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ABSTRACT

This investigation involved the evaluation and analysis of the degree to which competency-based teacher education (CBTE) preservice reading competencies were judged to reflect selected factors of teacher effectiveness. Twenty-two generic competencies developed by the state of Pennsylvania, twelve selected factors of teacher effectiveness determined by a national panel, and seven global reading competencies derived from reading programs in Pennsylvania, formed the base of the study. A modified Delphi technique and criterion-referenced data analyses were used. Findings indicated moderate relationships existed among most, but not all, factors and competencies. Organization, planning, and management of classroom routine were of major consequence. Implications for CBTE programs were discussed. (Author)

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Relationship Among Identified Teacher
Effectiveness Factors, Generic Teaching
Competencies & Competencies in Reading
Instruction in Pre-Service CBTE Programs

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This investigation involved the evaluation and analysis of the degree to which CBTE pre-service reading competencies were judged to reflect selected factors of teacher effectiveness as suggested in the literature (Clark and Gage, 1974; Rosenshine and Furst, 1971; and Rosner, 1972). The study also evaluated the relationships between: (1) the twenty-two generic competencies developed by the State of Pennsylvania and the twelve selected factors of teacher effectiveness; and (2) the twenty-two generic competencies and seven global reading competencies, derived from this study, found common to reading programs in seven of ten institutions of higher learning in Pennsylvania.

The investigator developed two opinionnaire instruments. Instrument I was used by a national panel of eight judges, originally selected for their expertise in the areas of CBTE and teacher effectiveness, to identify and weight the degree to which twelve selected empirical and conceptual factors of teacher effectiveness were reflected in the twenty-two generic competencies of the State of Pennsylvania. A Likert-type scale of from one to five (with five representing "total reflection") was employed. An a priori decision was made that before a reflection could be considered educationally significant, at least six of the eight judges ($p=.109$) must have indicated that some relationship did exist; the Pascal triangle was employed for determining the frequencies and p level

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for expansion of binomials when n is small. A mean was computed for each relationship that reached the criterion level of being selected by six of the eight experts. Another a priori decision was made that in order to consider a relationship substantial, a mean rating of 3.00 from the Likert scale data must have been generated.

To implement Phase II of the study, ten institutions of higher learning were arbitrarily selected because of their utilization of CBTE programs. All required competencies in the area of pre-service reading instruction for elementary education majors were recorded on separate cards and coded (N-124). Elementary level reading teachers, working independently, grouped the packet to his/her satisfaction. Recording of the data revealed commonalities of intent in the reading competencies. The investigator next wrote global competencies to fit the cluster areas of teacher agreement. A modified Delphi technique was used among several university professors to obtain group consensus as to the accuracy of the global competencies. The Scott Coefficient was next employed to establish minimum rater agreement (.869). Seven global reading competencies reached the criteria of minimum rater agreement plus inclusion in at least seven of the ten schools surveyed. The second opinionnaire was prepared, a seven by twenty-two factor matrix (the seven global reading competencies along the ordinate and the twenty-two generic competencies formed the abscissa). The instrument was sent to fifteen individuals who were members of the PaCBTE consultant group; returns were received from ten judges. Data was analyzed in a manner consistent with that of Instrument I.

Analysis of the data indicated that the twenty-two generic competencies of Pennsylvania did attend to the selected factors of teacher effectiveness to varying degrees, although there were two effectiveness factors (enthusiasm, modeling of master teachers) and two generic competencies (awareness and respect for others, speaking and writing clearly) for which no relationships were found. In assessing the relationships among the twenty-two generic competencies and the seven global reading competencies, varied reflections were judged to exist. Three generic competencies (congruence of own and community values, using value clarification, speaking and writing clearly) did not meet criterion and were not judged to be sufficiently reflected in any global reading competency.

Inference from the data collected indicated that the global reading competencies were judged to be related to ten of the twelve selected factors of teacher effectiveness; in general, the relationships were not viewed as being very strong. Organization, planning and management of daily classroom routine were of major consequence in the relationships found in this study. Those global reading competencies that were concerned with individual differences were most often judged to be reflective of the twenty-two generic competencies and the factors of teacher effectiveness.

Research indicated that it is teacher behavior (process) that seems to be strongly linked to pupil learning (product). With states moving toward competency-based certification, it is imperative to attempt to delineate those competencies that do indeed result in positive student learning. Since many states are already writing and implementing competency based certification, it appeared advantageous to assess the relationship between the generic

competencies of one state and the limited knowledge of teacher effectiveness that is now available. Inferred from this list of Pennsylvania generic competencies was teacher proficiency in all areas. Several of these competencies were shown to have no relationship with either the global reading competencies or the effectiveness factors. It is possible that the generic competencies are too vague and esoteric in nature to be of practical value. In examining the specific reading competencies of the various institutions, a variety of expectations was uncovered. It would appear that more study is needed to determine what competencies, if they can be specified, should be required of teachers.

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