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AUTHOR Smith, Douglas H.
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ABSTRACT

Research identified necessary competencies of adult education administrators and adult basic education (ABE) instructors, utilizing a modification of the Delphi technique. An extensive list of competencies was developed from a variety of sources and grouped under six major areas for adult education administrators and four major areas for ABE instructors. From the extensive list, a group of 16 adult education administrators from throughout the State of Iowa participated in three rounds to select, by consensus, a final list of 167 administrative competencies. Concurrently, a group of 23 administrators and ABE instructors participated in three rounds to select 136 ABE instructional competencies. The resulting competencies were (1) divided within each area by knowledge competencies and skill competencies and by desired time of achieving each competency--either at the beginning of one's career in adult education or later in one's career, and (2) ranked within each area in order of its importance to one's performance as administrator or instructor, the ranking being determined by the persons participating in the Delphi study. This paper describes and analyzes the process of selecting the administrative and instructional competencies and presents and discusses the results, implications, and recommendations of both lists. The two documents resulting from the study are appended and are titled "Necessary Competencies for Adult Education Administrators" and "Necessary Competencies for Adult Basic Education Teachers." (Author/WL)

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ABE INSTRUCTORS

U.S. DEPARTMENT OF HEALTH,
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by

Douglas H. Smith Ph.D.
Associate Dean, College for Continuing Education,
Drake University, Des Moines, Iowa

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THE DETERMINATION OF NECESSARY COMPETENCIES OF ADULT
EDUCATION ADMINISTRATORS AND
ADULT BASIC EDUCATION TEACHERS

Although adult education programs have been conducted for many years, in the last 10 years there has been an exponential rise in the number of programs being offered and staff being employed to respond to this increase. In 1962, there was an estimated 25 million people attending adult education programs. In 1974, it was estimated that 31 million were attending classes. An additional 48 million indicated an "interest" in some kind of further learning in a study conducted by Cross, Valley and associates (1974, pp. 15-17). This upward trend is projected to continue for the remainder of this century. Thus, it is necessary that additional staff be trained to both teach and administer adult education programs.

People employed in adult education are most often placed because of their expertise in a specific vocational/avocational field and not necessarily because of their expertise in working with and understanding adults. Thus, there is a lack of a fundamental education in adult education and, probably of more critical concern, the lack of a sequential system of continuous learning for adult educators.

In the past ten years there has evolved a substantial thrust in curriculum development in response to two long-

standing problems; (1) how to select what should be taught in an instructional program and concentrate on the most important tasks, and (2) how theory and practice should be related in an instructional setting. (Tyler, 1975, pp. 55-56). Identified initially as performance based education, and more recently termed performance/competency based education or just competency based education (CBE), this approach to curriculum development places emphasis on behavioral objectives, mastery learning, and testing for competence rather than narrowly defined ideas of academic achievement based on intelligence/type tests (Trivett, 1975, p. 1).

Concurrent with this move toward competency based education has been the development of competency based adult education (CBAE). Principally through federal funding, initially at the regional level and more recently through state programs, there presently are a number of activities which provide both competency based programs for adult learners and competency based training and development for adult educators.

These four factors, each in various dynamic stages, comprise the basic elements of the conceptual framework within which this study and report was developed. The increasing need for full and part-time adult educators has triggered the creation of continuing professional education programs specifically designed for adult educators. As more staff development programs are developed, the need to both evaluate these programs and provide a pragmatic, individualized instructional approach prompted greater utilization of competency based education. This paper describes one such program, the Iowa

Adult Education Staff Development Program, and the development of necessary competencies for adult education administrators and adult basic education teachers. A description of the program and competency study is preceded with a brief overview of competency based education (CBE) and competency based adult education (CBAE).

An Overview Of Competency Based Education

In identifying a suitable definition for competency based education, most studies provide a definition within the context of the program in which it was used. A few, however, have sufficient breadth to encompass the essence of CBE.

The Fund for the Improvement of Post-Secondary Education identifies "competence" as follows:

Competence is the state or quality of being capable of adequate performance. Individuals are described as competent if they can meet or surpass the prevailing standard of adequacy for a particular activity. While competence does not equate with excellence, it does imply a level of efficiency that has been judged to be sufficient for the purposes of the activity in question. (FIPSE, no date, p. 7).

Meeth has also provided a frequently used definition of competence as "the minimum knowledge, skills, values and/or attitudes a person can be certified to possess based on a set of criteria or level of expectation." (Meeth, 1974, p. 2) Houston and Howsam further clarified competency to indicate an emphasis on the ability to do - in contrast to the more traditional emphasis on the - ability to demonstrate -." (Houston and Howsam, 1972, p. 12) Finally, Trivett provides

both a definition of competence similar to Meeth, but also contrasts the term with "certification".

The meaning of competence, as has been shown, must be derived from an examination of the types of competencies a program requires. But, generally, competence is present when an individual can demonstrate skills and knowledge - or skills, knowledge, values, and attitudes - that are specified in some manner. This is in contrast to certification that the student has attended or completed a course of study, meaning only that exposure to words about skill, knowledge, attitudes, or values has taken place (Trivett, 1975, p. 10). (Underlined word in italics)

A competency based instructional program consists of the following three components: (1) an explicit statement of the desired competencies to be mastered, (2) a description and specification of the procedures for assessing the competencies, and (3) the development of alternative learning experiences which lead to the attainment of the desired competencies. Generally, competency based programs usually have the following characteristics, as identified by Schmieder, Mark and Aldrich (1975, p.35):

1. Focus is upon the individual learner.
2. Emphasis is placed upon exit requirements with considerable flexibility in entrance requirements.
3. Achievement is held constant, with time having the ability to be varied and flexible.
4. It provides a systematic process for achieving competencies.
5. It facilitates broad-based decision making.
6. Heavy emphasis is on needs assessment.

7. Multiple program options are necessary for every set of objectives, which requires, thus, the rigor of making rational choices.
8. Enables continual evaluation feedback; the adjustment (feedback) cycle is a basic part of the program.
9. It is responsive to the individual's talents and abilities, i.e., descriptive rather than prescriptive.
10. Programs are predominately field or occupationally oriented.
11. The assessment and evaluation process is used as a management tool in program management.

It may be helpful to briefly identify the difference between competency based education (CBE) and performance based education (PBE). Although some programs retain both competency and performance based education in their title, (AACTE, 1974, p. 11), there appears to be in the literature a substantive argument for distinguishing "competency" and "performance". As described by Schmieder, "CBE is more comprehensive in that it is generally concluded that one does not have competence unless one can perform. Competence advocates feel that the use of performance puts too much emphasis on overt behavior and excludes or downgrades the importance of knowledge and other foundations of competence." (Schmieder, Mark and Aldrich, p. 35). This distinction is also supported by Houston (1972 p. 25-26), Burns (1972, p. 39) and Kauchak (1973, p. 135).

Competency based instruction gained incentive from the movements toward individualized instruction, the development of instruction through behavioral objectives and the concept of mastery learning. The initial CBE programs were funded through the Education Professions Development Act of 1971, with funding largely directed toward teacher education. A number of universities were funded to develop CBE teacher education programs. CBE programs have expanded well beyond this principal funding base, with Schmieder listing 44 separate activities in a 1975 national summary of CBE activities. Included in this list are the following activities germane to adult and continuing education (pp. 45-46).

17 states have mandated the CBE approach as a new or alternative system for teacher education certification, 15 others are considering similar action.

Approximately 500 institutions of higher education have pilot programs, about 120 have large operating programs, and 15 have institution-wide programs.

Pilot programs exist for almost every conceivable category of education: adult education, teacher education, education media, library personnel, nuclear radiology, dentistry, etc.

37 out of 58 national professional associations surveyed in 1974 indicated involvement in competency-based education program development.

Competency-based examinations have become part of the life process for several occupations and professions.

The Fund for the Improvement of Post-Secondary Education supports projects which include a large number of professions and are generally directed at the identification and formulation of competency objectives, assessment for mastering of competencies, and the design and implementation of learning processes which facilitate the attainment of specified competencies.

HEW is supporting the development of alternative approaches to staff development for adult educators in all 10 HEW regions. Two regions (II, III) have concentrated on competency-based education, others have focused on related approaches.

There is a national clearinghouse for action research in CBE, at Bowling Green State University, Bowling Green, Ohio.

The American Bar Association is sponsoring a study of the implication of the CBE movement for the training of lawyers and for education related court cases.

The Educational Testing Service is developing and testing taxonomy and assessment instruments for identifying and evaluating competencies acquired in domestic and volunteer activities.

The Antioch College administered University Without Walls Program provides external degree opportunities for thousands of students through a national network of colleges and universities.

The Open University of The United Kingdom enrolls nearly 50,000 students from all walks of life and is the largest educational publisher in Britain.

New York State has developed external degree programs in the fields of nursing, business administration and the liberal arts.

The Learning Resource Center in Syracuse, New York, has a goal of providing competency-based external degrees to 5,000 adults in the next several years.

Competency-Based Adult Education

As reflected in the list of activities above, efforts to develop competency-based instructional opportunities for adult learners has principally been directed in two areas. The first has been the adult performance level (APL) project which identified those competencies necessary to function adequately within our society and the national survey (the North-

cutt Study) to determine the levels of performance based on these competencies (Northcutt, 1975). This initial study has now been expanded, with the American College Testing Program (ACT) in Iowa City, Iowa, establishing the Adult Performance Level Examination Program, providing a general overall assessment of an individual's ability to perform important basic adult functions. ACT will also be developing a subsequent second stage consisting of a series of five more specialized subtests available to provide a more precise assessment within each of the five APL knowledge areas (Division of Adult Education, USOE, 1976).

A second major competency-based thrust within adult education has been the development of competency-based education programs for the training and development of adult educators. This research has principally been directed toward the training of adult basic education (ABE) teachers. Perhaps the one group having done the most extensive research is the Center for Resource-Development in Adult Education at the University of Missouri-Kansas City. Mocker conducted a study designed to identify, classify and rank the knowledges, behaviors, and attitudes appropriate for ABE teachers. The purpose of the study was to provide those working with ABE teachers a classification and ranking of necessary competencies for ABE teachers (Mocker, 1974). The initial study identified 291 competencies found to be needed by ABE teachers. This list was further refined by studies being conducted in specific states, such as Iowa (Zinn, 1974).

The Center has now entered into a cooperative arrangement with the University of Texas' APL Project for the identification of competencies critical to ABE teachers using APL instructional approaches.

Similar studies identifying competencies of ABE teachers have been conducted by Davison (1972), Fenn (1973), Miles and others (1976), Niemi and Davison (1971), and Smith (1971). The competency models developed were similar to Mocker's model, with each study identifying the specific knowledge, skill, understanding and attitude competencies for specific groups of ABE teachers.

Although it is believed several studies have been conducted or are being conducted, very few additional CBAE studies have been published. Mann and Burrichter identified competencies for adult educators in general, in a study conducted in Florida (1976). The study identified 11 key competencies and 77 sub-competencies in five categories: community relations, instructional skills, understanding the learner, interpersonal relationships and curriculum knowledge and planning.

The Development of Competencies for Adult Education Administrators and Adult Basic Education Instructors: The Iowa Adult Education Staff Development Project

Through the Iowa Adult Education Staff Development Project an extensive list of competencies for adult education administrators and a refinement of the existing lists for adult basic education teachers were completed. The Project was initiated by Drake University's College for Continuing Education

in response to a need to provide university level in-service staff development programs for adult educators throughout the state of Iowa.

Staff development of adult educators in Iowa had, up until recent years, been conducted by local administrators who recognized the need for such training, either as an orientation of new employees or, in a few instances, the providing of continuous professional training. With the funding provided by the Adult Education Act, the Adult Education Section of the Department of Public Instruction sought to develop state-wide training through projects which developed curricula and instructional programs, principally in adult basic education.

Drake University's project proposed from the onset to contribute two important components to this staff development effort - a list of competencies for adult educators and a career model based on these competencies. Initial research of the competency studies, listed above, emphasized the need to develop as specific a list of competencies as possible, to minimize a major weakness of many CBAE studies; namely, the target population often being too broad, e.g., the competency list for adult educators conducted in Florida (Mann and Burrichter).

Therefore, the study was narrowed to two groups of adult educators; administrators in adult education and teachers in adult basic education.

The need for a competency list for administrators in adult education was based on (1) extensive discussion with a

number of administrators wanting to have some kind of overall framework or outline of necessary training in management and administration, (2) the requirement of such a list for any professional group in order to develop viable objectives, instructional strategies and evaluation measures, and (3) an awareness that such a list and conceptual framework for adult education administrators has not been developed.

The list for ABE teachers was considered necessary to provide a framework upon which other projects in Iowa being conducted could develop specific curricula and training programs based on various groups of competencies. With such a list one could be aware of those competencies met through the various projects, and, also, be aware of the instructional programs yet needed to be developed.

The lists of competencies are based on two general goals for both adult education administrators and teachers. The general goals for administrators are (1) competency in creating adult learning experiences and (2) competency in managing adult education programs; for adult teachers (1) competency in the particular subject area(s) and (2) competency in teaching adults.

For the purpose of this study these four goals were further refined to clarify the general competency areas for each goal. These general competencies are:

For Administrators

Competency in creating adult learning experiences
- scope and goal of adult education

- understanding of planning, organizing, implementing and evaluating adult learning experiences.

Competency in managing adult education programs

- knowledge and beliefs in basic management concepts
- understanding of planning, organizing, implementing and evaluating programs

For Instructors

Competency in the subject area(s)

- curriculum
- instructional process

Competency in teaching adults

- scope and goal of adult education
- knowledge and understanding of the adult learner and adult learning

The specific lists of competencies were developed simultaneously through the use of the Delphi Technique, with some modification. The Delphi method refers to a procedure, initially developed by the Rand Corporation, that involves the repeated, or iterative, consulting with a number of informed persons, asking them to individually assess a specified set of statements. The responses of all participants are assembled and returned to each participant, inviting them to consider their individual response in light of the total response; thus moving toward consensus by the group members. Revised estimates are re-circulated to the participants for further analysis and so on.

The procedure can vary considerably, but its primary utility is that it produces a well-considered consensus of the perceptions of a plurality of informed persons without

injecting the bias of leadership influence, face-to-face confrontation, or group dynamics. Respondents as individuals are expected to clarify their own thinking, and the final decisions - according to the theory, at least - will tend to converge by narrowing the range of estimates of responses. (See Hudson, 1974, and Judd, 1972, for further description and applications.)

A "pure" use of Delphi method would have the informed persons develop the list of original statements from which consensus is derived. In the study for both the identification of competencies of adult education administrators and ABE teachers, the initial lists were developed by the project coordinator from a variety of sources. The initial list of competencies for ABE teachers for this study was the list of 291 competencies developed by Mocker (1974) and Zinn (1974). These lists were divided into four major categories: Scope and Goal of Adult Education, Curriculum, ABE Learner and Instructional Process. Within each of these categories knowledge, skill and attitude competencies were given. This same format was used in this study.

The initial list of competencies for adult education administrators was derived from a variety of sources. Unlike the list for ABE Instructors, which was solely from Mocker and Zinn's list, no such single listing existed. Principally, the administrator's list was derived from (1) the IDECC System which was developed for Distributive Education in management and supervision (Carmichael, 1975), (2) the statements from

Mocker and Zinn's lists on the Scope and Goal of Adult Education and (3) a numerous variety of texts, journal articles and studies in management, supervision and organizational administration (Cummings and Scott, 1969; Hutchingson, 1971; Kastand Rosenzweig, 1970; Kazimer, 1964; and Weimer, 1962). From these sources a composite list was created which was used for the first round of the Delphi process.

The persons selected to participate in the Delphi process, i.e., the informed persons or "panel of experts", were involved in adult education in Iowa. Twenty-eight (28) participated in the ABE teachers study - twelve ABE instructors, eleven administrators in adult basic education and other areas of adult education, and five faculty members in adult education, extension, curriculum and instruction and community education, and representing four universities in Iowa. Those participating in the determination of the competencies for adult education administrators were the 16 administrators and professors.

Three rounds were conducted for both lists of competencies over a six month period (January through June, 1976). In Round One the panel was given the initial list prepared by the project coordinator. For each competency they were asked to indicate if the statement was acceptable, should be deleted, should be moved to another category within the total list, or should be edited. If they indicated the statement should be edited they were asked then to write in the edited statement. In addition, they were asked to indicate when the

competency should be achieved in the individual's career in adult education, i.e., prior to entering into adult education, at the beginning of a person's work in adult education, or at a later "intermediate" or "advanced" stage in the person's career. Finally, if anyone of the panel members had an additional competency they wanted to include within a particular category, space was provided for them to write any additional competencies.

Round Two was begun by tabulating the responses to Round One, adding all edited statements and additional competencies and returning this complete list and their own response to Round One to each panel member. They were asked to review their responses and then indicate for each statement if it was acceptable or should be deleted. (It was agreed by the panel that no additional edited statements would be included in Round Two.) Also, they were again asked to indicate if each statement should be achieved at the entry level, the beginning level, or at a later, intermediate or advanced level in one's work in adult education.

Between Round Two and Round Three the advisory committee to the project, who also comprised the sixteen administrators and professors in the panel, met and after reviewing the tabulation of Round Two, decided to expedite the process by having a final list typed with all statements included that had at least fifty-one percent of the panel accepting the statement. They also decided to have two rather than four levels of achievement - entry or beginning, and advanced.

With the final lists thus determined, Round Three consisted of the panel indicating the importance of each knowledge and skill competency to a person's job in adult education, by indicating the importance of each competency on a numeric scale of one (low importance) to five (high importance). The competency statements encompassing the attitudes and beliefs about adult education were not similarly categorized, as it was the collective opinion of the panel members that attitudes and beliefs, although having a substantive impact upon one's outlook and actions in adult education, should be viewed as more sustaining, continuous and everexpanding and not necessarily something that can be "learned" at a given point in one's career.

From the responses to Round Three, a summary tabulation was done, means (\bar{X}) were determined, and the final list of competencies was prepared with each competency statement, listed in order of importance as determined by the mean.

Participation by the panel, although not one-hundred percent for every round, was very good. For the list of competencies for ABE teachers, twenty-one of the twenty-eight members (75 percent) participated in all three rounds with the remaining five responding in one or two rounds. For the list of competencies for adult education administrators the participation was similar, with eleven of the sixteen (73 percent) participating in all three rounds.

The competencies for adult education administrators are grouped under six major categories: Scope and Goal of Adult

Education, Basic Management Concepts (i.e., general managerial activities necessary to effectively communicate, delegate, create and establish a working environment that will facilitate optimal employee commitment and program delivery), and the four basic managerial activities of Planning, Organizing, Implementing and Evaluating.

The knowledge and skill competencies under each category are further categorized into competencies necessary at the entry or beginning stages of one's work in adult education administration and competencies necessary at advanced levels of administration. Within each of these levels the competencies are then listed in order of importance, as determined by the 16 adult education administrators and faculty members.

The panel members carefully reviewed the administrator's list, making a number of substantive edits on existing statements and also adding at least ten additional statements. It should be emphasized that both the statements in the list and added statements interchangeably used the phrases "manager" and "management", "administrator" and "administration", and "supervisor" and "supervision" with all having similar interpretations, i.e., this is the person or these are the activities having the responsibility for getting programs and activities done through subordinates.

As stated above, the source of the competencies for Adult Basic Education Teachers was from an earlier study by Mocker and Zinn. The 136 competencies in this study were those from Zinn's study that were above the mean within each group (Zinn, p. 9). They are grouped under four major headings: Scope and Goal of Adult Education, Curriculum, ABE Learner and Instructional Process. Like the competency list for adult education administrators, the knowledge and skill competencies under each of these major headings are further categorized into competencies necessary at the entry or beginning levels of adult basic education instruction and competencies at advanced levels of instruction. With such a categorization providers of ABE training and development can develop appropriate instructional modules for beginning and experienced ABE teachers.

In considering the use of these lists it should be noted that this list was developed by a group of adult educators in one midwestern state principally for the employees (adult education administrators and ABE teachers) they are working with. The list is believed to be an excellent reference for anyone developing in-service training and staff development for ABE adult education administrators and teachers. It would still be necessary, however, that this list be reviewed by a representation of the people receiving the training in order to determine if it would be valid for themselves.

Concluding Comments About Competency Based Education and This Study.

It is important to briefly note both the strengths and weaknesses of competency based education as these strengths and weaknesses also are evident in this study. Perhaps the most singularly significant strength of CBE is its potential for breaking down the traditional division between the employers of adult educators and the centers for training these educators. CBE's emphasis on field or occupationally centered instruction substantively contributes to the desirable trend for educators to be prepared to deal effectively with the critical learning needs of adults, enabling the trainers of adult educators to more effectively provide such competence and expertise.

There are also weaknesses inherent in the competency based approach to instruction. Competency based education, and more particularly, competency based adult education, may prove so difficult in practice that its accomplishments may fall far short of its promises. CBE's and CBAE's major shortcomings to date appear to be superficiality and fragmentation resulting from attempting to do too much with limited resources, adapting too eclectic an approach and making too narrow an interpretation of CBE. Very little research has been conducted in CBE. The research base regarding the relationship between teaching and learning is relatively uneven, and what is known has generally not been synthesized or used as a basis for program development. Also, the evaluation problem is perceived

by some to be a major concern of the CBE approach.

Of particular note to adult educators considering the CBE approach, is that competency based education raises the philosophic debate between the behaviorist and the humanist. The latter fear the trivial "laundry list" of competencies may preclude the search for other types of competencies that defy precise measurement. However, the National Field Task Force on the Improvement and Reform of American Education believes that CBE, in fact, may be a viable means for such competencies being sensitive to humanistic responsibilities (As stated in Schmieder and others, pp. 57-58).

Performance based programs can promote the most rigorous questioning of goals. James Hoetker, for example, introduces to his colleagues in the liberal arts and sciences the kinds of legitimate questions which performance based programs pose: 'What are the preferences, responses, past-times, expenditures, companionships, activities that distinguish the liberally educated man or woman from those who have not had this advantage?' He inquires further, 'Which of the behaviors of the liberally educated man do we actively discourage our students from exhibiting? Which of the behaviors of the uneducated man do we reward our students for exhibiting?'

Once the faculty member begins to define successfully the things a liberally educated man does that are not done by the uneducated, he or she can then consider whether the work which students undertake in his or her field contributes to a truly liberal education, one which, in William Arrowsmith's words, "liberates because it sets us free to become ourselves, to realize ourselves; it frees us to learn, slowly and painfully perhaps, our limitations and our powers, and to recognize our real modilities, undeaftened by the overwhelming Muzak of the social and political enterprise.

It should be emphasized that this study like all known competency lists in adult education, have accomplished only one of the three basic requirements of a complete competency based educational program, i.e., the identification of terminal competencies of adult educators. Yet to be developed, in order to be fully operational, are the instructional strategies or enabling activities for each of these competencies and the assessment techniques to determine the level of accomplishment. Both of these activities are perhaps the most encompassing in time, resources and funds and why further development has not been able to be effectively implemented. It is relatively easy to develop lists of competencies but very time consuming and expensive to develop the training and evaluation packages based on these competencies.

Yet, these lists can be highly useful and valuable tools for instructional planning. An alternative direction, and one not extensively described by proponents of CBE, is the use of these lists as an individual diagnostic instrument or checklist for adult learners. In this approach a form is developed enabling individuals to take a self-assessment based on the listed competencies with a current "status assessment" of both personal and professional goals. This is being used in some courses in adult education and the numbers are increasing. It is the basic approach used by Knowles in his text on self-directed learning (Knowles, 1975).

Such a use of competency lists has proven quite valuable in that it enables individuals to develop an on-going assessment process and facilitate their determining individualized instructional strategies to accomplish desired objectives. To be used in this manner necessitates as specific a list as possible for a given clientele, as in this case adult education administrators and ABE teachers. Indeed, portions of the lists in this study have already been used in a course on "The Adult Learner". A list was developed and each person was asked to take a self-assessment, indicating those competencies of high importance but presently at a low level of accomplishment. "Contracts" were then developed, based on the competencies selected, in which the persons identified specific activities they would be engaged in for the duration of the course. This was found to be an engaging, fulfilling and personally and professionally rewarding experience for most of the students.

Summary

Competency based education (CBE) and competency based adult education (CBAE) is still at an infant stage in both its potential and development. Constraints against any substantive advancement would include the lack of a working awareness of CBE by those providing training for adult educators and, also, necessary funding for the development of competencies and the related instructional programs. To date, competency based programs in adult education have either been

limited to a specific group of adult educators (e.g., ABE teachers), or the whole spectrum of adult educators. This study expanded upon the existing lists of competencies for ABE teachers by identifying those competencies necessary at the initial and advanced levels of instruction. In addition, a new list for adult education administrators was developed, with a deliniation between competencies necessary at the beginning and advanced levels in one's career in adult education administration. It is hoped that further attention can be given to developing instructional and assessment components based on these competencies. However, the lists can be used immediately as an effective tool for adult educators to conduct a personal and professional self-assessment of one's current knowledge, skill, attitudes and beliefs in the administration of adult education and instruction in adult basic education.

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APPENDIX

Necessary Competencies for Adult Education Administrators

Necessary Competencies for Adult Basic Education Teachers

NECESSARY COMPETENCIES FOR
ADULT EDUCATION ADMINISTRATORS

by

Douglas H. Smith Ph.D.
Associate Dean, College for Continuing Education
and Coordinator, Iowa Adult Education Staff Development Project

Drake University
Des Moines, Iowa

This is a list of 167 competencies considered necessary for administration of adult education programs. It was developed as one of the major efforts of the Drake University Iowa Adult Education Staff Development Project, a 309 program funded by the Adult Education Section of the Iowa Department of Public Instruction. The competencies are grouped under six major headings: ~~Scope and Goal of Adult Education~~, ~~Basic Management Concepts~~, ~~Planning~~, ~~Organizing~~, ~~Implementing~~ and ~~Evaluating~~. The specific competencies in each of these headings are divided by knowledge, skills, and attitudes or beliefs. Knowledge and skill competencies are further divided into competencies necessary at the entry or beginning levels of adult education administration and competencies necessary at intermediate or advanced levels of administration. Finally, within each of these levels the competencies are ranked in order of importance, as determined by 16 adult education administrators in Iowa, through the use of the Delphi technique in establishing item rankings. The rankings were determined by selecting a number on a scale of 1 (little importance to administrators) to 5 (very important to administrators) for each competency. The mean (\bar{X}) of these ranks are listed in parenthesis after each knowledge and skill competency.

For further information regarding the Iowa Adult Education Staff Development Project, this study, or a similar competency study for adult basic education teachers, contact Dr. Douglas H. Smith, College for Continuing Education, Drake University, 2700 University, Des Moines, Iowa 50311.

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

1. SCOPE AND GOAL OF ADULT EDUCATION

1.1. Knowledge Competencies - Entry/Beginning Levels At the beginning of her/his job, an adult education administrator should have knowledge of:

- 1.1.1. theory and practice of program development. (4.27)
- 1.1.2.1. the theory and practice of teaching in adult education. (4.18)
- 1.1.2.2. the philosophical bases and issues of adult education. (4.18)
- 1.1.3. agencies and institutions found in the community. (4.00)
- 1.1.4. the financing of adult education. (3.91)
- 1.1.5.1. social structure and characteristics of the community. (3.81)
- 1.1.5.2. the community development approach to adult education. (3.81)
- 1.1.5.3. the nature of the literacy problem in the U.S. (3.81)
- 1.1.6.1. recruiting the adult as a learner. (3.72)
- 1.1.6.2. new developments and recent recommendations in adult education. (3.72)
- 1.1.7. institutional arrangements of adult education. (3.54)

1.2. Knowledge Competencies - Intermediate/Advanced Levels Later in her/his job, an adult education administrator should have knowledge of:

- 1.2.1. the nature of adult education legislation. (4.36)
- 1.2.2. the historical structure and background of adult education. (4.27)
- 1.2.3. the historic and contemporary approaches to literacy. (3.64)
- 1.2.4. the emergence of adult education as a marginal institution. (3.36)

1.3. Skill Competencies - Entry/Beginning Levels At the beginning of her/his job, an adult education administrator should be able to:

- 1.3.1. interpret the adult program to other teachers and the community. (4.54)
- 1.3.2.1. apply the concept of continuing education to increase her/his professional competence. (4.18)
- 1.3.2.2. explain the difference between teaching children and teaching adults. (4.18)

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

1. SCOPE AND GOAL OF ADULT EDUCATION (cont.)

- 1.3.3.1. use the services of state and local agencies responsible for adult education. (4.09)
- 1.3.3.2. use the techniques of public relations. (4.09)
- 1.3.3.3. identify the problems and principles of administration in adult education. (4.09)
- 1.3.4. organize and use the services of local advisory committees. (3.72)
- 1.3.5. explain the processes involved in group or community change. (3.18)
- 1.4. Skill Competencies - Intermediate/Advanced Levels Later in her/his job, an adult education administrator should be able to:
 - 1.4.1. analyze and interpret national, state and local objectives of adult education. (4.79)
 - 1.4.2. interpret the structure of the community. (4.72)
 - 1.4.3. identify the current issues in adult education. (4.63)
 - 1.4.4. analyze and interpret the intent of enabling legislation of adult education. (4.45)
 - 1.4.5. use information from professional journals, organizations and associations. (4.00)
 - 1.4.6.1. interpret, evaluate, use, plan and conduct pertinent research in adult education. (3.90)
 - 1.4.6.2. interpret the foundations of adult education. (3.90)
 - 1.4.7. explain the goals of general education. (3.81)
 - 1.4.8. explain the similarities and differences between general and vocational education. (3.63)
 - 1.4.9. identify similarities and differences between two or more educational philosophies. (3.45)
 - 1.4.10.1. identify the philosophic base of adult education and interpret its various aspects in American society. (3.36)
 - 1.4.10.2. explain the theories which relate to the andragogical model. (3.36)

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

1. SCOPE AND GOAL OF ADULT EDUCATION (cont.)

1.5. Beliefs and Attitudes on the Scope and Goal of Adult Education. The adult education administrator should have (the beliefs and attitudes in this study were not ranked):

- 1.5.1. confidence in her/his ability as an administrator.
- 1.5.2. a strong commitment to adult education.
- 1.5.3. a commitment for continuous learning.
- 1.5.4. beliefs that innovation and experimentation are necessary and desirable for the growth of adult education.
- 1.5.5. beliefs in a responsive and responsible citizenry.
- 1.5.6. accepted a system of values about adult education.
- 1.5.7. desires to be a responsible leader of her/his profession.
- 1.5.8. should accept responsibility for personal behaviors that affect the health of others.

2. BASIC MANAGEMENT CONCEPTS

2.1. Knowledge Competencies - Entry/Beginning Levels At the beginning of her/his job, an adult education administrator should have knowledge of:

- 2.1.1.1. how to read memorandums and reports. (4.54)
- 2.1.1.2. how to recognize the accomplishments of others. (4.54)
- 2.1.2.1. how to use written communications in forms, reports and correspondence. (4.45)
- 2.1.2.2. understanding that the administrator must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees. (4.45)
- 2.1.2.3. how to motivate others for best performance. (4.45)
- 2.1.3.1. how to communicate with others in order to motivate them to work willingly. (4.36)
- 2.1.3.2. understanding that to control grievances within the organization, employees should be given timely information concerning policies and procedures. (4.36)

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

2. BASIC MANAGEMENT CONCEPTS (cont.)

- 2.1.4.1. how to get results through people by practicing effective human relations. (4.27)
- 2.1.4.2. employee morale as a primary responsibility of administrators. (4.27)
- 2.1.5.1. how to adapt ideas to improve performance. (4.18)
- 2.1.5.2. how to develop and maintain a pleasant working environment. (4.18)
- 2.1.6. the evidences of poor morale - high personnel turnover, numerous grievances, increased absenteeism and tardiness, restriction of output. (4.00)
- 2.1.7. proposal writing procedures. (3.63)
- 2.2. Knowledge Competencies - Intermediate/Advanced Levels Later in her/his job, an adult education administrator should have knowledge of:
(No items in this group)
- 2.3. Skill Competencies - Entry/Beginning Levels At the beginning of her/his job, an adult education administrator should be able to:
 - 2.3.1.1. adjust to change. (5.00)
 - 2.3.1.2. understand one's self. (5.00)
 - 2.3.2. talk clearly and pleasantly, conveying spirit and enthusiasm. (4.63)
 - 2.3.3. generate enthusiasm towards people. (4.36)
 - 2.3.4.1. select the right person to do a job, giving clear direction and seeing that the job is properly being carried out. (4.27)
 - 2.3.4.2. convey directions and instructions clearly to employees. (4.27)
 - 2.3.4.3. demonstrate initiative and creativity. (4.27)
 - 2.3.4.4. plan and organize work. (4.27)
 - 2.3.5.1. develop and maintain harmonious relationships among employees. (4.18)
 - 2.3.5.2. develop personality traits necessary for successful job performance. (4.18)

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

2. BASIC MANAGEMENT CONCEPTS (cont.)

- 2.3.6.1. write informative and effective correspondence. (4.09)
- 2.3.6.2. conduct periodic employee meetings to promote the highest possible group effort and spirit. (4.09)
- 2.3.7. determine responsibilities of employees. (3.90)
- 2.4 Skill Competencies - Intermediate/Advanced Levels Later in her/his job, an adult education administrator should be able to:
 - 2.4.1. work cooperatively with fellow employees, supervisors and management and be aware of their needs and motivations. (4.72)
 - 2.4.2. interpret management's policies to employer and employee's problems to management. (4.63)
 - 2.4.3. interview employees regarding corrections and grievances. (4.45)
 - 2.4.4. establish individualized staff development plans for staff. (4.36)
 - 2.4.5. compile several reports into a composite report, statement or presentation for management. (4.00)
- 2.5. Beliefs and Attitudes on the Basic Management Concepts of Adult Education. The adult education administrator should have (the beliefs and attitudes in this study were not ranked):
 - 2.5.1. feelings that the effective administrator must be a leader whose job is to achieve results through other people.
 - 2.5.2. beliefs that by listening "with a sensitive ear" one can often discover true sources of complaints or grievances among personnel.
 - 2.5.3. beliefs that communication must be a two-way process between management and employees.
 - 2.5.4. beliefs that communications between the various departments and divisions will result in a more efficient operation with mutual benefits to all.
 - 2.5.5. beliefs that employee morale is a primary concern of administrators.
 - 2.5.6. a realization that employee morale is influenced by the administrator's attitude.

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

2. BASIC MANAGEMENT CONCEPTS (cont.)

- 2.5.7. an attitude that leadership concentrates on effective relationships with others, but is oriented toward making progress and achieving results.
- 2.5.8. an awareness that an employee must accept and adjust to changes.
- 2.5.9. belief that an administrator should set an example of personal work habits and character that employees can emulate.
- 2.5.10. believes that good human relations build good public relations.
- 2.5.11. an awareness that properly kept personnel records can create good employee relations and increase morale.
- 2.5.12. believes that creativity among personnel should be rewarded.
- 2.5.13. willingness to accept and put into practice the planned policies and procedures of management.
- 2.5.14. believes that one should join and participate in meetings and activities which will improve personal and professional development.
- 2.5.15. believes that each employee should be made to feel her or his efforts are really appreciated.
- 2.5.16. believes that employees should have a part in planning those things which affect their working conditions.
- 2.5.17. believes that there should be a constant and intelligent effort on the part of administrators to be absolutely fair in every policy and every practice.
- 2.5.18. the realization that conditions should be such that working proves to be a satisfying social experience as well as a means to making a livelihood.
- 2.5.19. the belief that lines of authority should be followed so that an administrator's or supervisor's position may not be weakened by other administrators dealing directly with employees on matters that are logically in the administrator's domain.
- 2.5.20. believes that management must be continuously aware of promotional and transfer possibilities among personnel in successfully filling job vacancies.

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

2. BASIC MANAGEMENT CONCEPTS (cont.)

- 2.5.21. believes that established methods should be constantly questioned and new ideas incorporated to improve service.
- 2.5.22. recognize it is necessary to take certain risks in order to improve operations and increase enrollment.
- 2.5.23. the realization that employee morale is influenced by the structure of staffing.
- 2.5.24. believes that employees should play a major role in program planning.

3. PLANNING

- 3.1. Knowledge Competencies - Entry/Beginning Levels - At the beginning of his/her job, an adult education administrator should have knowledge of:
 - 3.1.1. how to determine the goals of a department or area. (4.63)
 - 3.1.2. how to establish procedures to accomplish goals. (4.54)
 - 3.1.3. how to develop a budget. (4.09)
 - 3.1.4. local and national factors such as governmental decisions and employment trends which influence one's planning. (3.54)
 - 3.1.5. how to contribute to the definition and development of the instructional program of the school. (3.45)
- 3.2. Knowledge Competencies - Intermediate/Advanced Levels Later in her/his job, an adult education administrator should have knowledge of:
 - 3.2.1. how to determine priorities. (4.90)
 - 3.2.2. how to plan for the future from current operations data. (4.54)
 - 3.2.3.1. the intangibles, such as human relations factors, long-run economic factors and innovations which may influence program planning. (4.45)
 - 3.2.3.2. how to analyze long-range needs for the offerings of the adult education program. (4.45)
 - 3.2.3.3. the procedures for analyzing, interpreting and evaluating present and past programs in planning future programs. (4.45)

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

3. PLANNING (cont.)

3.2.3.4. how to establish standards for a department or area. (4.45)

3.2.4. the relationship of each specialty to the goals of the school or college and the client's organization. (4.09)

3.2.5. how to select and sequence student performance objectives for a course. (3.90)

3.2.6. employer discrimination in business and industry. (3.09)

3.3 Skill Competencies - Entry/Beginning Levels At the beginning of her/his job, an adult education administrator should be able to:

3.3.1. apply understanding of goals and objectives to establishing general goals and operational objectives. (4.27)

3.3.2. evaluate existing materials and resources to meet the needs of a given clientele. (4.00)

3.3.3. plan an operation budget proposal for salaries, supplies, services and instructional materials. (3.90)

3.3.4. develop and/or modify a course of study to meet the needs of a given clientele. (3.81)

3.3.4.2. demonstrate ability to work with business and industry. (3.81)

3.3.5. determine educational needs and goals of a given clientele. (3.72)

3.3.6. assist in writing general objectives for courses and programs. (3.63)

3.4. Skill Competencies - Intermediate/Advanced Levels Later in her/his job, an adult education administrator should be able to:

3.4.1. demonstrate ability to establish community linkages. (4.63)

3.4.2. establish staff development activities for instructional staff. (4.45)

3.4.3. assist in the identification of the educational philosophy and objectives for the school. (4.36)

3.4.4.1. adapt existing community survey materials to local needs. (4.27)

3.4.4.2. prepare a capital budget proposal for new equipment. (4.27)

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

3. PLANNING (cont.)

- 3.4.4.3. identify the role and function of advisory committee and establish the criteria for selection of the advisory committee members. (4.27)
- 3.4.4.4. orient the advisory committee members to their role and function. (4.27)
- 3.4.5. identify the competencies needed for an occupation, and revise frequently as needs identified by industry change. (4.00)
 - 3.4.5.1. anticipate changes in adult habits, changes in local market conditions, etc., that will demand changes in programming, budgeting, personnel, scheduling, etc. (4.18)
 - 3.4.5.2. select and analyze pertinent factors from a statistical or written report. (4.18)
- 3.4.6.1. identify sources of job descriptions and job analysis. (3.90)
- 3.4.6.2. interpret consumer demand as it applies to the learning resources that are available. (3.90)
- 3.4.7. identify and interpret demographic data to determine the social, economic and manpower needs in the local and state labor market. (3.72)
- 3.5. Beliefs and Attitudes on the Planning of Adult Education. The adult education administrator should have (the beliefs and attitudes in this study were not ranked):
 - 3.5.1. beliefs in the need to be aware of local, state and national racial, economic and educational actions and trends for both current and future planning.
 - 3.5.2. confidence in her/his ability to convert an idea into a functional educational learning experience.
 - 3.5.3. beliefs in the importance of carefully planning her/his personal activities as this will be extended to planning program activities.
 - 3.5.4. confidence in her/his ability to assist individuals and groups in planning educational expenses.
 - 3.5.5. beliefs in the importance of functional budgets as both a planning guide and means of controlling expenses.
 - 3.5.6. desires to involve appropriate representatives in an advisory role to plan, promote and evaluate programs.

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

3. PLANNING (cont.)

- 3.5.7. beliefs in the importance of developing goals from which functional objectives can be carried out.
- 3.5.8. an awareness of the importance of goals as a means of informing others of the ultimate accomplishments of a program.
- 3.5.9. an awareness that in gauging the efficiency of the staff, it is best to establish standards of performance of employees performing various job duties.
- 3.5.10. an awareness of the utilization of functional objectives as a means to direct and evaluate the performance of employees.
- 3.5.11. beliefs in the importance of careful scheduling and organization of workloads to help maintain high employee morale and work performed according to schedule.

4. ORGANIZING

- 4.1. Knowledge Competencies - Entry/Beginning Levels At the beginning of her/his job, an adult education administrator should have knowledge of:
 - 4.1.1.1. how to organize and schedule resources (i.e., equipment and supplies) to have maximum utilization. (4.09)
 - 4.1.1.2. the ways to make job orientation for staff and instructors friendly, skillful and adequate. (4.09)
 - 4.1.2. how to provide information about programs which will create desire and interest in learners.
 - 4.1.3.1. interviewing potential employees, obtaining all necessary data and offering them information concerning the college - its operations and policies. (3.81)
 - 4.1.3.2. how to determine group and individual learning experiences based on individual differences of adults. (3.81)
 - 4.1.4. how to plan an inventory control system for equipment and supplies. (3.18)
 - 4.1.5. how to plan a maintenance and repair system for equipment and supplies. (3.18)
 - 4.1.6. the qualifications of the school/college for recruiting new employees (staff and instructors). (2.63)

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

4. ORGANIZING (cont.)

- 4.2. Knowledge Competencies - Intermediate/Advanced Levels Later in her/his job, an adult education administrator should have knowledge of:
- 4.2.1. how to carefully select and place employees in positions in which they can perform effectively. (4.54)
 - 4.2.2. how to communicate assignments to others. (4.45)
 - 4.2.3. the uses of promotional and institutional advertising. (4.36)
 - 4.2.4. the types of information or events which might be of interest to the public from a public relations or publicity standpoint. (4.27)
 - 4.2.5. the types of media and costs for advertising periodicals (news-papers, magazines, trade journals), mass media (radio, T.V., bill-boards) and direct advertising (catalogs, circulars, letters). (4.18)
 - 4.2.6. how to develop a learning hierarchy to meet standards required by business and industry, health, government and other occupational fields. (3.81)
- 4.3. Skill Competencies - Entry/Beginning Levels At the beginning of her/his job, an adult education administrator should be able to:
- 4.3.1. identify those persons most nearly qualified for a position when recruiting potential employees. (4.27)
 - 4.3.2.1. train employees (staff and instructors) and following-up on the effectiveness of training. (3.90)
 - 4.3.2.2. select and use the methods of training best suited to adult learners and programs. (3.90)
- 4.4. Skill Competencies - Intermediate/Advanced Later in her/his job, an adult education administrator should be able to:
- 4.4.1. determine when employees (staff and instructors) are needed in order to accomplish desired program objectives. (4.36)
 - 4.4.2. plan an advertising program that will best promote a given program (course, seminar, conference, etc.). (4.27)
 - 4.4.3. think ahead and plan for any emergencies that might arise. (4.00)

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

4. ORGANIZING (cont.)

- 4.5. Beliefs and Attitudes on Organizing Adult Education The adult education administrator should have (beliefs and attitudes were not ranked in this study):
- 4.5.1. beliefs that a plan of recruitment is necessary to fill openings within the administrative and instructional staff.
 - 4.5.2. beliefs that an administrator must help new employees (staff and instructors) adjust to their position, seeing that they are trained for the position and that they become acquainted with fellow employees.
 - 4.5.3. beliefs that attention must be paid to state and local laws regulating the hiring of minors, the use of women for certain jobs, wages and hours and occupational health and safety.
 - 4.5.4. beliefs that wage schedules and job classifications should be followed closely for best personnel management.
 - 4.5.5. beliefs that careful scheduling and organization or workloads help maintain high employee morale and work performed according to schedule.
 - 4.5.6. beliefs that a good administrator must also be an effective teacher or trainer.
 - 4.5.7. beliefs that a continual program of training and retraining employees with current trends and knowledge must be carried out.
 - 4.5.8. beliefs that employees who effectively carry out their responsibilities and an organization that functions smoothly are usually outcomes of effective employee training.
 - 4.5.9. beliefs that advertising can produce immediate enrollments or create a favorable attitude toward the college for future programs.

5. IMPLEMENTING

- 5.1. Knowledge Competencies - Entry/Beginning Levels At the beginning of her/his job, an adult education administrator should have knowledge of:
- 5.1.1. how to handle employee complaints. (4.54)
 - 5.1.2. how to maintain morale among employees (staff and instructors). (4.45)

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

5. IMPLEMENTING (cont.)

- 5.1.3. how to motivate others for best performance. (4.36)
- 5.1.4.1. how to assign work to be done by others. (4.27)
- 5.1.4.2. how to insure that employees comply with their assignments. (4.27)
- 5.1.5. how to keep superiors informed of the progress of programs. (4.09)
- 5.1.6. conducting learning experiences consistent with the client's learning style, attitudes and previous experience. (4.00)
- 5.1.7. how to properly handle records for the effective control of program operations. (3.90)
- 5.1.8. how to coordinate programs, to operate equipment and make emergency repairs if necessary. (3.36)
- 5.1.9. how to administer first aid in case of emergency. (3.00)
- 5.2. Knowledge Competencies - Intermediate/Advanced Levels Later in her/his job, an adult education administrator should have knowledge of:
(No items in this group)
- 5.3. Skill Competencies - Entry/Beginning Levels At the beginning of her/his job, an adult education administrator should be able to:
 - 5.3.1. coordinate and conduct programs, assuring that proper equipment is available when needed and the instructors are provided on-going feedback of their teaching. (5.00)
 - 5.3.2. make proper and timely decisions. (4.54)
 - 5.3.3. exchange information with subordinates in the division or department. (4.45)
 - 5.3.4. communicate with other departments or areas. (4.18)
 - 5.3.5. seek cooperation of other departments or areas. (4.09)
 - 5.3.6. select the right person to do a job, giving clear instructions and seeing that instructions are properly carried out. (4.00)
 - 5.3.7. interpret to central administration the progress of certain programs, systems or functions. (3.90)

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

5. IMPLEMENTING (cont.)

5.4. Skill Competencies - Intermediate/Advanced Levels Later in her/his job, an adult education administrator should be able to:

- 5.4.1. conduct productive staff meetings, inviting and involving both full- and part-time administrative and, when appropriate, instructional staff. (4.62)
- 5.4.2. capitalize on the talents and attributes of employees both to their benefit and that of the program. (4.39)

5.5. Beliefs and Attitudes on Implementing Adult Education The adult education administrator should have (the beliefs and attitudes in this study were not ranked):

- 5.5.1. an awareness of the importance of an administrator setting an example of personal work habits and character which employees can emulate.
- 5.5.2. beliefs that involving other staff members through delegation of activities results in their accepting greater responsibility of the outcome of the activities.
- 5.5.3. beliefs that good human relations helps increase performance by stimulating interest and creativeness in employees.

6. EVALUATING

6.1. Knowledge Competencies - Entry/Beginning Levels At the beginning of her/his job, an adult education administrator should have knowledge of:

- 6.1.1. how to control operating expenses. (5.00)
- 6.1.2. how to control expenses in order to provide the lowest possible charge (fee). (4.00)

6.2. Knowledge Competencies - Intermediate/Advanced Later in her/his job, an adult education administrator should have knowledge of:

- 6.2.1. how to appraise employee performance in relation to program goals. (4.63)
- 6.2.2.1. how to interview employees regarding corrections and grievances. (4.54)
- 6.2.2.2. how to compare current operations with past performance or expectations. (4.54)

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

6. EVALUATING

- 6.2.3.1. how to use records to analyze the success of a specific program or programs. (4.45)
- 6.2.3.2. how to analyze budgets and actual expenditures. (4.45)
- 6.2.4. how to follow through on the initial experiences of new employees, determining whether they are to be retained, transferred or released. (4.27)
- 6.2.5. how to utilize business or industry evaluation tools and techniques where available and applicable. (4.00)
- 6.3. Skill Competencies - Entry/Beginning Levels At the beginning of her/his job, an adult education administrator should be able to:
 - 6.3.1.1. evaluate one's own techniques and methods of management and administration utilizing staff evaluation when available. (4.36)
 - 6.3.1.2. recognize the accomplishments of others. (4.36)
 - 6.3.1.3. tactfully identify mistakes employees have made and help them constructively correct them. (4.36)
 - 6.3.2.1. collect information and prepare reports. (4.18)
 - 6.3.2.2. insure accuracy in paperwork. (4.18)
- 6.4. Skill Competencies - Intermediate/Advanced Levels Later in her/his job, an adult education administrator should be able to:
 - 6.4.1. evaluate program effectiveness in relation to program goals and objectives. (4.63)
 - 6.4.2. evaluate the abilities, interests and performance of employees in relation to advancement. (4.54)
 - 6.4.3. evaluate the effectiveness of advertising in terms of enrollments and costs. (4.36)
- 6.5. Beliefs and Attitudes on Evaluating Adult Education The adult education administrator should have:
 - 6.5.1. beliefs in evaluation being a process of delineating, obtaining and providing useful information for judging decisions and alternatives.

NECESSARY COMPETENCIES FOR ADULT EDUCATION ADMINISTRATORS

6. EVALUATING (cont.)

- 6.5.2. believes that evaluation is an integral part of an activity from the very beginning and not something conducted at the close of the activity.
- 6.5.3. desires to provide employees with appropriate and timely evaluation of their growth within their job and for the benefit of the progress of the total program.
- 6.5.4. believes that each employee should be made to feel his or her efforts are really appreciated.

NECESSARY COMPETENCIES FOR
ADULT BASIC EDUCATION TEACHERS

by

Douglas H. Smith, Ph.D.
Associate Dean, College for Continuing Education
and Coordinator, Iowa Adult Education Staff Development Project

Drake University
Des Moines, Iowa

This is a list of 136 competencies considered necessary for adult basic education teachers. It was developed as one of the major efforts of the Drake University Iowa Adult Education Staff Development Project, a 309 program funded by the Adult Education Section of the Iowa Department of Public Instruction. The competencies are grouped under four major headings: Scope and Goal of Adult Education, Curriculum, ABE Learner and Instructional Process. The specific competencies in each of these headings are divided by knowledge, skills, and attitudes or beliefs. Knowledge and skill competencies are further divided into competencies necessary at the entry or beginning levels of adult basic education instruction and competencies necessary at advanced levels of instruction. Finally, within each of these levels the competencies are ranked in order of importance, as determined by 24 ABE teachers and administrators, through the use of the Delphi technique in establishing item rankings. The rankings were determined by selecting a number on a scale of 1 (little importance to ABE teachers) to 5 (very important to ABE teachers) for each competency. The mean (\bar{X}) of these ranks are listed in parenthesis after each knowledge and skill competency.

For further information regarding the Iowa Adult Education Staff Development Project, this study, or a similar competency study for adult education administrators, contact Dr. Douglas H. Smith, College for Continuing Education, Drake University, 2700 University Avenue, Des Moines, Iowa 50311.

NECESSARY COMPETENCIES FOR ADULT BASIC EDUCATION TEACHERS

1. SCOPE AND GOAL OF ADULT EDUCATION

- 1.1. Knowledge Competencies - Entry/Beginning Levels At the beginning of her/his job, an Adult Basic Education teacher should have knowledge of:
 - 1.1.1.1. the theory and practice of teaching in adult education. (3.48)
 - 1.1.1.2. social structure and characteristics of the community. (3.48)
 - 1.1.2. agencies and institutions found in the community. (3.14)
- 1.2. Knowledge Competencies - Intermediate/Advanced Levels Later in her/his job, an Adult Basic Education teacher should have knowledge of:
 - 1.2.1. new developments and recent recommendations in adult education. (4.19)
 - 1.2.2. recruiting as it affects an ABE program. (3.90)
 - 1.2.3. the community development approach to adult education. (3.83)
 - 1.2.4. theory and practice of program development. (3.71)
 - 1.2.5. the philosophical bases and issues of adult education. (3.52)
- 1.3. Skill Competencies - Entry/Beginning Levels At the beginning of her/his job, an Adult Basic Education teacher should be able to:
 - 1.3.1. recognize the difference between teaching children and teaching adults. (3.85)
 - 1.3.2. apply the concept of continuing education to increase her/his professional competence. (3.57)
 - 1.3.3. organize and use the services of local adult basic education. (3.14)
 - 1.3.4. use the techniques of public relations. (3.04)
- 1.4. Skill Competencies - Intermediate/Advanced Levels Later in her/his job, an Adult Basic Education teacher should be able to:
 - 1.4.1. use the services of state and local agencies responsible for adult basic education. (4.04)
 - 1.4.2.1. interpret the adult basic education program to other teachers and the community. (3.85)

NECESSARY COMPETENCIES FOR ADULT BASIC EDUCATION TEACHERS

1. SCOPE AND GOAL OF ADULT EDUCATION (cont.)

- 1.4.2.2. use information from professional journals, organizations and associations. (3.85)
- 1.4.3. be aware of similarities and differences between general and vocational education. (3.65)
- 1.5. Beliefs and Attitudes on the Scope and Goal of Adult Basic Education.
The Adult Basic Education teacher should have (the beliefs and attitudes in this study were not ranked):
 - 1.5.1. confidence in her/his ability as a teacher.
 - 1.5.2. a strong commitment to adult education.
 - 1.5.3. the commitment for continuous learning.
 - 1.5.4. beliefs in a responsive and responsible citizenry.
 - 1.5.5. beliefs that innovation and experimentation are necessary and desirable for the growth of adult education.
 - 1.5.6. the commitment to be a responsible leader of her/his profession.

2. CURRICULUM

- 2.1. Knowledge Competencies - Entry/Beginning Levels At the beginning of her/his job, an Adult Basic Education teacher should have knowledge of:
 - 2.1.1. the fundamental skills of communication - reading, writing, spelling, and listening - as well as other elements of effective oral and written expression. (4.38)
 - 2.1.2. the vocabulary skills that should be developed by ABE students. (4.33)
 - 2.1.3. practical arithmetical and mathematical skills including problem solving. (4.28)
 - 2.1.4. the primary comprehension skills. (4.23)
 - 2.1.5.1. the content components necessary for teaching reading. (4.09)
 - 2.1.5.2. math as a developmental skill, skills build upon others. (4.09)

NECESSARY COMPETENCIES FOR ADULT BASIC EDUCATION TEACHERS

2. CURRICULUM (cont.)

- 2.1.6. the interpersonal skills of effectively relating oneself to family, community and society. (4.04)
- 2.1.7. word attack skills. (4.00)
- 2.1.8. the sequence of reading skills. (3.76)
- 2.2. Knowledge Competencies - Intermediate/Advanced Levels Later in her/his job, an adult basic education teacher should have knowledge of:
 - 2.2.1. the criteria for the selection and evaluation of adult materials. (4.28)
 - 2.2.2. ABE terminology. (4.00)
 - 2.2.3. basic functions and structure of independent learning centers in area schools. (3.71)
 - 2.2.4. career assessment techniques. (3.42)
 - 2.2.5. adult student personnel programs. (2.90)
- 2.3. Skill Competencies - Beginning/Entry Levels At the beginning of her/his job, an adult basic education teacher should be able to:
 - 2.3.1. demonstrate personal skill in the processes of reading, writing, arithmetic as well as in other basic areas of the ABE curriculum. (4.47)
 - 2.3.2.1. recognize what components of the subject are essential to the adult student. (3.95)
 - 2.3.2.2. demonstrate ability to maintain her/his own mental and physical health. (3.95)
 - 2.3.3. identify the major topics, characteristics, and concepts of each subject. (3.76)
- 2.4. Skill Competencies - Intermediate/Advanced Levels Later in her/his job, an Adult Basic Education teacher should be able to:
 - 2.4.1. seeks out materials which will be most relevant to the individual student's needs and interests. (4.65)

NECESSARY COMPETENCIES FOR ADULT BASIC EDUCATION TEACHERS

2. CURRICULUM (cont.)

- 2.4.2. organize a plan of skill instruction that demonstrates appropriate sequence, continuity, and integration. (4.61)
- 2.5. Beliefs and Attitudes on the Curriculum of Adult Basic Education. The Adult Basic Education teacher should have (the beliefs and attitudes in this study were not ranked): -
- 2.5.1. the awareness of the content in relation to the learner's objectives.
- 2.5.2. recognition that math instruction should include instruction in reading and vocabulary.

3. LEARNER

- 3.1. Knowledge Competencies - Entry/Beginning Levels At the beginning of her/his job, an Adult Basic Education teacher should have knowledge of:
- 3.1.1. the impact of prior educational experiences and failures upon the under-educated adult. (4.38)
- 3.1.2. the reasons why an adult participates in educational programs. (4.28)
- 3.1.3. what motivates adults to participate in programs. (4.23)
- 3.1.4.1. the effect of discrimination upon the self-concept of ABE students. (4.19)
- 3.1.4.2. cultural and social forces that influence adult learning. (4.19)
- 3.1.4.3. students from different ethnic-cultural backgrounds may have different interests and different problems. (4.19)
- 3.2. Knowledge Competencies - Intermediate/Advanced Levels Later in her/his job, an Adult Basic Education teacher should have knowledge of:
- 3.2.1. the psycho/socio problems of the adult student. (4.38)
- 3.3. Skill Competencies - Entry/Beginning Levels At the beginning of her/his job, an Adult Basic Education teacher should be able to:
- 3.3.1. have tolerance for the repetition process necessary for the successful teaching of slow learners. (4.80)

NECESSARY COMPETENCIES FOR ADULT BASIC EDUCATION TEACHERS

3. ABE LEARNER (cont.)

- 3.3.2. recognize that her/his values may be different from the students. (4.61)
- 3.3.3.1. raise student's self-concepts. (4.52)
- 3.3.3.2. teach without causing pressure or worry. (4.52)
- 3.3.3.3. praise at every opportunity. (4.52)
- 3.3.4. identify what is the basis of mutual respect between teacher and students. (4.38)
- 3.3.5. relate to differences in people. (4.23)
- 3.3.6. demonstrate willingness to help students outside classroom. (4.14)
- 3.3.7. identify the needs of individual learners. (4.00)
- 3.3.8. motivate adults. (3.90)
- 3.4. Skill Competencies - Intermediate/Advanced Levels Later in her/his job, an Adult Basic Education teacher should be able to:
 - 3.4.1. identify the student's level of aspiration and despair. (4.61)
 - 3.4.2. find and develop individual student potential. (4.28)
 - 3.4.3. find reasons for low self-concepts of individual students. (3.85)
 - 3.4.4. analyze ways in which environment has conditioned the learner. (2.80)
- 3.5. Beliefs and Attitudes on the ABE Learner The Adult Basic Education teacher should have (the beliefs and attitudes in this study were not ranked):
 - 3.5.1. beliefs there is potentiality for growth in most people.
 - 3.5.2. beliefs there is potentiality and growth in people.
 - 3.5.3. beliefs there is potentiality for growth in all people.
 - 3.5.4. accepted the fact that there are differences between children and adults as learners.
 - 3.5.5. a belief that one does not treat adult learners like children.
 - 3.5.6. accepted the importance of recognizing individual differences.

NECESSARY COMPETENCIES FOR ADULT BASIC EDUCATION TEACHERS

3. ABE LEARNER (cont.)

- 3.5.7. a belief that instruction should be adjusted to individual differences and background, interests and learning styles.
- 3.5.8. be challenged by the needs of students.
- 3.5.9. no fear of students who come from different backgrounds.
- 3.5.10. should welcome students who come from different backgrounds.
- 3.5.11. beliefs in freedom of thought and expression.
- 3.5.12. should encourage freedom of thought and expression.

4. INSTRUCTIONAL PROCESS

- 4.1. Knowledge Competencies - Entry/Beginning Levels At the beginning of her/his job, an Adult Basic Education teacher should have knowledge of:
 - 4.1.1.1. methods and materials for teaching arithmetic to adults. (4.04)
 - 4.1.1.2. remedial reading techniques. (4.04)
 - 4.1.1.3. method and materials for teaching language arts to adults. (4.04)
 - 4.1.2. the areas of applicability of the skills she/he is teaching. (3.90)
 - 4.1.3.1. the more widely used and usable ABE materials. (3.71)
 - 4.1.3.2. the principles of adult learning. (3.71)
- 4.2. Knowledge Competencies - Intermediate/Advanced Levels Later in her/his job, an Adult Basic Education teacher should have knowledge of:
 - 4.2.1. possible handicaps of nonreaders. (4.38)
 - 4.2.2.1. the psychological factors which affect learning. (4.28)
 - 4.2.2.2. the characteristics of testing and evaluating adults. (4.28)
 - 4.2.2.3. the language experience approach in teaching reading. (4.28)
 - 4.2.3. the design of an effective learning situation. (4.09)
 - 4.2.4. agencies found within the community that can assist the students. (4.04)

NECESSARY COMPETENCIES FOR ADULT BASIC EDUCATION TEACHERS

4. INSTRUCTIONAL PROCESS (cont.)

- 4.3. Skill Competencies - Entry Beginning Levels At the beginning of her/his job, an Adult Basic Education teacher should be able to:
- 4.3.1.1. effectively communicate with adults. (4.52)
 - 4.3.1.2. use humor in the classroom. (4.52)
 - 4.3.4.1. develop within the adult a sense of confidence. (4.38)
 - 4.3.4.2. plan instruction to begin at the student's learning level. (4.38)
 - 4.3.5.1. relate subject matter to the student. (4.33)
 - 4.3.5.2. help students identify needs and goals. (4.33)
 - 4.3.6. develop a climate that will encourage students to participate. (4.28)
 - 4.3.7. adapt the curriculum to the needs of the adult student. (4.19)
 - 4.3.8. have an open mind and is willing to accept ideas. (4.16)
 - 4.3.9.1. develop within the adult a sense of her/his progress and abilities. (4.14)
 - 4.3.9.2. humanize the learning process. (4.14)
 - 4.3.9.3. adapt instruction to the background of the adult. (4.14)
 - 4.3.10.1. select instructional approaches to remedy deficiencies in computation. (3.76)
 - 4.3.10.2. recognize the importance of dealing with students as a friend and advisor. (4.09)
 - 4.3.12.1. function as a group member. (4.00)
 - 4.3.12.2. give instruction to students to improve word attack and reading comprehension skills. (4.00)
 - 4.3.13.1. plan instruction with individual students. (3.95)
 - 4.3.13.2. provide practice activities that reinforce classroom instruction. (3.95)

NECESSARY COMPETENCIES FOR ADULT BASIC EDUCATION TEACHERS

4. INSTRUCTIONAL PROCESS (cont.)

- 4.3.13.3. assist students in making immediate application of what they have learned. (3.95)
- 4.3.13.4. listen to adult students and refers for counseling when needed. (3.95)
- 4.3.14.1. use a variety of materials, including programmed and self-directed materials. (3.90)
- 4.3.14.2. adjust the rate of instruction to the student's range of learning. (3.90)
- 4.3.15.1. select appropriate instructional approaches to remedy deficiencies in reading. (3.80)
- 4.3.15.2. coordinate and supervise classroom activities. (3.80)
- 4.3.16. diagnose deficiencies in students' basic computational and reading skills. (3.75)
- 4.3.17.1. use imaginative techniques in transmitting subject matter. (3.71)
- 4.3.17.2. prescribe instructional materials which will meet the abilities of the student. (3.71)
- 4.3.18.1. arrange flexible grouping for learning. (3.61)
- 4.3.18.2. use questions at all levels of comprehension. (3.61)
- 4.3.18.3. apply democratic principles to everyday life. (3.61)
- 4.3.18.4. relate classroom instruction to the job experiences of students. (3.61)
- 4.3.19. demonstrate procedures for determining the instructional reading level of a student. (3.57)
- 4.3.20. develop and use a system to keep records for each student. (3.52)
- 4.3.21. evaluate and report on student progress. (3.38)
- 4.3.22. maintain attention in the classroom. (3.14)
- 4.3.23. maintain a clean orderly classroom. (2.71)

NECESSARY COMPETENCIES FOR ADULT BASIC EDUCATION TEACHERS

4. INSTRUCTIONAL PROCESS (cont.)

- 4.4. Skill Competencies - Intermediate/Advanced Levels Later in her/his job, an Adult Basic Education teacher should be able to:
- 4.4.1. help the adult student determine personal learning objectives and become a self-directed learner. (4.47)
 - 4.4.2.1. guide students' learning through their personal experiences and observations. (4.42)
 - 4.4.2.2. summarize and review the main points of a lesson or demonstration. (4.42)
 - 4.4.3. apply basic principles of adult learning to instructional situations. (4.38)
 - 4.4.4.1. apply knowledge of materials and procedures gained from other teachers to improve her/his own teaching. (4.28)
 - 4.4.4.2. evaluate student progress and provides continuous feedback. (4.28)
 - 4.4.4.3. recognize and describe the steps involved in planning, decision-making, and problem solving. (4.28)
 - 4.4.5. actively involve the student in the learning process through cooperative lesson and program planning. (4.23)
 - 4.4.6.1. apply knowledge of social, psychological, and physiological factors which affect adult learning to the teaching-learning situation. (4.19)
 - 4.4.6.2. help student to develop perceptual processes (visual and auditory) discrimination, fluency in speaking and writing. (4.19)
 - 4.4.6.3. select and use techniques for particular learning tasks. (4.19)
 - 4.4.6.4. organize topics in logical sequence. (4.19)
 - 4.4.6.5. use the problem-solving approach. (4.19)
 - 4.4.6.6. locate, interpret, and apply research and new development to improve teaching. (4.19)

NECESSARY COMPETENCIES FOR ADULT BASIC EDUCATION TEACHERS

4. INSTRUCTIONAL PROCESS (cont.)

- 4.4.6.7. integrate knowledge of reading skills, particular dialects, and reading problems with instructional materials. (4.19)
- 4.4.7.1. recognize learning problems and determine physiological, and sociological characteristics that may affect motivation. (4.14)
- 4.4.7.2. evaluate her/his teaching effectiveness. (4.14)
- 4.4.8.1. modify her/his teaching to accommodate individual and group learner characteristics. (4.09)
- 4.4.8.2. plans learning experiences for students which will improve work recognition and comprehension skills. (4.09)
- 4.4.8.3. devise techniques to facilitate recall. (4.09)
- 4.4.8.4. use the language experience approach to teach reading. (4.09)
- 4.4.9. utilize individually prescribed instruction. (4.04)
- 4.4.10. administer and interpret to the student her/his individual evaluation in reading, math and language before beginning instruction in each area. (4.00)
- 4.4.11.1. plan independent study effectively with students. (3.95)
- 4.4.11.2. help students learn and use the methods and tools of problem-solving. (3.95)
- 4.4.11.3. evaluate her/his subject matter teaching performance. (3.95)
- 4.4.11.4. teach students to interpret data. (3.95)
- 4.4.11.5. demonstrate and give examples of concepts and principles. (3.95)
- 4.4.11.6. actively attempt through media, conversation, research, etc., to formulate a fund of background knowledge and understanding of various cultures. (3.95)
- 4.4.12. use pre-test and post-tests. (3.90)
- 4.4.13. provide adapted programs for the physically handicapped. (3.85)

NECESSARY COMPETENCIES FOR ADULT BASIC EDUCATION

4. INSTRUCTIONAL PROCESS (cont.)

4.4.14. ability to conduct follow-up studies of students. (3.52)

4.5. Beliefs and Attitudes on the Instructional Process

(No items in this group)