

DOCUMENT RESUME

ED 149 848

PS 009 741

AUTHOR  
TITLE

Casey, Lou M.; Truesdell, Lee Ann  
Development of General N-6 Teacher Competencies.  
Early Childhood and Elementary Education Teacher  
Competency Study, Interim Report. (Revised  
Edition).

INSTITUTION

Florida State Dept. of Education, Tallahassee. Early  
Childhood and Elementary Education Section.; Florida  
State Dept. of Education, Tallahassee. Right to  
Read.

PUB DATE  
CONTRACT  
NOTE

1 Nov 77  
DOE-770-121  
43p.; Figures in this document may be marginally  
legible due to type size

EDRS PRICE  
DESCRIPTORS

MF-\$0.83 HC-\$2.06 Plus Postage.  
Classroom Observation Techniques; \*Early Childhood  
Education; \*Elementary Education; Elementary School  
Teachers; Interviews; \*Models; Performance Based  
Teacher Education; Preschool Teachers; \*State  
Surveys; \*Teacher Qualifications; \*Teaching Skills  
\*Florida

IDENTIFIERS

ABSTRACT

This interim report describes the progress of a  
Florida study to identify teaching competencies for teachers of  
preschool through grade six. Development and operation of the model  
for the study consisted of four phases: (1) generating and compiling  
a list of competencies from classroom teachers, through interviews  
and classroom observation; (2) generating and compiling another list  
from interviews with teacher educators and from a nationwide  
literature search; (3) review, criticism and clarification of the  
resulting competency statements by members of the educational  
community; and (4) establishment of priorities as to usage,  
criticality and grade-level appropriateness by representatives of  
subgroups of the educational community. Step-by-step procedural  
charts are included with the text. Two committees involved in  
reactions to the study were: an operational committee of classroom  
teachers, Florida Department of Education personnel, teacher  
educators, district supervisors and project staff; and (2) a steering  
committee representing a statewide group of education professionals,  
mostly classroom teachers. (BF)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED149848

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

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

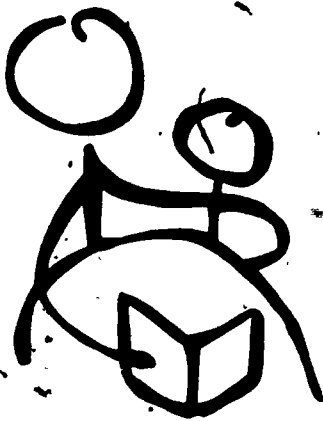
# Early Childhood and Elementary Education Teacher Competency Study

facilitated through

the *FLORIDA DEPARTMENT OF EDUCATION*  
*EARLY CHILDHOOD AND ELEMENTARY*  
*EDUCATION SECTION*

*BASIC SKILLS SUBSECTION*

*FLORIDA RIGHT TO READ PROGRAM.*



Florida  
Right  
to Read

PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

*Joseph E. Fitzgerald*  
*Florida Right to Read*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC) AND  
USERS OF THE ERIC SYSTEM

interim report

## DEVELOPMENT OF GENERAL N-6 TEACHER COMPETENCIES

PS 009741



State of Florida  
Department of Education  
Tallahassee, Florida  
Ralph D. Turlington, Commissioner  
An equal opportunity employer

Interim Report

Development of General N-6 Teacher  
Competencies

DOE Contract Number - 770-121

by

Lou M. Carey

Lee Ann Truesdell

August 19, 1977

Revised November 1, 1977

## Table of Contents

Chapter	Page
Introduction.....	1
Model Development.....	3
Procedures Used During Phase I.....	10
Procedures Used During Phase II.....	14
Procedures Used During Phase III.....	18
Procedures Used During Phase IV.....	22
Procedures Used For Dissemination.....	24
Summary.....	27
Appendix A.....	28
Appendix B.....	30
Appendix C.....	33
Appendix D.....	35
Appendix E.....	37

## List of Figures

Figure 1	The Original Draft of the Process Used to Generate a List of Generic Competencies for Teachers N-6.....	4
Figure 2	The Revised Process Used to Generate a List of Teaching Competencies for Teachers N-6.....	7
Figure 3	Procedure for Generating Teaching Competencies During Phase I.....	10
Figure 4	Procedure for Clarifying and Classifying Teaching Competency Statements Used During Phase I.....	11
Figure 5	Procedure for Generating Teaching Competencies from Teacher Educators and the Literature During-Phase II.....	13
Figure 6	Procedure for Identifying and Classifying Teaching Competency Statements from the Literature and Teacher Educator Interviews and Compiling a Master List of Teaching Competencies During Phase II.....	15
Figure 7	Procedures for Reviewing and Revising Teaching Competencies During Phase III.....	18
Figure 8	Instrument Construction Procedures Used During Phase III.....	19
Figure 9	Procedure for Prioritizing Teaching Competencies During Phase IV, Educational Community Input.....	21
Figure 10	Procedures for Dissemination of N-6 Teaching Competencies Study.....	24

## Preface

This Interim Report was prepared as partial fulfillment of the Florida Department of Education Contract 770-121. The report describes the model designed for this study. It also discusses the proceedings of the study to date and reviews the procedures for the study's proposed completion.

The assistance of the staff of Teacher Education, Projects in typing, proofing, collating and binding this report is gratefully acknowledged. Special thanks goes to Michael Cooper for typing, and to Jim Whittle for editing. Joseph Fitzgerald, Director of Florida Right to Read, and Dr. Jay Lutz of the Florida Department of Education have been helpful and supportive of the writing and printing of this report.

B.M.C., L.A.T.

## Introduction

The purpose of this study is to identify teaching competencies for teachers of preschool through grade six. It has four phases: (1) generating and compiling a list of teaching competencies from classroom teachers; (2) generating and compiling a list of teaching competencies from teacher educators and the literature; (3) having the educational community review, critique, and clarify competency statements; and (4) having the educational community prioritize teaching competencies as to usage, criticality, and grade level appropriateness. The model developed for this study has undergone revision since the original proposal was made to the Department of Education.

### Current Status of Project

At the present time, the compilation of teaching competencies that have been generated from classroom teachers is being finalized. Competencies derived from teacher educators and the literature are being compiled, categorized, and compared with teacher generated competencies. A master list, using competencies from teachers, teacher educators, and the literature, will be compiled prior to the development of the instrument to be used for competency statement review, critique, and clarification.

Concurrently, every effort is being made to disseminate the processes used in this study. In June a statewide Right to Read conference focused on specific competency studies being conducted around the state of Florida. The model for this study was discussed and critiqued by the participants. Several educational organizations have included a presentation of this study in their statewide conferences. Proposals for national educational conferences have been submitted as well as articles for statewide and national publication.

This Interim Report is intended to describe the model development and planned procedures that will be used in all four phases of the N-6 Teacher Competencies Study.

The appendices include a compilation of competency lists available to the project at this time. Additional lists will be made available to the Department of Education as they are identified. A review of the literature for this study has produced a large number of resources on competency research. A list of these resources is also included in the appendices. Originals or copies of these resources will be compiled and delivered to the Department as soon as possible.



### Model Development.

A model for the operation of this study provides for appropriate research methodology. The model also ensured that all groups with vested interest in the identification of competencies for early childhood and elementary school classroom teaching are adequately involved. The model for this study further provides that adequate field testing and collaborative procedures are used prior to a statewide implementation of the study.

#### Original Model

The design that was proposed for this study originally had five phases (see Figure 1.). These phases were teacher generation of competencies; literature search; critique and analysis of competencies by teacher educators; critique and analysis of competencies by teachers, school administrators and parents; and a prioritization of teaching competencies by the educational community. The model for this study identifies committees of professional statewide representation to react to the processes, instruments, products and results of the study. The first of these two groups, the Operational Committee (see Appendix A.) consists of a classroom teacher, Florida Department of Education personnel, teacher educators, district level supervisors and project

Steering Committee & Operational Committee recommendations/suggestions/reactions

Steering Committee & Operational Committee critique/generation

PRODUCT I  
Field-generated list of competencies

PRODUCT II  
Literature generated list of competencies

PRODUCT III  
Revised list of competencies

Phase I  
TEACHERS

Phase II  
LITERATURE

Phase III  
COLLEGES OF EDUCATION

Combined list from Phases I and II

Job Task Analysis

Search of literature for existing competency lists

Job analysis and skills critique

Observation of teachers N-6

Interview with teachers N-6

Departments of Education from various states,

Colleges of Education in competency based movement

ERIC and other professional sources

Current R & D projects in teacher competencies

Faculty (by specialty area) critique of skills on list and generation of missing skills within each category

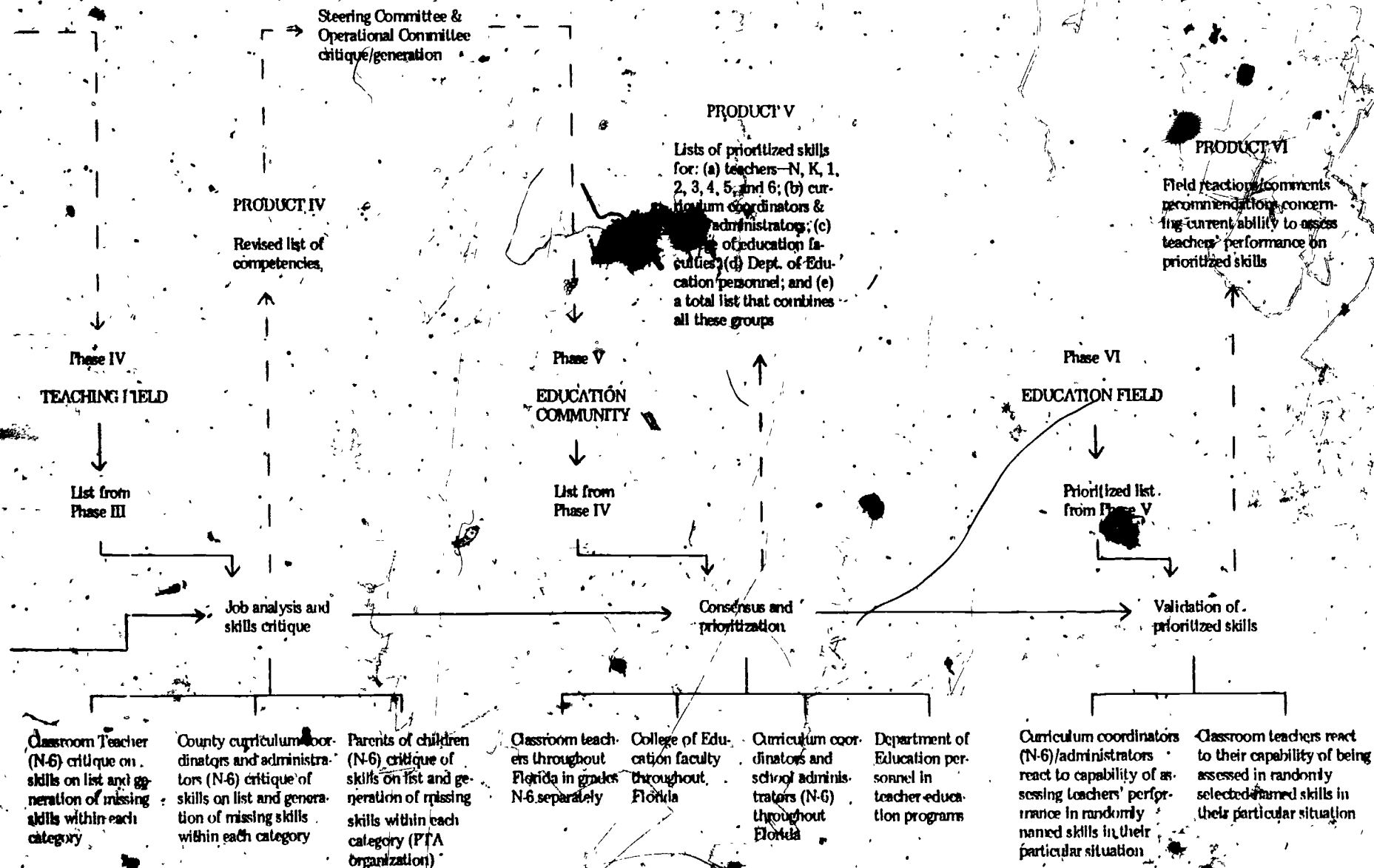
Graduate students (by specialty area) critique of skills on list and generation of missing skills within each category

06 10

11

Figure 1

The Original Draft of the Process Used to Generate a List of Generic Competencies for Teachers' N-6



staff. These committee members will also assist with disseminating the project at conferences, professional meetings and in the literature.

The second committee, the Steering Committee, is a statewide representative group of education professionals, the majority of which are classroom teachers. Criteria for selecting members for the Steering Committee was established at a June Right to Read Conference.

The participants of this conference (see Appendix B.) represented all groups of the educational community of early childhood and elementary school classroom teachers. They came from all regions of the state to discuss and critique the model. Out of this field-test process, came recommendations for changes in the model.

The study's model has undergone four major changes. These changes resulted not only from the Right to Read Conference recommendations but also from suggestions of the Operational Committee, funding adjustments, and suggestions of the leadership of the classroom teacher professional organizations. These changes primarily include (a) adjustments in the project's time line, (b) the addition of interviews with teacher educators to Phase II, (c) the elimination of the validation process designed as Phase VI, and (d) the merging of Phase III and Phase IV. This last change required a major revision of the design.

Revised Model

The joining of Phases III and IV was made because the executive secretaries of the teachers' professional organizations felt that Phase III should allow all elements of the educational community to review, critique, and clarify teaching competencies at the same time. Therefore, Phases III and IV have been combined so that a concurrent review by each of the subgroups of the educational community will take place. A revision of the model has been made (see Figure 2) along with a revision of the procedures developed to carry out the new Phase III (see Figure 7.).

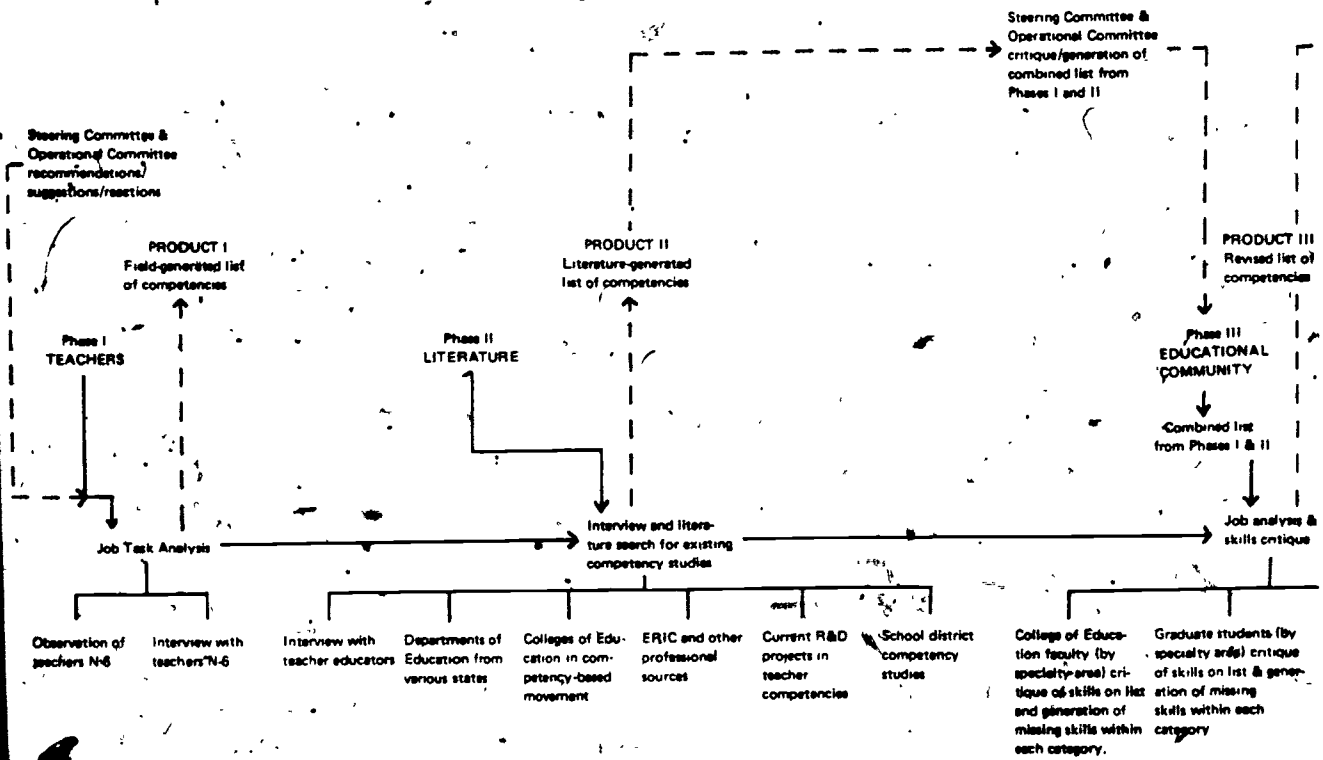


Figure 2  
The Revised Process Used to Generate a List of Teaching Competencies for Teachers N-6

→ Steering Committee &  
Operational Committee  
critique/generation

#### PRODUCT IV

Lists of prioritized skills for:  
(a) teachers—N, K, 1, 2, 3, 4,  
5, and 6; (b) curriculum coordi-  
nators & other administrators;  
(c) college of education  
faculties; (d) Dept. of Educa-  
tion personnel; and (e) a total  
list that combines all these  
groups

Phase IV  
EDUCATIONAL  
COMMUNITY

List from  
Phase III

Consensus and  
prioritization

Classroom teacher  
(N-6) critique of  
skills on list and  
generation of skills  
within each  
category.

County curriculum  
coordinators and  
administrators  
(N-6) critique of  
skills on list and  
generation of mis-  
sing skills within  
category

Parents of children N-  
6 (by means of PTA,  
community councils,  
advisory groups, etc.)  
critique of skills on  
list and generation of  
missing skills within  
each category

Classroom teachers  
throughout Florida  
in grades N-12  
separately

College of Educa-  
tion faculty  
throughout Florida

Curriculum coordi-  
nators and school  
administrators  
(N-12) through-  
out Florida

Department of Edu-  
cation personnel in  
teacher education  
programs

## Procedures Used During Phase I

The model is being implemented with four phases. First, competencies are generated from classroom teachers. Second, competencies are generated from teacher educators and the literature. Third, the competencies from the first two phases are critiqued by members of the educational community. Fourth, the competencies are prioritized by samples of the populations of each subgroup of the educational community.

### Generating Teaching Competencies (see Figure 3.)

Phase I, the generation of teaching competencies, gives classroom teachers the opportunity to provide the initial input into this study. It is felt that classroom teachers would provide an excellent source of descriptions of teacher behavior essential to classroom teaching pre-school through grade six.

This initial phase of the N-6 Teaching Competencies Study included the interviewing and observation of classroom teachers -- preschool through grade six. Interviews and observations were conducted in rural, suburban, and urban schools in north and southeast Florida. Resulting from an analysis of the data were statements of teaching skills and descriptions of teachers' behaviors. These



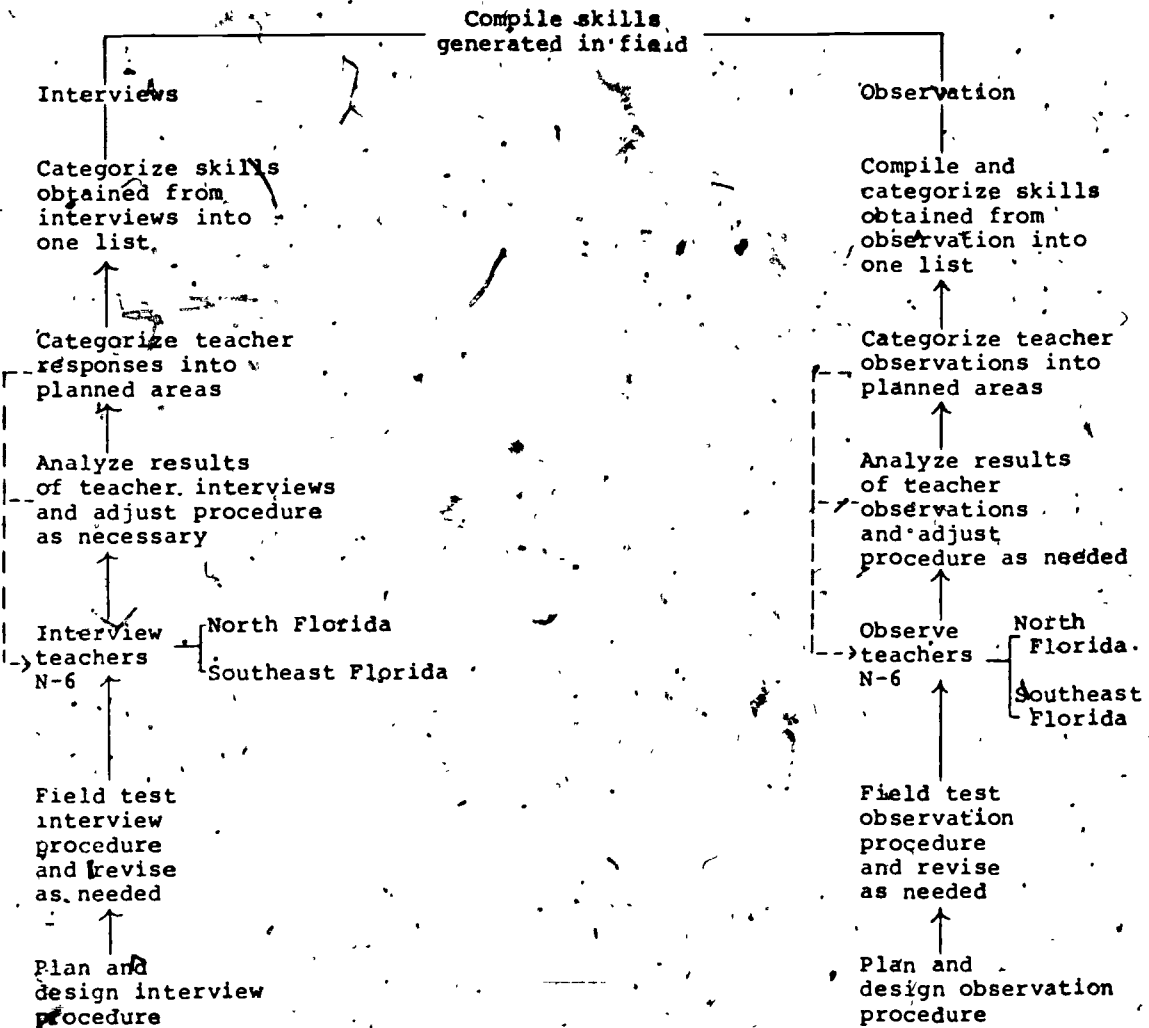


Figure 3  
 Procedure for Generating Teaching Competencies  
 During Phase I

statements were categorized and compiled into a list of field-generated teaching competencies. A first draft of this list is found in Appendix C.

#### Clarifying and Classifying Teacher Competencies

The procedure used to clarify and classify the teachers' statements is found in Figure 4. First, categories were identified. Second, skills were placed in appropriate categories, ordered sequentially, re-phrased, and examined for duplication. Third, each skill was examined, revised if needed, and judged by a panel of educators as to clarity, classification, and ordering.

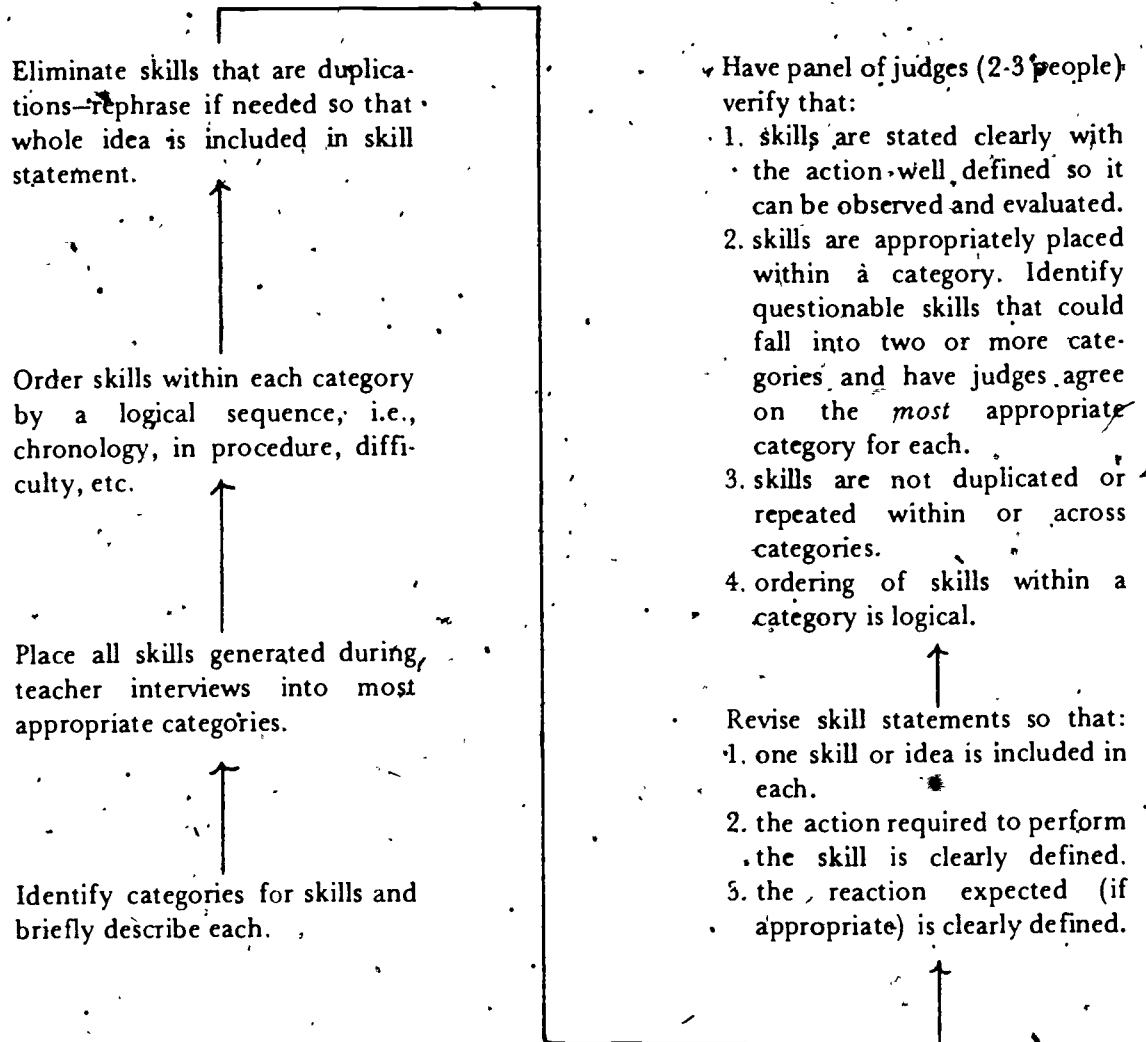


Figure 4  
 Procedure for Clarifying and Classifying Generated Teaching Competency Statements  
 Used During Phase I

## Procedures Used During Phase II

### Generating Teaching Competencies from Teacher Educators and the Literature

This phase of the study is comprised of two parts (see Figure 5:). First, teaching competencies were generated from teacher educators in an interview process. They also shared a collection of competency resources from their personal files. Second, a literature search was conducted among teachers' centers nationally, the Teacher Corps literature, national and state conference presentations, universities, educational research and development centers, state departments of education, and ERIC. The literature sources were identified, then resources were solicited and/or selected, reviewed, synthesized, and compiled into a list of competencies and a list of references. The competency lists available to the project at this time are found in Appendix D. The references have been grouped according to their major contribution to the study. A list of references collected to date are found in Appendix E.

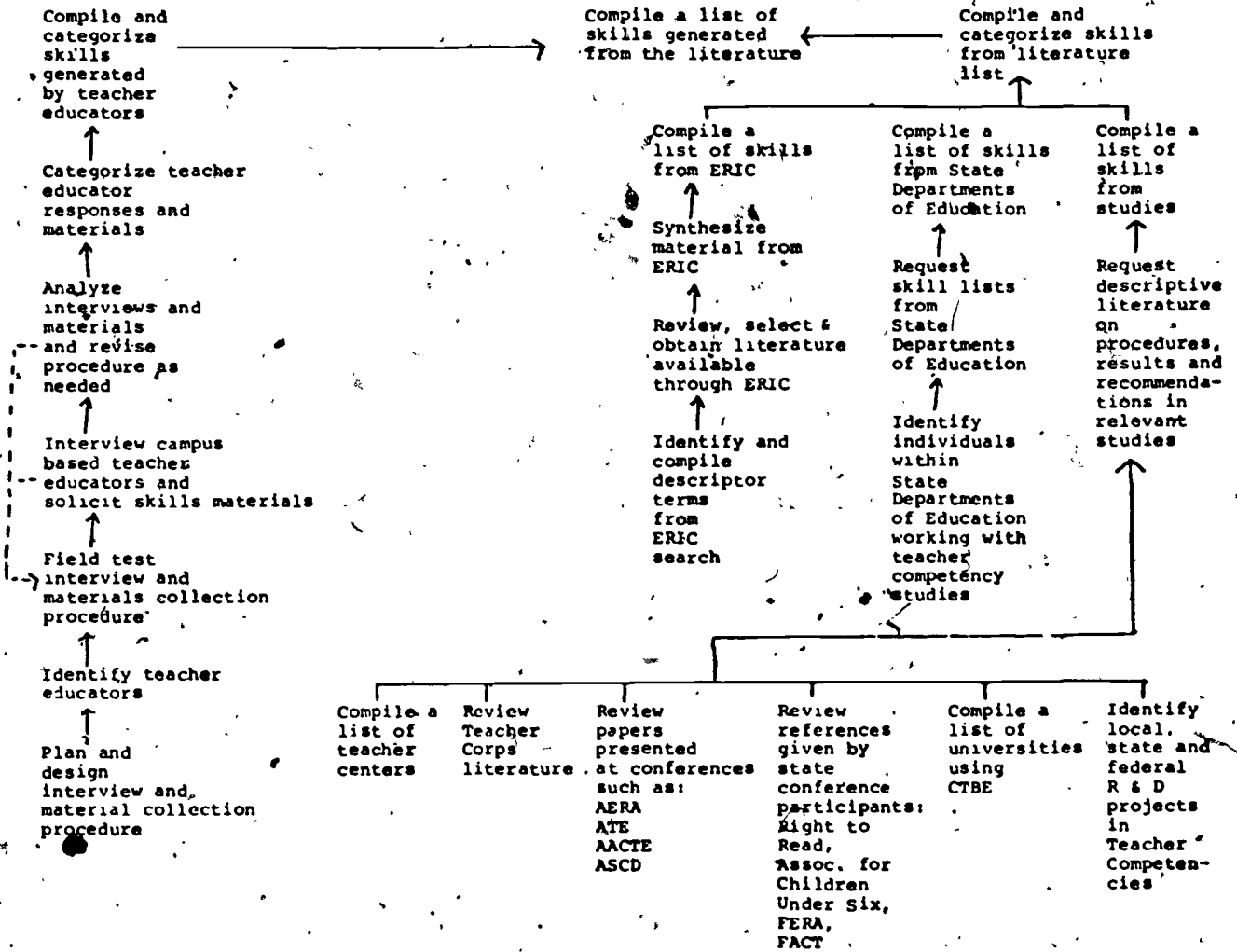


Figure 5

Procedure for Generating Teaching Competencies from Teacher Educators and the Literature During Phase II

Identifying and Classifying Teaching Competency Statements  
from the Literature and Teacher Educator Interviews.

A precise procedure for compiling a master list of competencies is given in Figure 6. It provides for the newly generated lists of competencies to be integrated into the original competency list established in Phase I. Skills from Phase II are placed in the most appropriate Phase I categories. Skills are eliminated if they are repetitive, while documentation is made of their presence in alternate lists. The skills statements are then scrutinized for clarity of skill definition and appropriate resulting behavior. The categories are then reordered sequentially and the skills are judged by a panel of educators as to clarity, categorization, and order.

Produce combined list of teaching competencies generated during Phase I and Phase II:

Have panel of judges verify that:

- Skills are stated clearly with the action well defined so it can be observed and evaluated
- Skills are appropriately placed within a category. Identify questionable skills that could fall into two or more categories and have judges agree on the most appropriate category for each.
- Skills are not duplicated or repeated within or across categories.
- Ordering of skills within a category is logical.

Sort new skills into Phase I list and reorder skills within category using a logical sequence, i.e., chronology in sequence, difficulty, importance, etc.

Revise new skill statements so that:

- One skill or idea is included in each.
- The action required to perform the skill is clearly defined.
- The reaction expected (if appropriate) is clearly defined.

Read each skill statement from each new list and:

- Determine in which category from the Phase I list the skill should be included.
- Locate that category in the Phase I list.
- Read through the skills already included in that category.
- If the skill from the new list is already included in the teacher generated list, place a mark beside the skill statement on the Phase I list in order to determine whether already identified skills appear on various other lists and to determine how many different lists include that particular skill.
- If the skill is not already included on the Phase I list, include it on a special form for new skills under the appropriate category.
- If the skill is not already included and if there is not an existing appropriate category, invent a new category and include the category, a brief description of the category, and the new skill on a separate sheet.
- When a skill is encountered that has already been included on the new list, rather than including it twice, simply place a tally mark beside the new skill indicating how many times the skill appears on different lists.

Obtain competency lists from teacher educator interviews.

Obtain competency list from literature.

Obtain competency list from Phase I.

Figure 6

Procedure for Identifying and Classifying Teaching Competency Statements from the Literature and Teacher Educator Interviews and Compiling a Master List of Teaching Competencies During Phase II

### Procedures Used During Phase III

The list of competencies resulting from the teacher interviews and observations in Phase I combined with the competencies from interviews with teacher educators and a review of the literature form a comprehensive list of teaching skills. The list is organized into major categories and the competencies within each category are ordered in some logical way, i.e. sequence, difficulty, or importance. In order to have a complete and accurate list of teaching skills for classroom teachers, preschool through grade six, it is necessary to have members of each subgroup of the educational community react to the list, critique each statement, and make suggestions for additions and deletions of competencies.

#### Reviewing and Revising Teaching Competencies

The purpose of Phase III is to solicit suggestions from members of each subgroup of the educational community as to the completeness of the list and the clarity of each statement. The initial steps used in this process, as outlined in Figure 7, are the identification of the educational community and the selection of a sample representative population. The group will contain a majority of classroom teachers. Those persons within each subgroup who can facilitate



the administration of the Phase III instrument will be identified and briefed.

Instrument Construction Procedures (See Figure 8.)

The instrument for Phase III will be constructed after determining which questions are necessary and productive to ask about each competency. The instrument will be judged by a panel of teacher competency and evaluation experts to determine whether the questions and directions to the respondents are clear and whether the data collected using the instrument will be appropriate and helpful in revising the competency list. Instrument revision will occur as a result of judges' suggestions before it is edited and printed.

Packets containing the instrument and administration instructions will be sent to those persons identified as facilitators for the study. Previous to this mailing, an introductory letter will be sent to all participants and facilitators. After sufficient time has elapsed for instrument completion and return, reminder letters will be sent to those facilitators who have not yet returned the instrument. Revision of the teaching competency list will incorporate the suggestions of the respondents of Phase III.

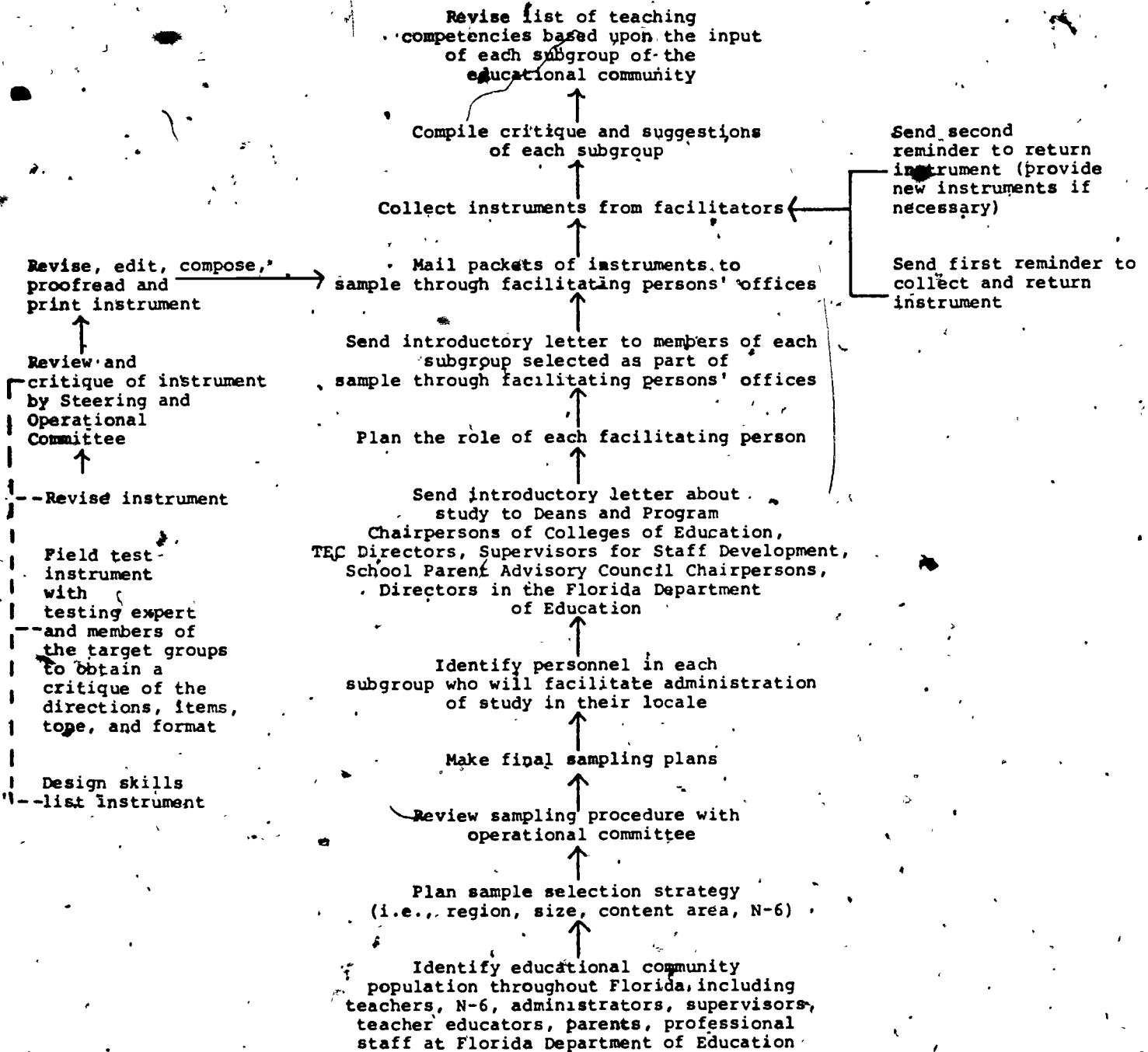


Figure 7

Procedures for Reviewing and Revising Teaching Competencies During Phase II

Write instructions for the Phase III instrument explaining what people are supposed to do, why they are doing it, and how they are to respond (response format).

Revise questions appropriately.

Work with panel of judges to verify that the questions asked are clear, that reactants will know what to do in order to answer each question asked about the skills list, and that information obtained as a result of the survey will help revise the competency list in preparation for Phase IV activities.

Determine the questions that should be asked about each identified teacher competency, i.e., Is this skill statement O.K. as it is?, Should this skill statement be revised for clarity?, Should this skill statement be placed where it is or somewhere else?, etc.

Have questionnaire *edited* and *proofread* prior to duplication.

Revise questionnaire appropriately.

Obtain panel of judges' reactions to: clarity of introduction, directions, reaction questions, response format, list of skills, numbering method, and general "appearance of questionnaire."

Design survey instrument for Phase III including introduction, directions, reaction questions, response format, and list of teaching skills.

Figure 8  
Instrument Construction Procedures  
Used During Phase III

## Procedures Used During Phase IV

### Prioritizing Teaching Competencies (See Figure 9.)

This is the final phase of this N-6 Teaching Competency Study. It will involve the educational community including a majority of classroom teachers as identified and defined in Phase III. A statewide sample from selected subgroups will be chosen. Facilitators for each subgroup will be solicited to administer the instrument for prioritizing the N-6 teaching competencies.

The Phase IV instrument will consist of the revised list of skills from Phase III. Respondents will be asked to rank each skill relative to criticality, amount of usage and appropriateness for grade level. The instrument will be field tested, reviewed by the Operational and Steering Committees, and revised.

Data collection will proceed as outlined in Phase III. Data analysis will compare groups' responses and will result in a superordinate prioritization of competencies for teachers of preschool through grade six. Criteria for prioritization of the skills will include the COTE minimum criteria for statewide professional agreement.

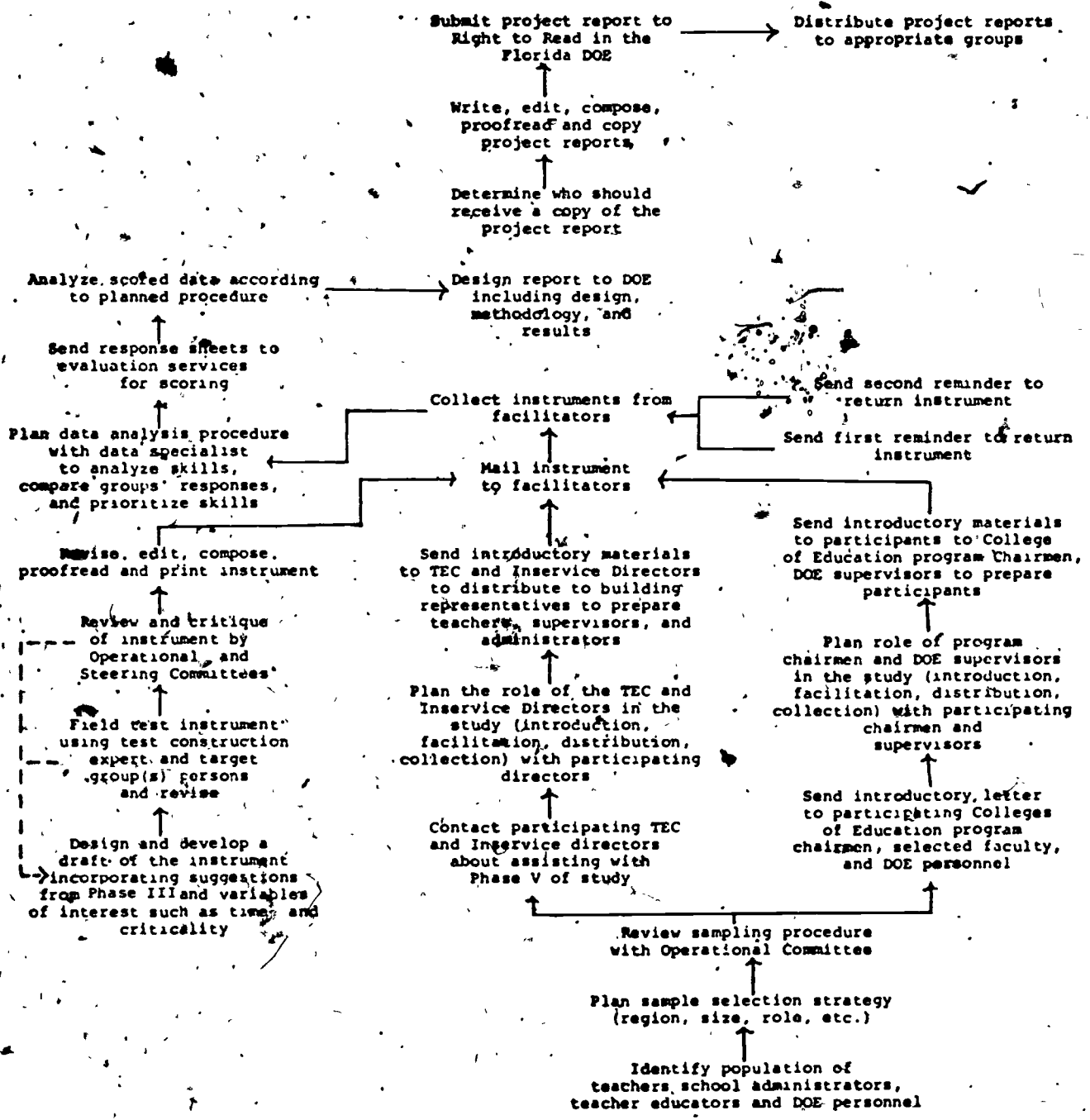


Figure 9

Procedure for Prioritizing Teaching Competencies During Phase IV, Educational Community Input



## Procedures Used For Dissemination

### Procedures for Dissemination (See Figure 10.)

The steps for disseminating this study include identifying state and national conferences and publications in which participation and publication would be appropriate. Second, a schedule of presentations and writing tasks is made and assignments are distributed among members of the Operational Committee. Third, preparations and support for the presentations are organized. Information and data are provided for the publication assignments. Support for typing, editing, and printing is provided by both the project and the Department of Education through its Right to Read Office. Follow-up on conference outcomes is recommended to gain the statewide support that will be needed to complete the study.

### Dissemination Efforts

In order to inform the educational community about this study, a presentation was made by Dr. Virginia Green of Florida State University at the Florida Right to Read Conference held in Orlando in June. The model of the study was discussed and critiqued by participants from all parts of Florida and all subgroups of the educational community. Florida Teacher Education Center Directors were informed of the study by Dr. Adelbert Jones of Florida A. & M. University.

at their June meeting. Proposals have been submitted or chairpersons contacted to arrange for presentations involving this study in Florida and at national professional meetings. Presentations will be made at the September Right to Read Conference, the Florida State Reading Council, and the Basic Skills Fall Conference. Regional meetings to inform educators of the recently proposed state teacher certification model will provide additional forums for the study's dissemination. Articles are being submitted to state and national publications devoted to teacher education.

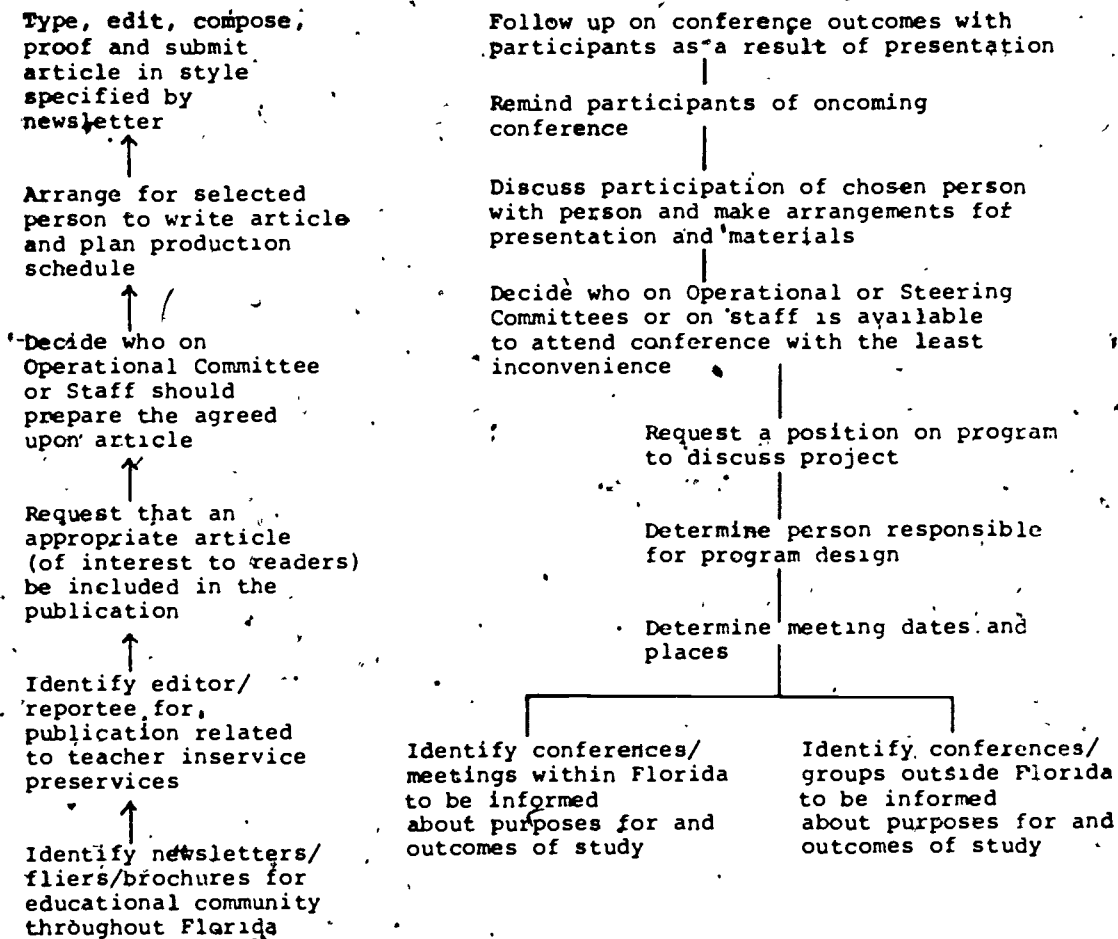


Figure 10

### Procedures for Dissemination of N-6 Teaching Competencies Study



## SUMMARY

The first two phases of this study are nearly completed. The next step will be to design the instrument for Phase III: The Operational and Steering Committees will review the instrument. Then, it will be sent to members of each subgroup of the educational community for review and critique. The responses from this instrument will be incorporated in revising the combined competency list. In Phase IV, a statewide sample of the educational community will prioritize the competencies by ranking them as to amount of usage, criticality, and appropriate grade level.

While these phases are being carried out, every effort will be made to involve the members of the Operational Committee of the N-6 Teaching Competency Study as reactants and disseminators of the project. Several presentations are planned for statewide educational conferences. Also, articles are being written for fall publication in state periodicals.

Results of this study will be reported to the Right to Read Office on November 30, 1977.

Appendix A

Operational Committee  
for  
N-6 Teacher Competency Study

N-6 COMPETENCY STUDY OPERATIONAL COMMITTEE

Dr. Nancy Douglas	Florida State University
Dr. Gerry Brudenell	Florida State University
Dr. Virginia Green	Florida State University
Ms. Charlotte Springfield	Leon Co. School Board
Ms. Gloria Gant	Leon Co. School Board
Dr. Adelbert Jones	Florida A&M University
Ms. Susan Haynes	Ruediger Elem. School
Dr. Jay Lutz	State Dept. of Education
Mr. Joe Fitzgerald	State Dept. of Education
Dr. John Hansen	Florida State University
Ms. Lee Ann Truesdell	Florida State University
Dr. Lou M. Carey	Arizona State University

Appendix B

Participants of the Right to Read  
Conference

June 16 and 17, 1977

Early Childhood and Elementary Certification  
and Competency Identification  
June 16-17, 1977: Orlando

District

Mrs. Gloria Gant  
Mrs. Betty Rae Ivey  
Mrs. Charlotte Springfield  
Mrs. Gail Thomas  
Mrs. Lea Touchtone  
Miss Betty Jo Winslette

Elementary Education Coordinator, Leon  
Kindergarten Supervisor, Pinellas  
Teacher Education Center, Leon.  
Early Childhood Supervisor, Orange  
Resource Teacher, Bay  
Kindergarten Supervisor, Okaloosa

University: Public

Dr. Betty Brantley  
Dr. Jerry Brudenell  
Dr. Lou Carey  
Dr. Elaine Cox  
Dr. Gordon Eade  
Dr. Virginia Green  
Mr. Adelbert Jones  
Dr. Nell Kanwischer  
Dr. Robert Lemons  
Dr. Anna Nuernberger  
Mrs. Lee Ann Truesdell

University of South Florida  
Florida State University  
Florida State University  
Florida Technological University  
University of West Florida  
Florida State University  
Florida A&M University  
Florida State University  
Florida A&M University  
University of Florida  
Florida State University

University: Private

Dr. Charles Mangrum

University of Miami, Coral Gables

Community College

Mrs. Barbara Young

Breyard Community College

Professional Organizations

Mrs. Valera Barker  
Mrs. Kathleen Betancourt  
Dr. William Breivogel

Mr. Kelly Brock

Mr. Jerry Cox  
Mr. Carl Harner  
Dr. Nancy Peck

Dr. T. E. Smotherman  
Mr. Jerry Sullivan

Florida Council on Elementary Education  
FEA/United, Government Relations  
Florida Educational Research and  
Development Council  
Florida Association of District School  
Superintendents  
Florida Elementary School Principals  
Florida Teaching Profession  
Florida School Desegregation Consulting  
Center  
Member, Volusia County Board of Education  
Panhandle Area Educational Cooperative

Classroom Teachers

Mrs. Florence Beebe  
 Ms. Trucy Bergstrom  
 Mr. Bill Brown  
 Ms. Deborah Center  
 Ms. Nella Craig  
 Mr. William Daley  
 Ms. Linda Denmark  
 Mr. Dale Donley  
 Ms. Rhoda Dire  
 Ms. Charlene Earle  
 Mr. Harold Hagens  
 Ms. Thelma Holmes  
 Mrs. Margretha Johnson  
 Ms. Joyce Keen  
 Ms. Yvonne Lyon  
 Ms. Debbie McBride  
 Mr. Julian Meade  
 Ms. Helene Morris  
 Ms. Thelma Mosley  
 Ms. Lynn Mullins  
 Ms. Beth Provanča  
 Mr. David Schoot  
 Mrs. Jeanne Suttle  
 Ms. Betty Thornton  
 Mr. Jeff Wright

Deland, Florida  
 Orlando  
 Merritt Island  
 Gainesville  
 Leesburg  
 DeBary  
 Winter Haven  
 Miami  
 Indian Harbour  
 Cocoa  
 Bartow  
 Miami  
 Tampa  
 Venice  
 Temple Terrace  
 Ocala  
 Sarasota  
 Brandon  
 Gainesville  
 Daytona Beach  
 Winter Park  
 Ferndale  
 Clearwater  
 Gradenton  
 Webster

Department of Education

Dr. Jay Lutz  
 Mr. Joe Fitzgerald  
 Mrs. Suzanne Yarbrough  
 Dr. Jean V. Marani  
 Mrs. Bettye Roberts  
 Mrs. Teresa Rousseau  
 Mr. John Wheeler  
 Dr. Charlotte White  
 Mr. Ed Hunter  
 Mr. Jack Hopper  
 Mr. Floyd Jaggears  
 Mrs. Johann Chancy

Supervisor, Basic Skills  
 Coordinator, Right to Read  
 Consultant, Right to Read  
 Consultant, Right to Read  
 Consultant, Right to Read  
 Secretary, Right to Read  
 Supervisor, Developmental Skills  
 Consultant, Reading  
 Consultant, Mathematics  
 Consultant, Science  
 Consultant, Health, Safety and Physical  
 Education  
 Consultant, Communications

### Lists of Teacher Generated Competencies

These Competencies were derived from transcripts of teacher interviews held in North Florida and Southeast Florida. They have been categorized according to interaction skills, planning, evaluation, classroom organization, communicating with peers and parents, and miscellaneous.

This appendix is available at the Florida Department of Education, Office of Basic Studies, Center Building, Tallahassee, Florida, 32301

Appendix D

Competency Lists Collected as a Result  
of the Literature Search

This appendix is available at the Florida Department  
of Education, Office of Basic Studies, Center  
Building, Tallahassee, Florida, 32301



List of References Collected by the  
Project to Date

33.

This appendix consists of a list of references collected by the project to date. Additional copies of each reference are being sent to the Project for delivery to the Department of Education.

This appendix is available at the Florida Department of Education, Early Childhood and Elementary Education, Skills Subsection, Center Building, Tallahassee, Florida, 32301