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ABSTRACT

This bulletin reports relevant research in the basic skills areas of reading, language arts, and listening that has been organized and interpreted for the administrator, supervisor, and classroom teacher. The various sections provide information in the following areas: indicators related to learning in school settings, including school, class, program, teacher, and pupil characteristics, and out-of-school conditions; teacher competencies in reading, including concepts, competencies, and criterion indicators for the teaching of reading; teaching competency in the language arts; and teaching competencies in listening, including competencies and criterion indicators for the teaching of listening. References are included with each section. (FI)

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RESEARCH BULLETIN

INDICATORS FOR LEARNING AND TEACHER COMPETENCIES IN THE BASIC SKILLS

READING AND LISTENING

Volume 12 Number 4 Spring, 1979

by

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FOREWORD

It is difficult to stay on top of current research - whatever your field of endeavor may be. The field of education is no exception, and research on reading, language arts, and mathematics in particular is overwhelming. In this Bulletin, the authors have not only searched out and selected relevant research, but they have organized and interpreted it for the administrator, supervisor, and teacher interacting with students every day.

Drs. Bill Powell and Evelyn Wenzel are to be congratulated for their fine work. It is readable, and more important, provides much food for thought. On behalf of FERDC I congratulate them for a job well done.

Bill Breivogel, Guest Editor

PREFACE

Concern for the improvement of basic skills in the State of Florida resulted in the formation of the UF-DOE Basic Skills Project. Financial support for the work was given by the Board of Regents of the State University System through Service Through Application of Research (STAR) program. The State Department of Education provided human resources through committees of consultants. Mrs. Ada P. Puryear, Administrator, Early Childhood and Elementary Education, served as the DOE monitor during the progress of the study.

Evelyn Wenzel's contribution is the section which identifies the teacher competencies in the areas of language arts: listening, speaking, writing, spelling, and handwriting. Elroy J. Bolduc presents the basic teacher competencies for the teaching of mathematics. William R. Powell served as the project director and wrote the portion on reading and the part of the report on indicators of school setting variables. Consultative contributions were made by many of our colleagues on campus. Susan Lubet served as a graduate assistant during part of the study.

Jerri Anne Phipps served as project secretary and typed and retyped the many drafts while the project was in progress and prepared the final report. The interest and effort of all these individuals were definitely appreciated.

William R. Powell

OVERVIEW

INDICATORS OF TEACHER EFFECTIVENESS IN THE BASIC SKILLS

This report has two purposes: (1) to identify the school setting variables (e.g., facilities, materials, equipment, class size, time schedules, etc.) which contribute to achievement in the basic skills; and (2) to identify the teacher competencies which contribute to achievement in the basic skills.

The search for indicators of competence was accomplished by literature review, expert opinion, research data, and identified student outcomes. The objective was to identify those observable classroom behaviors whose presence or absence are likely to affect student performance. Should further evidence support the competencies herein identified, these performances of a teacher can serve as indicators of the effectiveness of that teacher in specific basic skill areas.

In this monograph, two types of competency indicators are identified: (1) cognitive-based criteria; and (2) performance-based criteria. Cognitive-based criteria are the knowledge base, i.e., those facts which must be learned and stored in the memory for use. Performance-based criteria are techniques and processes which must apply and utilize the cognitive items in the context of the classroom. It is conceivable that a teacher could know a set of criteria for instructional placement, yet not know what to do with that criteria in grouping children, making individual assessments, or determining prescription for proper placement. Performance, then, is concerned with the handling of the cognitive systems in the classroom. A teacher cannot teach what she or he does not know, but a teacher can know and not use the knowledge in teaching. The task is to get both systems - cognitive and performance - working together. The consequence of such a fusion of systems will be sustained growth in the basic skills.

In each of the basic skills areas that follow, specific instructional competencies are identified and stated. These specific competencies are grouped, for convenience, by a more general competency category. Five general behaviors were used throughout this report: (1) diagnosis and prescription; (2) organization and management; (3) instruction; (4) growth patterns; and (5) evaluation. Each general category embraces several specific competencies which are listed task by task by the source of knowledge which produces the parallel performance standard.

Tables 1-7 itemize these teacher competencies. These combined indicators, if possessed by the teacher, represent a set of specific competencies considered to characterize an effective teacher of the basic skills.

INDICATORS RELATED TO LEARNING IN SCHOOL SETTINGS

Society has created institutions called schools for developing efficient and effective contexts for learning. Children and adults need to know how to operate in a manner acceptable to others in society. People need to develop specified skills and to know selected information and concepts to perform appropriately in defined social contexts. Schools are primary contributors in that process.

Contexts for learning should be thought of not simply as the physical setting - buildings, space, rooms, surroundings - nor in combination of people (principals, teachers, aides). The settings for learning are constituted by what the pupils are doing and where, when, how, why, and with whom they are doing it. In Figure 1, these different contextual variables and their inter-relationships are illustrated. Each variable provides indicators for pupil performance. The quality of interaction among variables gives strength and vitality to the learning opportunities. The contextual variables which are known to affect learning in the basic skills are the focus here. They are: (1) school characteristics, (2) class characteristics, (3) program characteristics, (4) teacher characteristics, (5) pupil characteristics, and (6) out-of-school conditions. The outcomes are the observed and measured pupil performance in the basic skills - reading, language arts, and mathematics.

Several studies (see references) in the past few years have identified several significant variables affecting learning. The current emphasis on literacy and accountability has contributed to fostering such studies. However, the evidence to date must be viewed as tentative and limited. The instruments presently available for controlled contextual observation as yet are not strong enough for wide and extensive generalizing of the results. There is enough concurrence among studies for some indicators to begin to emerge. It is those items that are presented and discussed in this section of this report, although caution must be maintained in their interpretation.

School Characteristics

Pupil acheivement is higher when the classroom teacher perceives that they have administrative support from the principal and the central office staff, particularly the principal. Support for and leadership in providing opportunities for staff development and provide work-space for academic subjects are positive forces of this leadership.

Other socio-contextual variables affecting the school district are the percent of voting registrants in that district and the average

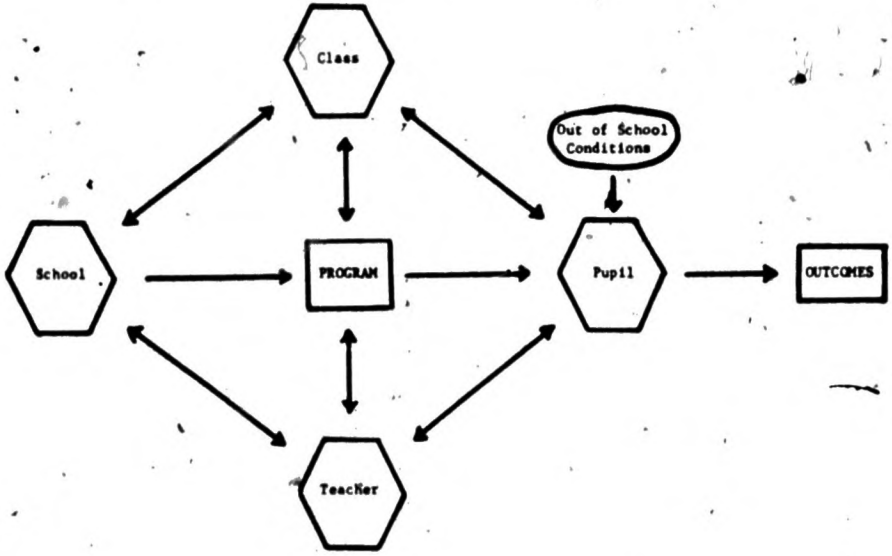

FIGURE 1. Contextual Variables for Basic Skill Achievement

income per family unit in the district where the school resides. Both of these items have overtones of literacy attainment, interest in societal affairs, and socio-economic well being. Table 1 lists these indicators which facilitate higher achievement at the school level.

TABLE 1. School Indicators

Characteristics
Perceived administrative leadership and support
Staff development and in-service activity
Percent of space used for academics
Percent of voting registrants in school district
Average income of school district

The factor of size (community, school district, or school population) is neither a positive nor a negative force on basic skill achievement. The type of physical facilities (old, remodeled, new) apparently also has a neutral effect on pupil outcome as does the type of organizational patterns within the school. Size, facilities, and organizational strategies, in and of themselves, are not prime contributors to measured pupil performance.

However, the density of district population (urbanness), the number of special programs in the school, and the percent of black membership in both the school and community are indicators of schools with lowered pupil achievement. Socio-economic factors and society's attempt to off-set those factors, i.e., special programs are created and funded for the handicapped, compensatory, etc. are reflected in these findings.

Class Characteristics

Higher pupil achievement at the class level within a school is associated with the quality of the classroom atmosphere, i.e., a sense

of order and purpose, positive relationships, and pleasure in learning. The level of classroom control maintained by the teacher is a contributing factor. Surprisingly, perhaps to some, higher achievement, in several studies, is associated with less grouping within the class limits. However, this latter indicator may be a proxy variable for direct instruction time. The greater the teacher's time is spread across several groups, the less time is available by the teacher with any particular group. However, less grouping does not mean no grouping. What may be suggested in the data is that in the schools studied there may have been too many groups used in recent attempts to individualize instruction. Grouping is directly related to classroom control factors and direct instructional time from the teacher.

The presence of minority groups present in the classroom is a positive influence on outcomes. In school systems where there are numerous schools of varying size, the evidence would suggest that black youngsters achieve better in the smaller schools with smaller classes. Table 2 provides the factors positively related to better achievement at the classroom level.

TABLE 2. Class Indicators

Characteristics
Classroom atmosphere
Level of classroom control
Grouping not overextended within the class
Minority groups present
Black youngsters in smaller school environments

The size of a given class shows ambiguous results in achievement. However, a class size of thirty-three or less pupils has indicated a positive trend towards higher achievement patterns. Classroom enrollment in the studies reviewed may have been fairly uniform in size and, if so, then class size would not have shown positive relationships.

Achievement grouping shows an unclear pattern of relationships to pupil achievement. This finding is consistent with other studies through the years. Ability grouping or power grouping, per se, is not clearly and consistently associated with higher pupil performance. One factor, however, has shown a negative relationship to achievement - that of pupil transfer rate. Evidently, some stability in a class setting has its contributing qualities.

Program Characteristics

A program with an emphasis on the basic skills brings the corresponding result of higher achievement in those areas. It should, however, be a balanced total program not limited solely to basic skill subjects. Programs with clear objectives with emphasis on cognitive development that are designed with concern for scope and sequence are clearly associated with higher pupil performance.

TABLE 3. Program Indicators

Characteristics
Balanced curriculum program
Basic skill emphasis
Cognitive development emphasized
Stated objectives of desired behavior
A scope and sequence in the basic skill areas
Adequate material and equipment support
Total reading activity
More silent reading than oral
A system of instruction
Teacher training in the system

The necessary materials and equipment for program operation are necessary. There is some hint in the literature that too much material can be a detractor as well as too little resources. Overstimulation can be a distractor in learning.

In reading instruction, the data suggest that the total reading activities, not just phonics and other learning to read components, is a significant factor in reading achievement. Also, the amount of silent reading time is positively related to higher performance. Conversely, oral reading activities, if extensive, is not a facilitating force in obtaining higher achievement in reading.

What is important in basic skill achievement is that some system of instruction is clearly specified and followed. Further, teachers need to have training in that system - not generally, but specifically. The implication of such a finding is obvious: while colleges educate teachers for any system of instruction, each employing school system must additionally train the teacher in the specifics for their particular program.

The impact of pre-school education programs on basic skills achievement is not yet apparent. This is probably due to the fact that such programs are relatively new and time for their contribution has not to date made its impact. Nevertheless the trend line is positive in this regard.

Teacher Characteristics

The most recent finding about indicators of teacher competencies is that effective teaching practices will differ by subject matter and grade level taught. These findings mean that teachers use different techniques, as well as content, in different subjects like reading and mathematics. Not only do the techniques and content vary, but so does the grade level. Second grade teachers will have different instructional strategies than fifth or sixth grade teachers. The implication for the preparation of teachers is clear that the objectives for training primary and intermediate grade teachers may need to be different.

Interaction patterns between the teacher and pupils follow a similar pattern as subject and grade level. The presentation pattern, the type and frequency of teacher questions, the teacher's reaction to pupil responses, the nature of feedback to pupils, and the degree of teacher circulation are positive influence on pupil performance. The pattern of these techniques will vary when the grade level and subject matter varies.

Teacher characteristics such as teacher enthusiasm, realistically high expectations, teacher effort, and teacher morale are indicators of high achievement. Basically, a teacher who has a desire to teach and does, gets results. Other external teacher factors are experience and certification. Certification is likely to reflect the number of years of training, but the evidence would suggest that where that training is obtained makes a difference. Teachers from rated college programs produce better results. The salary level of the school staff, principals and teachers, have long been a positive indicator of teacher performance.

TABLE 4. Teacher Indicators

Subject matter taught
Grade level taught
Interactive strategies (discussing, questions, feedback, etc.)
Teacher enthusiasm
High expectations
Teacher effort
Teacher morale
Experience
Certification
Rate college training
Salaries of teachers and principles

Factors such as the percent of married teachers, the percent of black teachers and the use of teacher aides are apparently negligible.

However, if the teacher aide qualified as certified personnel, then that indicator is significantly related to pupil achievement.

Pupil Characteristics

Direct instructional time is a highly significant indicator identified in the recent literature. Instructional time and student achievement are positively related. The amount of time allocated to a skill area appears to be a contributor to the amount learned. A distinction, however, needs to be made between allocated time and time on task (engaged time). It is time on task that is the critical factor.

Engaged time has a quality of student attention. The student must be involved with active attention in the task at hand. The task at hand may be interacting either with the teacher or the learning materials. The teacher directs the process. Whether a student is in a group or doing seatwork is not the basic criterion. What is important is whether the teaching practice directs, guides, and engages the pupil.

The evaluation of pupil progress is an indicator of pupil performance. Teachers, to provide direct instruction, need diagnostic evaluation data, process evaluation information, and product evaluation data. What the pupils need to have is feedback from these evaluations - the sooner, the better.

TABLE 5. Pupil Indicators

Characteristics
Direct instructional time
Time on skill area
Time on task
Evaluation of pupil progress with feedback
Attendance
Female

Females do better in the basic skill subjects than males. This is an expected pattern. Attendance is a positive influence on achievement, although it may be a reflection of allocated learning time. In essence, what the research on pupil characteristics shows is that direct engaged learning time with reinforcement signals is significantly related to pupil achievement. In general, more time yields more learning.

Out-of-School Conditions

The parent's educational level is the best single indicator of a covert socio-economic variable which influences pupil performance. Other factors which show a positive relationship to achievement are the parent's income, occupation, and aspiration level for their children The home situation, such as, the number living at the home, when the adults are home, the language used in the home, etc., have also facilitating influences on a pupil's achievement.

TABLE 6. Out-of-School Indicators

Characteristics
Parent's educational level of attainment
Parent's occupation
Parent's income
Parent aspiration level for child
Home situation (language, number in home space, when adults are home, etc.)

From the preceding discussion, it is clear that several interacting socio-contextual variables are significantly related to pupil performance in the basic skills. No one set of characteristics alone are great enough to predict pupil achievement. It takes a combination of forces. What a child brings to school and what the school brings to the child are all part of the complete context for learning.

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READING: TEACHER COMPETENCIES

This section of the report identifies the teacher competencies which are likely to contribute to student achievement in the reading area of the basic skills. Fifteen tasks are given. Other tasks could be listed that certainly may be desirable, but may not have basic essentiality. Those listed here are considered prerequisites for an effective classroom performance of teaching reading.

Concepts for the Teaching of Reading

The concepts for the fifteen basic competencies for a classroom teacher of reading are outlined below. They are clustered into four operational areas: Diagnosis and prescription, organization and management, instruction, and growth patterns and evaluation. These four cluster areas with their corresponding skills are briefly discussed following the outline.

I. Diagnosis and Prescription

- A. Proper test administration
- B. Potential vs. performance
- C. Placement
- D. Patterns and profiles

II. Organization and Management

- A. Total reading concept
- B. Teaching a lesson
- C. Grouping and interaction
- D. Instructional time

III. Instruction

- A. Readiness
- B. Recognition vocabulary
- C. Meaning vocabulary
- D. Comprehension
- E. Study skills
- F. Readability

IV. Growth Patterns and Evaluation

- A. Sequence

Competencies for Teaching of Reading

Diagnosis and Prescription. For an effective classroom diagnosis and prescription of reading growth, the teacher needs to be able to perform four basic tasks: (1) administer correctly classroom reading tests, (2) judge growth by a standard of an individual's ability to progress, (3) place pupils into correct reading difficulty levels, and (4) detect observable patterns of reading growth from the collected data.

The basic classroom data for diagnosis and prescription is information about potential, performance, and placement. Data indicating potential tell a teacher about where a student should be; data on performance tell where a pupil is comparatively; and data on placement permit giving assignments on the correct reading level. Each piece of diagnostic data provides the teacher with a different item of essential information about each student. This data is indispendable for any form of classroom grouping.

Knowing how to properly administer classroom reading tests is basic to collecting valid and reliable data. Standardized, informal, norm-referenced, or criterion-referenced tests, whether in a silent or oral mode, should be given within the guidelines of acceptable procedures or techniques. Test administration has both general guidelines across skill areas and specific techniques within a skill area. Giving a test by the directions provided is a general test procedure. Learning how to properly evaluate oral reading is a specific area skill. Teachers need to learn both general and specific techniques for administering tests. (23)

Learning to evaluate reading performance by a standard of the student's ability to make growth is a basic task in teaching reading. Any form of individualized instruction depends upon it. The concept of potential or reading expectancy assists the teacher in setting realistic expected growth patterns for each youngster. Various procedures or formulas have been developed for this purpose. Although no given formula is perfect, it offers a better standard than an unrealistic, inflexible grade or age norm. At least, one of the techniques need to be learned by the teacher for application to classroom practice. (12, 42, 49, 50)

A fundamental task of the classroom teacher is to learn how to place children properly in reading material. Different kinds of reading tasks require different levels of placement. For example, reading for pleasure would call for placement at an easy or independent level. In contrast, reading under direct instruction requires placement in material which is neither too easy nor too hard. The concept of placement may be one of the most fundamental of all the basic tasks of teaching of reading. (9, 10, 21, 36)

As classroom data collect, patterns or profiles of reading growth begin to emerge. Learning to recognize these common patterns with their implications for developing an instructional prescription is a basic teaching task. Instructional strategies for a given group of students probably has considerable strength of reliability. Teaching strategies for a given individual student from such data need to be regarded tentatively as a hypothesis to be verified through instruction. (22, 33)

For effective diagnosis and prescription, four teaching tasks appear to be essential: (1) administering tests properly; (2) learning to compare potential with performance; (3) prescribing proper reading difficulty levels; and (4) detecting needed instructional emphasis from the data collected.

Organization and Management. Recent studies have clearly shown the importance of the teacher's ability to organize, to manage, to direct, and to monitor a class. These abilities have been shown to have a marked effect on children's achievement in reading. The better the teacher can do these tasks, the more likely that her/his instruction will be more effective.

Organization and management of a teacher's reading strategies likely grows out of that teacher's perspective of what constitutes a total reading program. If the teacher perceives reading to be a set of commercially prepared readers, then that teacher's reading class is likely to be a one-to-four group process of reading the company's readers and that's all. Teaching reading is bigger and broader than any set of readers designed to teach children to read. Important as those readers may be, there are other important parts of a total classroom reading program. There is using reading for learning; using reading to do or complete a task; using reading as a form of personal pleasure and enjoyment; and correcting imbalance in reading growth patterns early before serious problems arise. (1, 34, 39)

Because of the frequency of its occurence, perhaps the most basic task of teaching reading is the skill of conducting a directed reading lesson. This activity happens daily, and at the lower primary grades, perhaps twice a day. In teaching a lesson, for all the parts of reading diagnosis, prescription, organization, management, readiness - not to be a piecemeal operation, the teacher has to learn how to skillfully put it all together. (34, 39)

How pupils are organized for instruction and how the teacher interacts with them during a reading activity makes a difference. Reading classes can be organized or grouped a variety of ways without

significant differences occuring. However, the teacher needs to be aware of the alternate ways a class may be grouped to use the best option available for the purpose to be achieved. The teacher needs to know how to control a class, groups within the class and various groups at one time. The patterns of interaction, such as feedback, discussion, pauses, circulation, etc., contribute significantly to the management efficiency and to the achievement growth of children. (2, 27, 28, 31)

Given a perspective of a good classroom reading program, the ability to group effectively, and to manage efficiently, the teacher still must integrate reading into a daily schedule of activities. Providing enough time for direct instruction is critical. Too much time is wasteful and too little time is counterproductive. There is one issue which is clear: if achievement in reading is desired, then ample time must be built into each day's/week's teaching schedule. The amount of time will be variable across grade levels with the primary grades spending proportionally more of their instructional time in teaching reading. However, specific time for reading activities should probably continue through the middle school years. (15, 40)

Organizing and managing skills are crucial to gaining reading achievement. Within a developed rationale for reading instruction, the teacher needs to learn how to skillfully direct a reading lesson, group and monitor efficiently within a proper time schedule.

Instruction. The teaching of reading comes from many disciplines. These knowledge sources are physiology, psychology, linguistics and speech to identify the major areas. From these areas new sources of knowledge for the teacher have been created. They are the resources of teaching reading: readiness, recognition vocabulary ("phonics"), meaning vocabulary, comprehension, study skills, and readability.

The readiness component involves the pre-reading skill development of a child prior to formal reading. Wide variation in the attainment of these attributes can normally be expected. Differing sense modalities, vision, audition, etc., provide areas of strengths and weaknesses in learning patterns. Teachers of reading need to know the contribution of the readiness skills and how to teach them effectively. (1, 13)

Recognition vocabulary skills are a basic source of knowledge for any teacher of reading. These skills are popularly labeled "phonics" or decoding. The skills of phonics, structural analysis and sight vocabulary development are the major teaching tasks for this component. Teachers, at all levels, should be thoroughly familiar with these learning tasks. Teachers, who will teach youngsters who perform on the first through fifth reading grade levels, (regardless of the assigned grade level), should know them automatically. (34,44)

Of course, mere word recognition is not enough for reading to occur. Meaning must be attached to the instant recognition; otherwise, word calling appears, giving the illusion that reading has happened. Background of experience, language development, and idea formation are the basis for word understanding. Teachers need to learn techniques for assisting students to use and expand this source of knowledge. (19, 32)

Comprehension, the main goal of reading, requires all the other components to work instantly so understanding takes place. The teaching of comprehension is undoubtedly the most difficult teaching task in reading. The sources of knowledge for this area are not as well known as tasks in the other areas. However, both language-based skills and psychological-based skills appear to be necessary. Teachers need to know how to develop these skills through the art of questioning. Differing types of writing, i.e., narrative, expressive, explanation, etc., will effect the comprehension process and teachers need to learn how to adapt their questioning techniques to the type of content being read. This is especially critical for teachers in the higher grades. (5, 29)

Study skills require an adaptation of the comprehension task into a reading-learning situation. The purpose for which the information is to be used affects significantly the way the reading is accomplished. Using different types of material, i.e., charts, tables, graphs, pictures, etc., facilitates the teaching in this area. (11, 43, 48)

Readability, or the difficulty level of the material, has a considerable impact on teaching reading. The teacher's ability to match the competence of the reader with the information load, interest qualities of the material, and word and sentence difficulty factors will significantly affect a student's reading growth. Teachers need to learn how to evaluate and judge the difficulty of material to effectively place youngster's into their best learning level. (16,25)

Growth Patterns and Evaluation. Reading skills are usually taught in a pre-determined sequence, i.e., readiness before recognition, phonics before much structure, certain letter-sounds before others, etc. The fact is that a singly accepted sequence of specific reading skills has not been determined. Yet, within limits, sequence patterns have emerged.

Teachers need to be aware of the sequence patterns used in their teaching situation. If the teacher acquires new students during the year from a different sequence, familiarity with those youngster's teaching-learning situation will assist in planning their program.

By knowing the skill acquisition pattern that should have developed, noting discrepancies where they did not develop, a teaching plan can be adopted to fit the children's needs. (1, 18, 30, 41)

Criterion Indicators for the Teaching of Reading

Table 7 presents the fifteen indicators of teaching effectiveness for a classroom teacher of reading. These are divided into two types of behavioral statements. In the right column will appear the cognitive-based criteria. These are the specific items of knowledge required of the teacher. The left-hand column presents the performance-based criteria for teaching reading. These items represent the methods or techniques that must be used by the teacher to affect pupil reading performance. The first column represents the extent of the teacher's sources of knowledge for teaching reading. The second column represents the observable application of that knowledge. Both kinds of behavior are necessary. (3, 4, 6, 7, 8, 14, 17, 20, 24, 26, 35, 37, 38, 44, 45, 46, 47).

TABLE 7. READING: TEACHER COMPETENCIES

Know (Cognitive)	Can Do (Performance)
DIAGNOSIS AND PRESCRIPTION	
1. - Knows the difference between potential, performance, and placement instruments, and the purpose each type serves	1. Administer properly the assessment of tests for diagnosis and prescription
2. - Knows the concepts of reading potential and reading performance - Knows how to compute a reading expectancy level by an acceptable technique - Knows acceptable margins of discrepancy between potential and performance	2. Assess to see if a youngster is making progress commensurate with his/her ability (not necessarily by grade or age)
3. - Knows the three functional reading levels - independent - instructional - frustration - Knows what constitutes a significant error or miscue in reading performance - Knows what to listen for; what not to listen for; and what to look for - Knows a differential criteria by difficulty level by which to make decisions	3. Determine functional reading levels for placement in reading material
4. - Recognizes skill patterns or profiles of reading performance as determined by assessment devices	4. Use data from selected instruments in organizing, placing, and instructing pupils

TABLE 7. READING: TEACHER COMPETENCIES cont.

Know (Cognitive)	Can Do (Performance)
ORGANIZATION AND MANAGEMENT	
5. - Develops a rationale for instructional effort including learning to read, reading to learn, reading for doing, reading for fun, and corrective reading	5. Implement a rationale into a total classroom reading program
6. - Develops a general framework for teaching a reading lesson - understands the basic purpose of a reading lesson - knows the characteristics of an acceptable reading lesson - knows the purpose of each characteristic and the function each serves	6. Conduct a directed reading lesson within an acceptable learning framework
7. - Knows alternative ways of organizing a class for teaching reading - Knows effective management techniques - Knows interaction patterns, such as, discussion, feedback, circulation, etc.	7. Organize and manage classroom reading activities efficiently with effective interaction with the students
8. - Knows estimated differential time allotments for total reading activities - Knows estimated time patterns for both oral and silent reading activities	8. Integrate reading into a daily program of instruction

TABLE 7. READING: TEACHER COMPETENCIES cont.

Know (Cognitive)	Can Do (Performance)
INSTRUCTION	
9. - Knows basic readiness skills for reading - Acquainted with modes of learning and their effect on learning to read	9. Determine mode of learning and readiness for reading skill acquisition when appropriate
10. - Knows and can articulate the basic phonic and structural skills - Develops a framework for the basic decoding skills (phonic and structural)	10. Devise teaching strategies for aiding students to acquire a recognition vocabulary
11. - Knows internal and external clues to semantic properties	11. Provide generative techniques for expanding the meaning vocabulary of students
12. - Knows value of purpose setting - Knows items of language-based comprehensions - Knows specific types of psychological-based comprehension skills - Knows value of and techniques for framing good questions - Developed a conception of the total comprehension area	12. Monitor comprehension development of students by type of specific comprehension skill and by type of content being used
13. - Knows the way print is changed into meaning through various reading-learning (study skills) strategies	13. Utilize and direct study skills (reading-learning) strategies in aiding pupils to gain information

TABLE 7. READING: TEACHER COMPETENCIES cont.

Know (Cognitive)	Can Do (Performance)
INSTRUCTION cont.	
14. - Knows and understands the problem of the match between reader competence, content factors, word difficulty factors, and sentence difficulty factors	14. Evaluate the difficulty level or reading material used
GROWTH PATTERNS AND EVALUATION	
15. - Acquaintance with probable sequence patterns used in instructional design - Formulates inferences about any discrepancy between instructional sequence and actual reading skill acquisition	15. Monitor and evaluate the youngster's pattern of development in reading skill acquisition according to rationale and instructional design

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LANGUAGE ARTS

Introduction

What makes a competent teacher of language arts as distinct from a generally competent teacher? What competencies are needed to teach language arts that are different from those needed to teach mathematics? These are intriguing questions to which there are few answers provided by research. One answer that common sense would suggest is that knowledge of the subject is a factor of considerable significance. General competency to teach requires that a teacher be skillful at asking questions, for example, but application of question asking skills to language arts requires knowledge about language.

Common sense suggests, also, that knowledge alone is not enough to guarantee a competent teacher. English teachers thoroughly grounded in English grammar have tried, for years, to change students' language behavior by passing on their knowledge of grammar. English teachers, for years, have failed to change students' language behavior. So knowledge of subject matter must be complemented by knowledge of what to do with it to change behavior of students. The following charts, therefore, provide listings of competencies under the two headings: what teachers need to know and what they need to be able to do in order to be competent teachers of language arts.

The prose that accompanies these charts was prepared with the intention of being as practical as possible, both for teachers seeking to become more competent, and for supervisors seeking to help them become so. Within the past two or three years an unusually large number of new language arts textbooks have been published, some revisions of earlier editions, but many first editions. A study of these texts reveals that the practices they advocate reflects the findings of much of the basic research that has been going on in the past twenty years. For this reason, therefore, the competencies listed on the charts have been explained by references to portions of these textbooks that both illuminate the meaning of the competencies and provide knowledge and practical ideas for achieving them.

For a modest expenditure any school can provide several copies of each of these books for use by teachers. Such a recommendation does not mean that these books are the only ones that teachers might find helpful. Many older textbooks continue to be useful, and new ones other than these continue to appear. The number was limited simply for convenience of providing references to the many competencies needed for teaching speaking, listening, writing, spelling, handwriting, and all the sub-skills under each.

LISTENING: TEACHING COMPETENCIES

Competencies for Teaching of Listening

Growth Patterns. There is little disagreement about the importance of listening during the early stages of language development. Listening comes first and from it comes a beginning vocabulary (12). By the time children enter school most appear to be more proficient at talking than at listening, at least in the experience of adults who work closely with five and six year olds. This observation is not entirely accurate, however. Proficiency at listening appears deficient because of the sudden increase in the amount and type of demands made on it. Children are unready to attend to what teachers and other adults expect them to listen to, but on their own they are taking in a vast amount of information - more than they are able to communicate in words.

Listening is a more complex process than most teachers realize (11, 12) particularly in its more sophisticated aspects. Listening is generally related closely to reading as an intaking process (1, 8, 11), and such, for many children is the major avenue for learning during elementary school years. For this reason children need instruction to build skills that reinforce reading skills as well as compensate for deficiencies in reading. As children are exposed to more complex listening skills their rate of development will be affected by mental abilities (9).

Teachers seeking information about skills suitable for teaching at different age levels will find helpful Rubin's (15) and Burn's and Broman's (4) listing of skills children at primary and intermediate grade levels may achieve. Petty, et. al., (14) provide activities at levels of readiness, grades K-3, and 4-6. As teachers observe what children are able to do at different ages - given ample opportunities to try - they become knowledgeable about growth patterns in listening.

Diagnosis and Prescription. Both general and critical listening skills have been identified by a number of research studies. These skills have been brought together by Lundsteen in her listing of seventeen general and ten critical skills (12). Knowledge of such skills is a pre-condition for diagnosing them. Evaluating performance is difficult at the present time (see "Evaluation on following pages). Suggestions for ways of teaching them are much more accessible (see following section on "Instruction"). Burns (3) provides some guidelines in his listing of skills and tasks that are intended to indicate weaknesses calling for reteaching. Allen (1) lists skills

and abilities for listening that may be used by teachers as a basis for diagnosing needs and providing instruction to meet them.

Organization. Inasmuch as listening is significantly related to talking as a communication skill, children must practice it under a variety of conditions if they are to become versatile in their listening habits and abilities. If children are expected to learn to listen to other students as well as to the teacher, if they are to experience the consequences of poor listening, and if they are to experience opportunities for using a variety of types of listening, the classroom environment must be conducive to acquiring such learnings. A number of sources make note of the importance to listening of certain environmental factors - seating, temperature, noise and other distractions, for example: A particularly helpful treatment of the overall organization of a classroom that encourages interaction and communication is provided by Allen's suggestions for a language laboratory organization (1).

Instruction. Instruction in listening has been a notably neglected area. Among reasons cited by Landry (10) are its intangible nature, time to teach it in a curriculum already over crowded, particularly by demands made on time by the teaching of reading, the neglect of training teachers how to teach it, and of the production of instructional materials.

Since Landry's article, Lundsteen has published a significant body of material on listening (11, 12) that reduces to some extent its intangibleness, that relates it closely to the reading process, and that provides many practical suggestions of materials and methods for teachers.

Savage (16) refers to the intangible nature of listening by calling attention to the fact that we cannot observe listening in the sense of viewing a tangible product of its having taken place, as we are able to do for speaking, reading, and writing. Lundsteen reports on the initial stage of an effort to identify specific teaching behaviors that show promise of influencing children's listening behaviors (13).

In the meantime, recent literature provides helpful suggestions for teachers concerned with building their competency in teaching listening. Such suggestions have grown out of attempts to identify listening skills of various kinds. These skills are organized in several fairly standard ways. Petty (14) and Burns and Broman (4) for example, identify various purposes for listening, such as finding main ideas, selecting details, following directions, etc. and give

specific directions to accomplish each purpose. Such purposes call attention to the close relationship between reading and listening, and suggest the possibility of saving time by bringing the two together. Allen's detailed suggestions for relating reading and listening in the language experience approach to teaching communication skills should be particularly helpful to teachers (1).

A well established way of grouping listening skills is by types of listening, commonly identified as simple or attentive, appreciative, and critical listening. Teaching plans for activities to build such versatility into children's repertoire of listening skills are provided by Donoghue (6), Savage (16), and Burns and Broman (4).

Perhaps the most practical way to solve the time-to-teach problem is to teach listening throughout the curriculum as much as possible. Burns and Broman (4) suggest three approaches; correlated with subject areas, interrelated with other language arts, and separated by using isolated "exercises" to teach specific skills. For each approach they provide examples of activities. They suggest how to set up a learning center to provide for individual work on listening. Several sources provide helpful suggestions for teaching listening in correlation with all subjects. Kean (9), after listing the seventeen general and ten critical listening skills identified by Lundsteen, list in order of difficulty strategies to develop some of these skills, many of which could be adapted to other subject areas. Dallman (5) provides thirty-two suggestions for teaching and evaluating listening, most of which are applicable to all curriculum areas.

Outside of school resources in media may provide valuable material for teaching listening. Some interesting ideas for its use are presented by Body (2), Fisher (7), Kean (9), and Savage (16).

Finally, Lundsteen (11) and Rubin (15) give attention to a relatively new emphasis in the teaching of listening to children. Both discuss and provide suggestions for working with children whose listening is complicated by difficulty in understanding a second language or another dialect of English.

Evaluation. Recent literature, for the most part, is almost as lacking in help for teachers to evaluate listening as previous literature has always been. The notable exception is Lundsteen who devotes a chapter in Listening, Its Impact on Reading and Other Language Arts (12) to descriptions, rationales for, and criticisms of formal listening tests of all kinds, as well as informal devices. Her recently published textbook presents considerable material on the evaluation of listening that includes, for example, a "Checklist

of Listening Roadblocks", a "Lesson Plan for Coding a Taped Discussion", and "Listening Center Task Cards".

She refers to the unimaginative quality of most listening evaluation instruments, and cautions about reliance on standardized tests. The need for assessment devices, nevertheless, she considers important because of the unreliability of teachers' unaided assessment of the listening ability of individual children. Until more help is available, teachers will need to rely upon suggestions such as Dallman's (5) listing of activities for teaching and evaluating listening skills.

Criterion Indicators for the Teaching of Listening

Table 8 provides the nine indicators of teaching effectiveness for a classroom teacher of listening. These are divided into two types of behavioral statements. In the right column will appear the cognitive-based criteria. These are the specific items of knowledge required of the teacher. The left-hand column presents the performance-based criteria for teaching listening. These items represent the methods or techniques that must be used by the teacher to affect pupil listening performance. The first column represents the extent of the teacher's sources of knowledge for teaching listening. The second column represents the observable application of that knowledge. Both kinds of behavior are necessary.

TABLE 8. LISTENING: TEACHER COMPETENCIES

Know (Cognitive)	Can Do (Performance)
DIAGNOSIS AND PRESCRIPTION	
1. Skills needed for efficient and accurate comprehension of spoken discourse intended for various purposes, contexts, and audiences	1. - Evaluate students' performance on <u>general</u> listening skills: - for detail, sequence, inference, prediction - to follow directions, to paraphrase orally, to take notes - Plan lessons to meet specific needs
2. Uses and abuses of language on personal and mass levels, including ways language is manipulated for purposes of control and furthering special interests	2. - Evaluate student's performance on <u>critical</u> listening skills - to distinguish fact from make-believe; relevant from irrelevant; fact from opinion; connotative from denotative meanings of words - recognize techniques of propaganda; loaded words; voice intonation, effect of music, emotional appeals, sales pressures; and two-valued orientation - Plan lessons to teach specific <u>critical</u> listening skills
ORGANIZATION MANAGEMENT	
3. Nature of an environment that provides optimal conditions for listening.	3. Adapt room arrangements and conditions for various purposes and types of listening - Seat students for best acoustical advantage - Provide suitable levels of temperature, lighting, and ventilation - Provide for appropriate amount of quiet

TABLE 8. LISTENING: TEACHER COMPETENCIES cont.

Know (Cognitive)	Can Do (Performance)
INSTRUCTION	
4. Strategies for teaching listening skills	4. - Intorduce difficult vocabulary, explore unfamiliar concepts, and set specific purposes for listening - Move from lower to higher order of questioning - Control timing of questions to provide time for thinking - Let children know results of their listening efforts
5. Nature and role of listening for affective purposes	5. Provide opportunities for students to listen for pleasure and enjoyment to music and literature
6. Nature of language variation, due to social and region differences, as it affects the listener's ability to understand language used for various purposes, contexts, and audiences.	6. Provide opportunities for students to experience face-to-face interactions with speakers of a variety of dialects, including those who speak English as a second language
7. Understands the role of listening in achieving economic competence, particularly for the poor reader	7. Make information available through listening for students with skills inadequate for securing it through reading
EVALUATION	
8. Standardized and informal techniques for evaluating listening	8. Use data from standardized and informal tests to plan content and teaching strategies

TABLE 8. LISTENING: TEACHER COMPETENCIES cont.

Know (Cognitive)	Can Do (Performance)
GROWTH PATTERNS	
9. Developmental characteristics of children's listening abilities from pre-school through grade seven	9. Provide listening activities appropriate for maturity level of a particular group of students

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