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AUTHOR Mocker, Donald W.; Zinn, Lorraine M.
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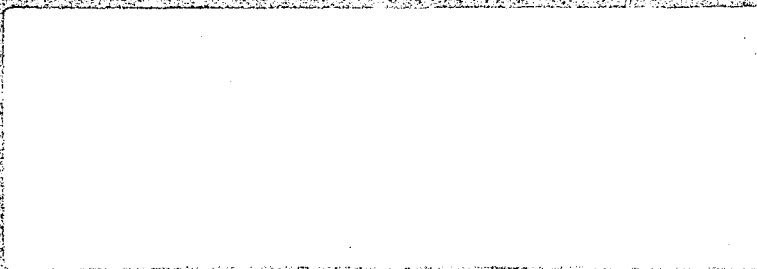
ABSTRACT

A competency inventory was used to determine those Adult Basic Education (ABE) teacher competencies which should be used as a basis for determining ABE Teacher Certification Standards for the State of Colorado. The survey instrument consisted of 170 previously established and validated statements of teacher competency. A sample of 36 ABE teachers (primarily female, ages 25-65) with three or more years of ABE teaching experience and recent ABE training were asked to indicate, on a scale of zero to seven, the degree to which a teacher should be able to perform each competency. The results, presented in tabular form, show the mean scores used to rank the competencies and the following categories into which they were classified to provide another format for viewing the data: scope and goal of adult education, curriculum instructional process, and ABE learner. Those competencies ranked in the top quartile were found to be critical in providing criteria for certification. Most critical competencies were in the instructional process category. A method for clustering competencies was suggested for use in developing courses for certification. Appended are a copy of the inventory and a 14-page computer printout of raw data from the survey. (MS)

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center for resource development in adult education



**School of Education
University of Missouri-Kansas City
Kansas City, Missouri 64110**

Center for Resource Development
in Adult Education
University of Missouri - Kansas City

for the

State Department of Education
Denver, Colorado

Adult Basic Education
Teacher Certification Study

Donald W. Mocker and Lorraine M. Zinn

August, 1975

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TABLE OF CONTENTS

Purpose	1
Procedures.	2
Results	5
Table I Demographic Data	6
Table II Priority Listing of Competencies	8
Discussion and Conclusion	18
Appendix A - Competency Inventory	22
Appendix B - Computer Printout of Raw Data.	54

PURPOSE

This study was conducted by the Center for Resource Development in Adult Education, University of Missouri - Kansas City, for the Colorado State Department of Education.

The purpose of the study was to determine those ABE teachers competencies which should be used as a basis for determining Adult Basic Education (ABE) Teacher Certification Standards for the State of Colorado.

PROCEDURES

Sample

The sample of 36 ABE teachers and administrators was selected by the ABE Staff Development Office of the Colorado State Department of Education. The criteria used for selection were number of years of experience in ABE and recentness of training.

Survey Instrument

The Adult Basic Education Teacher Competency Inventory (revised October, 1974) was used as the survey instrument. Alternate forms of the Inventory are appended to this report (Appendix A-I, A-II).

The Inventory consists of 170 statements of teacher competency which had been previously established and validated.* On a scale of 0 - 7, teachers were asked to indicate for each competency the degree to which a teacher should be able to perform and the degree to which they can perform. For the purpose of this study only the "shoulds" were analyzed.

Data Collection and Analysis

The Inventories were sent to the Colorado State Department of Education which was responsible for distribution to

*Mocker, Donald W. "The Identification, Classification, and Ranking of Knowledges, Behaviors, and Attitudes Appropriate For Adult Basic Education Teachers." University of Missouri - Kansas City, 1974.

Teachers, Collection, and return of the Inventories to the Center.

When the Inventories were received by the Center, they were coded, computer cards punched and data processed by an established program.

The competencies were ranked according to what the sample perceived ABE teachers should be able to do, using mean scores as the basis for ranking; and classified in one of the following categories: Scope and Goal of Adult Education, Curriculum, Instructional Process, and the ABE Learner. The categories are defined as follows: Adult Education is a planned process by which men and women seek to increase their knowledge, understanding or attitude; Curriculum is a structured series of intended learning outcomes; Instructional Process is defined as an organized plan established for the purpose of facilitating the learning of the curriculum; and an ABE Learner is a person 16 years of age or older, who has not achieved an eighth grade education of functional equivalent and who is enrolled in an ABE program.

In addition to ranking the competencies and indicating the category in which each was classified, the competencies were further divided by those which fell above and below the mean. Those that fell above the mean were further divided into quartiles.

Recommended Certification Standards

Those competencies which were ranked in the upper quartile

are being recommended by the writers as a basis on which to make rational decisions concerning ABE teacher certification in Colorado. These are considered as the critical competencies.

RESULTS

The computer print-outs of the data is reported in Appendix B. Providing this information will allow the reader to further analyze the data or analyze the data in a different format.

Demographic Characteristics of the Sample

The sample can be characterized as primarily female, ranging in age from 25 to 65, who have had three or more years experience in ABE teaching and who have had in-service training within the past six months. Table I on pages 6 and 7 gives a complete demographic breakdown.

Ranking of Teacher Competencies

As indicated in the Procedures Section, the rank order was established by using mean scores. Table II pages 8 through 17 lists the rank order of the competencies according to those areas in which the sample perceived ABE teachers should be competent.

TABLE I
DEMOGRAPHIC DATA

1. State Colorado

2. Location of ABE Program (city) 36 selected teachers and administrators

3. What is your current position in ABE? (check one)
 - (1) 13 ABE teacher, part-time (less than 20 hrs. per week)
 - (2) 9 ABE teacher, full-time (more than 20 hrs. per week)
 - (3) 0 ABE administrator, part-time (less than 20 hrs. per week)
 - (4) 6 ABE administrator, full-time (more than 20 hrs. per week)
 - (5) 3 Primarily ABE teacher, part-time ABE administrator
 - (6) 3 Primarily ABE administrator, part-time ABE teacher
 - 2 NR (no response)

- 4. If teacher/administrator part-time in ABE, what is full-time commitment:
 - (1) 3 No full-time employment
 - (2) 1 Teaching-elementary (K-6)
 - (3) 0 Teaching-secondary (7-12)
 - (4) 0 Teaching-college, university
 - (5) 0 Counseling, guidance
 - (6) 0 Elementary school administrator
 - (7) 0 Secondary school administrator
 - (8) 6 Housewife
 - (9) 3 Other (specify) _____
 - 23 NR

- 5. Sex:
 - (1) 33 Female
 - (2) 2 Male
 - 1 NR

- 6. Age:
 - (1) 0 Under 25
 - (2) 15 25-34
 - (3) 7 35-44
 - (4) 6 45-54
 - (5) 6 55-65
 - (6) 1 Over 65
 - 1 NR

Today's date July, 1975

TABLE I--Continued

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

- (1) 1 ABE, 8th grade equivalency (only)
 (2) 3 English as a Second Language (only)
 (3) 10 ABE and ESL
 (4) 0 Adult high school, high school completion
 (5) 2 GED, high school equivalency
 (6) 8 ABE and GED
 (7) 11 Other (specify) _____
1 NR

8. Years of experience in ABE:

- (1) 0 Less than 1 year
 (2) 4 1 year
 (3) 3 2 years
 (4) 3 3 years
 (5) 5 4 years
 (6) 3 5 years
 (7) 16 More than 5 years
2 NR

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

- (1) 9 elementary
 (2) 12 secondary
 (3) 0 learning disabilities
 (4) 0 special education
 (5) 0 speech therapist
 (6) 2 counseling and guidance
13 NR

10. Most recent attendance at an ABE training function:

- (1) 29 during past six months
 (2) 2 6 months to one year ago
 (3) 2 more than one year ago
 (4) 1 have never attended an ABE training function
2 NR

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

- (11) 26 lecture, conference (one day or less)
 (12) 24 workshop (2-5 days)
 (13) 10 institute (5 days or more)
 (14) 25 college credit course
 (15) 6 other (specify) _____

Priority order listing of statements
describing desirable teacher competency
in Adult Basic Education

Rank Order	An ABE teacher SHOULD be able to:	Category			
		C	AE	L	IP
1	establish a basis for mutual respect with learners.			X	
2	develop effective working relationships with learners.				X
3	communicate effectively with learners.				X
4.5	participate in the process of evaluating one's own teaching effectiveness.				X
4.5	recognize the potentiality for growth in learners.			X	
6	adjust teaching to accommodate individual and group characteristics.				X
7.5	reinforce positive attitudes toward learning.				X
7.5	place learners at their instructional level.				X
9	adjust program to respond to the changing needs of the learner.				X
10	develop a climate that will encourage learners to participate.				X
12.5	select curriculum which will aid the learners in developing an interest in reading.	X			
12.5	identify the major topics and concepts of each subject he/she teaches.	X			
12.5	use appropriate materials and methods for specified reading deficiencies.				X
12.5	recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.				X
15.5	differentiate between teaching children and teaching adults.		X		
15.5	devise instructional strategies that will develop within the learners a sense of confidence.				X
17	provide practical activities for learners which reinforce classroom instruction.				X
19	adjust rate of instruction to the learners' rate of progress.				X

* Based on responses of 36 selected
teachers and program administrators.

C=Curriculum
AE=Scope and Goal of
Adult Education

L=ABE Learner
IP=Instructional
Process

TABLE II--Continued
STATE OF COLORADO*

Priority order listing of statements
describing desirable teacher competency
in Adult Basic Education

Rank Order	An ABE teacher SHOULD be able to:	Category			
		C	AE	L	IP
19	use the services of state and local agencies responsible for adult basic education.		X		
19	demonstrate commitment to lifelong learning by participating in continuing education activities.		X		
22	apply criteria for the selection and evaluation of instructional materials.				X
22	use humor in the classroom.				X
22	demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.		X		
24	maintain interest of students in classroom activities.				X
25	provide continuous feedback to learners on their educational progress.				X
28.5	include the essential elements of the communication process (listing, speaking, reading, and writing) when selecting curriculum.	X			
28.5	assist learners who desire to assume new roles in society.			X	
28.5	evaluate instructional objectives.				X
28.5	determine the modality(ies) by which individuals learn most effectively.				X
28.5	participate in the process of program evaluation.				X
28.5	apply knowledge of materials and procedures gained from other teachers.				X
33	use classrooms and other settings which provide for a comfortable learning environment.				X
33	refer learners to community agencies for specific social, educational and training needs.				X
33	relate instructional content to the life of learners.				X
37.5	design an instructional plan based on results of diagnostic tests.				X

* Based on responses of 36 selected teachers and program administrators.

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Priority order listing of statements
describing desirable teacher competency
in Adult Basic Education

Rank Order	An ABE teacher SHOULD be able to:	Category			
		C	AE	L	IP
37.5	arrange flexible grouping for learning.				X
37.5	diagnose learners' basic reading skills.				X
37.5	select curriculum which will develop all levels of reading comprehension.	X			
37.5	select those components of a subject area which are essential to learners.	X			
37.5	relate classroom activities to the job experiences of learners.				X
41	use appropriate methods and materials for teaching language arts.				X
	NOTE: STATEMENTS ABOVE THIS LINE ARE RANKED IN THE TOP QUARTILE (25%).				
44	select curriculum which will develop oral language skills.	X			
44	interpret the adult basic education program to other teachers and the community.		X		
44	summarize and review the main points of a lesson or demonstration.				X
44	determine those principles of learning which apply to adults.			X	
44	select reading curriculum according to logical order.	X			
47.5	assess anxieties about learning that are specific to identifiable groups of learners.			X	
47.5	coordinate and supervise classroom activities.				X
49.5	analyze the impact of prior educational experiences upon learners.			X	
49.5	construct informal tests and measurement techniques to evaluate learners' achievements.				X
51	use appropriate methods and materials for teaching mathematics.				X

* Based on responses of 36 selected teachers and program administrators.

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TABLE II--Continued
STATE OF COLORADO*

Priority order listing of statements
describing desirable teacher competency
in Adult Basic Education

Rank Order	An ABE teacher SHOULD be able to:	Category			
		C	AE	L	IP
52	select curriculum according to appropriate sequence, continuity and integration.	X			
54	plan independent study with learners.				X
54	select curriculum which will promote development of the learners' reading vocabulary.	X			
54	apply basic principles of adult learning to instructional situations.				X
57	design activities to develop problem solving abilities within learners.				X
57	identify the learners' interests and level of aspiration.			X	
57	use criterion-referenced evaluation instruments.				X
60	identify the major functions of community agencies which serve the social, educational and training needs of learners.			X	
60	describe the learning characteristics of the adult.			X	
60	involve learners in the process of formulating instructional objectives.				X
62	use the language experience approach to teach reading.				X
63.5	use a system to keep records of learners' progress.				X
63.5	select curriculum which integrates reading comprehension and vocabulary development with each content area.	X			
65	identify potential talents of learners.			X	
66.5	try novel and unique strategies in broadening horizons of learners.				X
66.5	select materials and activities which develop study patterns.				X
70	select curriculum which will help learners control and adjust to change.	X			
70	select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	X			

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TABLE II--Continued
STATE OF COLORADO*

Priority order listing of statements
describing desirable teacher competency
in Adult Basic Education

Rank Order	An ABE teacher SHOULD be able to:	Category			
		C	AE	L	IP
70	integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.				X
70	plan instructional activities which bring resources of the community to bear on needs of learners.				X
70	determine modes and rates of instruction through diagnosis.				X
73.5	guide and counsel learners.				X
73.5	use knowledge of adult developmental characteristics to select curriculum.	X			
75.5	use appropriate methods and materials to remedy deficiencies in mathematics.				X
75.5	use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.				X
77.5	apply basic principles of group dynamics and leadership techniques.				X
77.5	interpret informal reading inventories.				X
79.5	use techniques to facilitate recall.				X
79.5	use techniques of public relations.		X		
81.5	interpret informal math inventories.				X
81.5	identify new developments, recent recommendations and current issues in adult education.		X		
	NOTE: STATEMENTS ABOVE THIS LINE ARE RANKED ABOVE THE MEAN/MEDIAN.				
84	interpret social characteristics of learners.			X	
84	recognize the value system of learners to be appropriate for the environment in which they live.			X	
84	use the services of local adult basic education advisory committees.		X		
87	select curriculum which provides for the development of liberal education for the learners.	X			

* Based on responses of 36 selected teachers and program administrators.

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TABLE II--Continued
STATE OF COLORADO*

Priority order listing of statements
describing desirable teacher competency
in Adult Basic Education

Rank Order	An ABE teacher SHOULD be able to:	Category			
		C	AE	L	IP
87	adjust instruction to provide for the social, psychological and physiological effects of aging.				X
87	select curriculum which will develop word attack skills.	X			
91.5	select materials and activities which promote consumer education.				X
91.5	administer informal math inventories.				X
91.5	develop generalizations supported by facts.				X
91.5	select instructional materials which relate to the background of the learners.				X
91.5	use behaviorally stated objectives.				X
91.5	adapt instructional activities for the physically handicapped.				X
95	construct informal reading inventories.				X
98.5	diagnose learners' basic mathematical skills.				X
98.5	design instructional strategies to develop all levels of comprehension within the cognitive domain.				X
98.5	incorporate consumer education into the curriculum.	X			
98.5	adjust the administration and interpretation of tests according to the behavioral characteristics of adults.				X
98.5	relate knowledge of economic and labor market information to the vocational interests of learners.				X
98.5	select materials and activities which promote the learners' liberal education.				X
102	apply synthetic and analytic word learning methods as determined by diagnosis.				X
104.5	explain what is individually prescribed instruction.				X
104.5	determine reasons for low self-concept of learners.			X	
104.5	use instructional materials which are congruent with specific curricular goals.				X

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TABLE II--Continued
STATE OF COLORADO*

Priority order listing of statements
describing desirable teacher competency
in Adult Basic Education

Rank Order	An ABE teacher SHOULD be able to:	Category			
		C	AE	L	IP
104.5	interpret and use the results of standardized achievement tests.				X
107.5	apply principles of attitude and behavior change in the instructional process.				X
107.5	choose tests that yield necessary data on learners.				X
109.5	assess the effects of discrimination on the learners.			X	
109.5	maintain current information concerning commercial instructional materials.				X
112.5	determine the difficulty, validity and reliability of teacher-made tests.				X
112.5	use information from professional journals, organizations and associations.		X		
112.5	use programmed and self-directed instructional materials.				X
112.5	recognize the nature and intent of adult basic education legislation including financing.		X		
116	select curriculum which emphasizes noteworthy current events.	X			
116	relate the democratic process to everyday lives of learners.				X
116	function in a team teaching situation.				X
119.5	apply pertinent research.		X		
119.5	incorporate health and nutrition objectives into the curriculum.	X			
119.5	select materials and activities which promote learning about practical government.				X
119.5	operate duplicating equipment and instructional hardware.				X
123	select mathematic concepts according to logical order.	X			
123	differentiate between goals and objectives.				X
123	write instructional materials.				X

* Based on responses of 36 selected teachers and program administrators.

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TABLE II--Continued
STATE OF COLORADO*

Priority order listing of statements
describing desirable teacher competency
in Adult Basic Education

Rank Order	An ABE teacher SHOULD be able to:	Category			
		C	AE	L	IP
125	construct profiles which reflect learners' attainment, potential and expectations in reading.				X
129.5	collect information on the learners' physical, mental, and social development.			X	
129.5	recognize action words appropriate to a given behavior.				X
129.5	collect information on the cultural and social forces that influence the learners.			X	
129.5	make daily lesson plans.				X
129.5	select curriculum which develops study patterns.	X			
129.5	identify causes of discrimination.			X	
129.5	identify and analyze terminal behaviors.				X
129.5	incorporate practical government into the curriculum.	X			
134	administer informal reading inventories.				X
135.5	prepare new teachers for innovative and changing programs.				X
135.5	write objectives in behavioral terms.				X
137	select materials and activities which promote learning about health and nutrition.				X
139	gather information concerning psychological problems of the learners.			X	
139	construct audio-visual materials.				X
139	use mass media for educational purposes.				X
142	select objectives from each of the domains (cognitive, psychomotor and affective).				X
142	differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	X			
142	analyze reasons for learners' participating in educational programs.			X	

* Based on responses of 36 selected teachers and program administrators.

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TABLE II--Continued
STATE OF COLORADO*

Priority order listing of statements
describing desirable teacher competency
in Adult Basic Education

Rank Order	An ABE teacher SHOULD be able to:	Category			
		C	AE	L	IP
144	operate a learning laboratory.				X
146	maintain a clean, orderly classroom.				X
146	give examples of concepts and principles.				X
146	apply generalizations to specific situations.				X
148	maintain discipline in the classroom.				X
149	apply theory to the process of program development.		X		
150	apply concepts of liberal education to adult basic education.		X		
151.5	aid the learner in obtaining employment or on-the-job training.				X
151.5	administer standardized tests.				X
153.5	interpret national, state and local objectives of adult basic education.		X		
153.5	recognize the similarities and differences between general and vocational education.		X		
156	describe the relationship of adult basic education to adult education.		X		
156	interpret the social structure and characteristics of the community.		X		
156	select materials and activities which promote learning about ecology.				X
158	recruit the learners.		X		
159	arrange and conduct field trips.				X
160	use the community development approach.		X		
161	interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.		X		
162	list the major causes of reading difficulties in adult learners.				X

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DISCUSSION AND CONCLUSIONS

In using this data to help make judgments concerning teacher certification, there are three basic questions:

1. From the total list of competencies, which are most critical for certification?
2. In which categories are the critical competencies classified?
3. Is there any way to join or cluster the critical competencies which will aid understanding and implementation?

FROM THE TOTAL LIST OF COMPETENCIES,

WHICH ARE MOST CRITICAL FOR

CERTIFICATION?

The answer to this question is judgmental and will vary from state to state. The number of full-time teachers, rate of teacher turnover, training resources and other variables must be taken into consideration when answering this question.

The writers of this report, with their understanding and general knowledge of ABE teacher training in Colorado, have selected the competencies falling in the top quartile as a reasonable base to begin discussion of ABE teacher certification for Colorado. To identify those competencies, the reader should refer to Table II, pages 8, 9, 10 and locate the competencies which are ranked from 1 to 42. These can be considered the critical competencies.

IN WHICH CATEGORIES ARE THE

CRITICAL COMPETENCIES CLASSIFIED?

The purpose of classifying the competencies is to provide a format which gives the reader a different way of looking at the data.

Although the four categories are separate, the competencies do interrelate; but caution is urged against reading too much into the exact rank order. The writers suggest that by looking at frequencies, broad trends and categorical preferences can be inferred.

Classification of Critical Competencies

<u>Category</u>	<u>Number of Competencies</u>
Curriculum	5
Scope and Goal of Adult Education	4
ABE Learner	3
Instructional Process	* 29
Total	41

*(This figure not only represents the highest frequency, but also the highest proportion.)

IS THERE ANY WAY TO JOIN OR CLUSTER THE CRITICAL COMPETENCIES WHICH WILL AID UNDERSTANDING AND IMPLEMENTATION?

Remembering that the writers have already cautioned against reading too much into exact rank order, and have suggested inter-relationship, the reader can identify clusters of competencies to aid in decision-making. The way in which the reader looks for clusters will in part depend on educational philosophy and traditional ways in which state departments of education approach teacher certification. The following is an example of one way to establish a cluster of competencies.

If your department is emphasizing reading/language arts development, this might provide one nucleus around which some competencies can be organized.

The first step is to identify those critical competencies that are directly related to the teaching of reading. The following critical competencies are listed by rank order.

<u>Rank Order</u>	<u>Competency</u>
12.5	select curriculum which will aid the learners in developing an interest in reading.
12.5	use appropriate materials and methods for specified reading deficiencies.
28.5	include the essential elements of the communication process (listening, speaking, reading and writing) when selecting curriculum.
37.5	diagnose learners' basic reading skills.
37.5	select curriculum which will develop all levels of reading comprehension.
41	use appropriate methods and materials for teaching language arts.

The next step in completing a group or cluster of competencies is to identify those which are secondarily related to reading. These related competencies are listed by rank order.

<u>Rank Order</u>	<u>Competency</u>
3	communicate effectively with learners.
6	adjust teaching to accommodate individual and group characteristics.
7.5	place learners at their instructional level.
19	adjust rate of instruction to the learners' rate of progress.
25	provide continuous feedback to learners on their educational progress.
28.5	determine the modality(ies) by which individuals learn most effectively.

37.5 design an instructional plan based on results of diagnostic tests.

This is just one example of how competencies can be clustered. This type of competency organization can be used by a university to develop courses for certification. It can also be used by a state education department as criteria for approving university courses or developing pre-service and in-service training programs.

Conclusion

If teacher certification is to be based on the teacher's competency, then the criterion or competency becomes a basic issue. This study was based on the assumption that a competent teacher is one who possesses the behaviors considered of highest priority by already competent teachers. The writers conclude that those competencies which were ranked in the top quartile are the critical competencies and provide the criteria for teacher certification in Colorado.



UNIVERSITY OF MISSOURI - KANSAS CITY
SCHOOL OF EDUCATION
Kansas City, Missouri 64110

**CENTER FOR RESOURCE DEVELOPMENT
IN ADULT EDUCATION**

© OCTOBER, 1974
(Revised)

Adult Basic Education Teacher Competency Inventory

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 _____

Appendix A-I Continued

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

To what degree **SHOULD** an ABE teacher be able to:

- | | No | Complete | | | | | | | | |
|---|-------------------|----------|---|---|---|---|---|---|--|--|
| | (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 | | |

Appendix A-I Continued

To what degree SHOULD an ABE teacher be 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	

Appendix A-I Continued

To what degree SHOULD an ABE teacher be 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	

Appendix A-I Continued

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	

Appendix A-I Continued

To what degree SHOULD an ABE teacher be 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	

Appendix A-I Continued

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.

Appendix A-I Continued

To what degree are YOU able to:

	<u>2</u>	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	

Appendix A-I Continued

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	

Appendix A-I Continued

To what degree are YOU able to:

	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	

Appendix A-I Continued

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	

Appendix A-I Continued

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. _____



UNIVERSITY OF MISSOURI - KANSAS CITY
SCHOOL OF EDUCATION
Kansas City, Missouri 64110

**CENTER FOR RESOURCE DEVELOPMENT
IN ADULT EDUCATION**

© OCTOBER, 1974.
(Revised)

Adult Basic Education Teacher Competency Inventory

Developed by:

Donald W. Mecker

James D. Peabody

Coraine M. Zinn

Gordon Ault

Wesley S. Haggard

ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

Developed by

Donald W. Mocker

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Lorraine M. Zinn

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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) _____

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- (8) _____ Housewife
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(check major area only)

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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

0

0 1 2 3 4 ⑤ 6 7

Complete

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:

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- There are no right or wrong responses.
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ADULT BASIC EDUCATION

TEACHER COMPETENCY INVENTORY

To what degree are YOU able to:

No Complete

(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 |

Appendix A-II Continued

To what degree are YOU able to:

	0	1	2	3	4	5	6	7	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	

Appendix A-II Continued

To what degree are YOU able to:

	0	1	2	3	4	5	6	7	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	

Appendix A-II continued

To what degree are YOU able to:	No							Complete
	0	1	2	3	4	5	6	7
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

Appendix A-II Continued

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	

Appendix A-II Continued

To what degree are YOU 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 which an ABE teacher SHOULD have.

Appendix A-II Continued

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	

Appendix A-II Continued

To what degree SHOULD an ABE teacher be able to:	Complete									
	N=									
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		

Appendix A-II Continued

To what degree SHOULD an ABE teacher be able to:

	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	

Appendix A-II Continued

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	

Appendix A-II Continued

To what degree SHOULD an ABE teacher be 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. _____

Appendix B

J.	UT	MO.	NETWORK	TEST	START	JOB	TEST	START	JOB
U.	04	MO.	NETWORK-16H	TEST	6.25.04 PM	7	AUG 75	30X KE	TEST
U.	04	MO.	NETWORK-16H	TEST	6.25.04 PM	7	AUG 75	30X KE	TEST
U.	04	MO.	NETWORK-16H	TEST	6.25.04 PM	7	AUG 75	30X KE	TEST

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*****
*
* THE 370/168 WILL BE 'COLD STARTED' SUNDAY, AUG. 10, 1975 AT
* SUNDAY 10 AUG. 1975 TO BRING UP SHARED SPOOL. ALL JOBS
* REMAINING IN THE SYSTEMS AT THAT TIME WILL BE LOST.
*****

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J.M.C.N. JOB LOG

```

18.23.42 JOB 1581 -- TEST -- BEGINNING EXEC - INIT 2 - CLASS A
18.23.50 JOB 1581 IFCL01A M 481,X02885,SL,TEST,DAN,UPDATE
18.24.32 JOB 1581 IFCL100 F 481,X02885,TEST,DAN,UPDATE
18.24.45 JOB 1581 R 30,0,0, TEST X02885 *81 TR=000, TW=000, EG=000, CL=000, N=000, SIO=00068
18.24.54 JOB 1581 IFEC2091 TEST REGION- 192K, USED- 80K *# CC. 0000
18.24.55 JOB 1581 STEP 1 -/DAN EDUCOST2 / TIME IN SECONDS 71.07 ELAPSED, 5.36 CPU
18.24.55 JOB 1581 PROGRAM K 481,X02885,TEST,DAN,UPDATE
18.24.55 JOB 1581 IFEC280E K 481,X02885,TEST,DAN,UPDATE
18.24.55 JOB 1581 IFEC2091 X02885 481 TR=000, TW=000, EG=000, CL=000, N=000, SIO=000004
18.24.56 JOB 1581 END EXECUTION.

```

JOB USAGE:	16 CARDS	685 LINES	0 PUNCHED	1.23 MIN. EXEC	0.08 MIN. CPJ
13					

Appendix B Continued

JOB 1561
00000010

```
//TEST JOB (XXXXKE,###),,TEST,
//JOBLIB DD DSN=USER.X2390.PUBLIC.LOADLIB,UNIT=3,30,DISP=SHR,
//VOL=SER=SYS005
**SETUP
//DAN EXEC PGM=EDUCQST2
//FT03F001 DD DSN=UPDATE,UNIT=(TAPE,,DEFER),DISP=(OLD,PASS),
//VOL=SER=X02885,LAREL=1,DCH=(LRECL=80,RECFM=FB,RLKSIZE=1680)
//FT05F001 DD DDNAME=SYSIN
//FT06F001 DD SYSDOUT=A
//GO,SYSDIN DD *
IEF1421 - COND CODE 0000
IEF1421 - STEP WAS EXECUTED - COND CODE 0000
IEF3731 - STEP /DAN / START 75219.1823
IEF3741 - STEP /DAN / STOP 75219.1824 CPU 0M1V 05.36SEC STOR VIRT 80K
IEF3751 - JOB /TEST / START 75219.1823
IEF3761 - JOB /TEST / STOP 75219.1824 CPU 0M3V 05.36SEC
```

Appendix B Continued

TEACHER COMPETENCY STUDY COLORADO AUGUST, 1975

5 CATEGORIES OF QUESTIONS ARE TO BE RUN

CATEGORY # NUMBER OF QUESTIONS IN CATEGORY

1 24
2 23
3 20
4 103
5 170

QUESTIONS IN CATEGORY # 1

2 11 13 21 31 50 51 52 67 74 76 77 80 82 85 92 100 102 132 137
142 151 153 155

Curriculum

QUESTIONS IN CATEGORY # 2

4 30 53 60 64 69 71 73 75 81 87 104 108 113 123 124 125 130 136 157
158 163 166

Scope and Goals
of Adult Education

QUESTIONS IN CATEGORY # 3

9 10 12 14 15 19 26 59 63 68 103 107 109 115 134 150 160 161 164 170

ABE Learner

QUESTIONS IN CATEGORY # 4

1 3 5 6 7 8 16 17 18 20 22 23 24 25 27 28 29 32 33 34
35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 54 55 56 57 58
61 62 65 66 70 72 77 78 83 84 86 88 89 90 91 93 94 95 96 97
98 99 101 105 106 110 111 112 114 116 117 118 119 120 121 122 126 127 128 129
131 133 135 138 139 140 141 143 144 145 146 147 148 149 152 154 156 159 162 165
167 168 169

Instructional
Planning

QUESTIONS IN CATEGORY # 5

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120
121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160
161 162 163 164 165 166 167 168 169 170

Numbers refer
to the Computer
Inventory #s

NUMBER OF DEMOGRAPHIC AREAS TO BE SELECTED = 1

SELECTION 1 = DEM. 1
RESPONSE 6

Data
correspond to Table I

Demographic
Numbers
↑
DEM RESPONSE

DEM 3	1	13.0	PERCENT OF TOTAL RESPONDENTS	36.11110
3	2	9.0		25.00000
3	3	0.0		0.0
3	4	9.0		16.66666
3	5	3.0		8.33333
3	6	3.0		8.33333
3	7	2.0		5.55555
3	MISSING			
DEM 4	1	3.0	PERCENT OF TOTAL RESPONDENTS	8.33333
4	2	1.0		2.77778
4	3	0.0		0.0
4	4	0.0		0.0
4	5	0.0		0.0
4	6	0.0		0.0
4	7	6.0		16.66666
4	8	3.0		8.33333
4	9	23.0		63.88887
4	MISSING			
DEM 5	1	33.0	PERCENT OF TOTAL RESPONDENTS	91.66666
5	2	2.0		5.55555
5	3	1.0		2.77778
5	MISSING			
DEM 6	1	0.0	PERCENT OF TOTAL RESPONDENTS	0.0
6	2	15.0		41.66666
6	3	7.0		19.44443
6	4	6.0		16.66666
6	5	6.0		16.66666
6	6	1.0		2.77778
6	7	1.0		2.77778
6	MISSING			
DEM 7	1	1.0	PERCENT OF TOTAL RESPONDENTS	2.77778
7	2	3.0		8.33333
7	3	10.0		27.77777
7	4	0.0		0.0
7	5	2.0		5.55555
7	6	8.0		22.22221
7	7	11.0		30.55554
7	8	1.0		2.77778
7	MISSING			
DEM 8	1	0.0	PERCENT OF TOTAL RESPONDENTS	0.0
8	2	4.0		11.11111
8	3	3.0		8.33333
8	4	3.0		8.33333
8	5	3.0		8.33333
8	6	3.0		8.33333
8	7	16.0		44.44443
8	8	2.0		5.55555
8	MISSING			
DEM 9	1	9.0	PERCENT OF TOTAL RESPONDENTS	25.00000
9	2	12.0		33.33333
9	3	0.0		0.0

Appendix B Continued

QUESTION	DEMOGRAPHIC	RESPONSE	NO OF RESPONDENTS	PERCENT OF TOTAL RESPONDENTS
1	9	4	0.0	0.0
2	9	5	0.0	0.0
3	9	6	2.0	2.55555
4	9	MISSING 9	13.0	36.11110
5	10	1	29.0	80.55554
6	10	2	2.0	5.55555
7	10	3	2.0	5.55555
8	10	4	1.0	2.77778
9	10	MISSING 9	2.0	5.55555
10	DEM	RESPONSE		
11	11	1	26.0	72.22221
12	11	MISSING 9	10.0	27.77777
13	DEM	RESPONSE		
14	12	1	24.0	66.66666
15	12	MISSING 9	12.0	33.33333
16	DEM	RESPONSE		
17	13	1	10.0	27.77777
18	13	MISSING 9	26.0	72.22221
19	DEM	RESPONSE		
20	14	1	25.0	69.44443
21	14	MISSING 9	11.0	30.55554
22	DEM	RESPONSE		
23	15	1	6.0	16.66666
24	15	MISSING 9	30.0	83.33333

(should means)

THIS data not analyzed

QUESTION	DEMOGRAPHIC	RESPONSE	NO OF RESPONDENTS	PERCENT OF TOTAL RESPONDENTS
25	19	4.05	4.76	11.7
26	19	5.11	5.59	11.7
27	19	5.68	5.29	11.6
28	19	4.33	4.50	11.7
29	19	5.26	5.35	11.7
30	19	4.89	4.76	11.7
31	19	4.87	4.82	11.7
32	19	5.89	5.63	11.6
33	19	5.26	5.29	11.7
34	19	5.21	5.12	11.7
35	19	5.83	5.13	11.7
36	19	6.74	6.11	11.7
37	19	6.19	5.71	11.7
38	19	4.32	4.53	11.7
39	19	5.00	4.53	11.7
40	19	5.88	4.12	11.7
41	19	5.81	4.06	11.7
42	19	5.55	4.76	11.7
43	19	5.55	4.29	11.7
44	19	5.11	4.50	11.7
45	19	5.00	4.50	11.7

Numerical listing of the
computations as they appear
in the Inventory

[illegible][illegible]

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 104

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0+275430200977271112137472662154377911697757433160027766027470231
0+04303+000000006466660005700040045+56654440000044060055+65450000

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၁၂၃၄၅၆၇၈၉၁၀၁၁၂၁၃၁၄၁၅၁၆၁၇၁၈၁၉၂၀၂၁၂၂၂၃၂၄၂၅၂၆၂၇၂၈၂၉၃၀၃၁၃၂၃၃၃၄၃၅၃၆၃၇၃၈၃၉၄၀၄၁၄၂၄၃၄၄၄၅၄၆၄၇၄၈၄၉၅၀၅၁၅၂၅၃၅၄၅၅၅၆၅၇၅၈၅၉၆၀၆၁၆၂၆၃၆၄၆၅၆၆၆၇၆၈၆၉၇၀၇၁၇၂၇၃၇၄၇၅၇၆၇၇၇၈၇၉၈၀၈၁၈၂၈၃၈၄၈၅၈၆၈၇၈၈၈၉၉၀၉၁၉၂၉၃၉၄၉၅၉၆၉၇၉၈၉၉

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11

၁၂၃၄၅၆၇၈၉၁၀၁၁၂၁၃၁၄၁၅၁၆၁၇၁၈၁၉၂၀၂၁၂၂၂၃၂၄၂၅၂၆၂၇၂၈၂၉၃၀၃၁၃၂၃၃၃၄၃၅၃၆၃၇၃၈၃၉၄၀၄၁၄၂၄၃၄၄၄၅၄၆၄၇၄၈၄၉၅၀၅၁၅၂၅၃၅၄၅၅၅၆၅၇၅၈၅၉၆၀၆၁၆၂၆၃၆၄၆၅၆၆၆၇၆၈၆၉၇၀၇၁၇၂၇၃၇၄၇၅၇၆၇၇၇၈၇၉၈၀၈၁၈၂၈၃၈၄၈၅၈၆၈၇၈၈၈၉၉၀၉၁၉၂၉၃၉၄၉၅၉၆၉၇၉၈၉၉၁၀၀၁၀၂၀၃၀၄၀၅၀၆၀၇၀၈၀၉၁၀၁၁၁၂၁၃၁၄၁၅၁၆၁၇၁၈၁၉၂၀၂၁၂၂၂၃၂၄၂၅၂၆၂၇၂၈၂၉၃၀၃၁၃၂၃၃၃၄၃၅၃၆၃၇၃၈၃၉၄၀၄၁၄၂၄၃၄၄၄၅၄၆၄၇၄၈၄၉၅၀၅၁၅၂၅၃၅၄၅၅၅၆၅၇၅၈၅၉၆၀၆၁၆၂၆၃၆၄၆၅၆၆၆၇၆၈၆၉၇၀၇၁၇၂၇၃၇၄၇၅၇၆၇၇၇၈၇၉၈၀၈၁၈၂၈၃၈၄၈၅၈၆၈၇၈၈၈၉၉၀၉၁၉၂၉၃၉၄၉၅၉၆၉၇၉၈၉၉

[illegible]

Appendix B Continued

151	94	17	5.3	19
152	06	17	7.4	19
153	00	17	7.7	19
154	75	17	4.5	19
155	00	17	3.0	19
156	34	17	5.0	19
157	31	16	1.1	19
158	19	17	9.5	19
159	76	17	0.0	19
160	41	17	0.0	19
161	76	17	0.0	19
162	81	17	7.2	19
163	41	17	5.5	19
164	71	17	4.5	19
165	29	17	5.8	19
166	18	17	0.2	19
167	65	17	5.2	19
168	76	17	4.5	19
169	00	17	3.0	19
170	41	17	6.1	19

CATEGORY # 1 = Curriculum

QUESTION	SMEAN	QUESTION	CMEAN
11	6.26	132	5.79
31	6.26	153	5.79
12	6.11	102	5.74
23	6.00	151	5.53
153	6.00	85	5.41
151	5.94	112	5.35
133	5.83	137	5.24
152	5.74	131	5.24
22	5.65	137	5.12
102	5.55	22	5.00
80	5.53	20	5.00
19	5.37	50	4.94
100	5.29	109	4.88
150	5.16	74	4.88
137	5.12	76	4.71
74	5.11	80	4.69
76	5.00	142	4.53
142	4.79	137	4.53
167	4.00	121	4.41
155	4.00	155	3.53
121	3.89		

Rank order
by category

CATEGORY # 2 = Scope and Goal
of Adult Education

QUESTION	SMEAN	QUESTION	CMEAN
27	6.24	27	6.42
123	6.18	124	6.17
124	6.18	64	6.00
164	6.16	113	5.79
113	5.94	69	5.74
136	5.53	30	5.47
71	5.42	123	5.37
163	5.41	171	5.00
108	5.18	108	5.00

Rank Order
by category

Appendix B Continued

166	5.18	136	5.00
125	5.12	123	4.89
81	4.68	60	4.71
75	4.63	104	4.68
104	4.53	130	4.68
30	4.47	175	4.50
60	4.47	4	4.50
130	4.44	81	4.33
4	4.33	166	4.28
158	4.31	153	4.15
153	4.19	157	4.11
53	3.84	163	4.00
	3.79	158	3.95

CATEGORY # 3 = ABE Learner

QUESTION	SMEAN	QUESTION	CMEAN
14	6.74	14	6.18
170	6.41	170	6.15
150	6.11	164	5.89
159	5.94	161	5.79
103	5.89	115	5.71
160	5.88	10	5.65
161	5.76	63	5.63
164	5.71	9	5.53
113	5.41	68	5.53
102	5.25	115	5.32
129	5.21	134	5.28
126	5.00	107	5.12
109	5.00	160	5.00
109	4.82	26	4.94
59	4.79	19	4.59
	3.58	109	4.47
		59	4.35

Rank order
by category

QUESTION	SMEAN	QUESTION	CMEAN
56	6.68	88	6.42
159	6.63	96	6.32
88	6.41	118	6.17
141	6.35	89	6.12
118	6.32	46	6.11
37	6.29	146	6.05
47	6.26	55	5.94
117	6.24	101	5.94
89	6.21	116	5.84
16	6.16	47	5.79
46	6.13	70	5.75
116	6.12	152	5.76
27	6.11	8	5.71
	6.11	72	5.71
		145	5.68
		145	5.68

Rank order
by category

CATEGORY # 4 = Instructional Planning

[illegible]

45
95
116
133
1199
12599
1399
135
135
36
65
43
65
1207
1272
11847
1167
1121
1232
245
99
99
1295
1165
124
1599
1162
699
97
61
77
710
1143
1
6
240
93
49
149
147
132
357

[illegible]

7 48 86 152 28 37 169 143 146 122 25 145 141 90 168 154 23 40 126 7 114 3 43 127 34 161 95 122 33 113 114 183 99 199 113 116 150 54 8 125 37 158 66 144 25

[illegible][illegible]

[illegible][illegible][illegible][illegible]

Appendix B

[illegible]

159
110
168
226
250
288
390
100
112
125
179
90
7
61
73
77
78
110
143
16
240
40
93
94
149
177
233
350
60
74
77
97
104
110
136
195
175
180
200
27
52
142
4
99
12
38
51
105
126
137
224
1
234
41
139
144
91
81
117
177
166
37

[illegible]

$\frac{0}{6} \quad \frac{9}{6} \quad \frac{6}{6} \quad \frac{7}{6} \quad \frac{8}{6} \quad \frac{9}{6}$

Appendix B Continued

Handwritten data and calculations for the 'Total Should Means' section:

CATEGORY	1	2	3	4	5
119	4.47	4.47	4.42	4.33	4.21
130	4.44	4.42	4.33	4.21	4.18
147	4.42	4.33	4.21	4.19	4.12
157	4.42	4.33	4.21	4.19	4.11
158	4.42	4.33	4.21	4.19	4.05
147	4.42	4.33	4.21	4.19	4.05
155	4.42	4.33	4.21	4.19	4.05
121	3.84	3.89	4.00	4.12	4.21
73	3.84	3.89	4.00	4.12	4.21
59	3.58	3.58	3.58	3.58	3.58
Total	5.50	5.50	5.50	5.50	5.50
TCMEAN	5.50	5.50	5.50	5.50	5.50

Arrows point from the 'Total' row to the 'Scope and Goal of Adult Education' and 'Curriculum' sections.

Appendix B Continued[illegible]