	
131. relate knowledge of economic and labor market information to the vocational interests of learners.	0 1 2 3 4 5 6 7	
132. select curriculum which will promote development of the learners' reading vocabulary.	0 1 2 3 4 5 6 7	
133. select instructional materials which relate to the background of learners.	0 1 2 3 4 5 6 7	
134. recognize the value system of learners to be appropriate for the environment in which they live.	0 1 2 3 4 5 6 7	
135. use programmed and self-directed instructional materials.	0 1 2 3 4 5 6 7	
136. use techniques of public relations.	0 1 2 3 4 5 6 7	
137. incorporate health and nutrition objectives into the curriculum.	0 1 2 3 4 5 6 7	
138. use behaviorally stated objectives.	0 1 2 3 4 5 6 7	
139. use mass media for educational purposes.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

	No	Complete
140. apply synthetic and analytic word learning methods as determined by diagnosis.	0 1 2 3 4 5 6 7	
141. place learners at their instructional level.	0 1 2 3 4 5 6 7	
142. incorporate practical government into the curriculum.	0 1 2 3 4 5 6 7	
143. use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.	0 1 2 3 4 5 6 7	
144. select materials and activities which promote learning about practical government.	0 1 2 3 4 5 6 7	
145. apply basic principles of adult learning to instructional situations.	0 1 2 3 4 5 6 7	
146. summarize and review the main points of a lesson or demonstration.	0 1 2 3 4 5 6 7	
147. administer interest inventories.	0 1 2 3 4 5 6 7	
148. adapt instructional activities for the physically handicapped.	0 1 2 3 4 5 6 7	
149. operate duplicating equipment and instructional hardware.	0 1 2 3 4 5 6 7	
150. determine those principles of learning which apply to adults.	0 1 2 3 4 5 6 7	
151. select reading curriculum according to logical order.	0 1 2 3 4 5 6 7	
152. relate instructional content to the life of learners.	0 1 2 3 4 5 6 7	
153. select those components of a subject area which are essential to learners.	0 1 2 3 4 5 6 7	
154. use the language experience approach to teach reading.	0 1 2 3 4 5 6 7	
155. include concepts of modern math when selecting curriculum.	0 1 2 3 4 5 6 7	
156. administer informal reading inventories.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

	No	Complete
157. interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.	0 1 2 3 4 5 6 7	
158. recognize the historic and contemporary approaches to literacy.	0 1 2 3 4 5 6 7	
159. participate in the process of evaluating one's own teaching effectiveness.	0 1 2 3 4 5 6 7	
160. identify the major functions of community agencies which serve the social, educational and training needs of learners.	0 1 2 3 4 5 6 7	
161. describe the learning characteristics of the adult.	0 1 2 3 4 5 6 7	
162. construct informal tests and measurement techniques to evaluate learners' achievements.	0 1 2 3 4 5 6 7	
163. use the services of local adult basic education advisory committees.	0 1 2 3 4 5 6 7	
164. identify potential talents of learners.	0 1 2 3 4 5 6 7	
165. select materials and activities which promote the learners' liberal education.	0 1 2 3 4 5 6 7	
166. recognize the nature and intent of adult basic education legislation including financing.	0 1 2 3 4 5 6 7	
167. determine modes and rates of instruction through diagnosis.	0 1 2 3 4 5 6 7	
168. involve learners in the process of formulating instructional objectives.	0 1 2 3 4 5 6 7	
169. relate classroom activities to the job experiences of learners.	0 1 2 3 4 5 6 7	
170. recognize the potentiality for growth in learners.	0 1 2 3 4 5 6 7	

Please identify any other abilities which you feel should be included:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_