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ABSTRACT

The University of Washington Student Teacher Assessment System has identified 11 skills as necessary for effective teaching. This study examined the relative importance of these skills by surveying 234 elementary/secondary teachers, principals, and student teacher supervisors. The respondents were asked to group the most and the least important of the 11 teaching skills, as well as to select a single most important skill. The findings strongly suggest that educators do not perceive the 11 skills as equally important for hiring, or for successful teaching by new teachers. The respondents agreed strongly that a cluster of three skills relating to evaluation of student progress and to professionalism was less important than the other eight skills in the context of beginning teachers. The raters' consensus was less strong on the choice of a cluster of most important teaching skills, although there was agreement that a teacher's relationship with students was of primary importance. On the majority of skills, the teachers and principals agreed with a high consistency in their proportions of ratings, and elementary and secondary level teachers agreed for the most part on the relative importance of each skill. Ratings are displayed in tables, and brief descriptions of each skill are appended. (JD)

Priority Assessment of Teaching Skills by Teachers, Principals, and Supervisors

by

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Priority Assessment of Teaching Skills by Teachers, Principals, and Supervisors

The University of Washington Student Teacher Assessment System (UWTAS) identifies 11 skills as necessary for good teaching (See Appendix A, page 2 for a brief description of each; for a thorough coverage, see Beal, Foster, & Olstad, 1986). UWTAS resulted from a series of studies on research-based teaching behaviors related to teaching effectiveness. Initially, an extensive literature review on teaching effectiveness yielded 199 criteria which had been generated by validation studies (Foster & Calder, 1983). These criteria were sorted to eliminate redundancy, and 47 indicators of criteria were regrouped under 13 skill categories (Foster, Beal, Olstad, & Davenport, 1984).

In a subsequent validation study, 358 educational experts, both local and national, rated the importance of these 47 criteria and 13 skills (Olstad, Beal, Foster, Davenport, & Hammill, 1985). Only the most highly rated skills and indicators were retained in the present UWTAS, which has 11 skills and 38 indicators of behavior. A local validation study of classroom teachers and university supervisors resulted in four descriptors of behavior for each of the 38 indicators. Finally, the system was field tested by trained classroom teachers and university supervisors of student teachers (Beal, Foster, & Olstad, 1986). UWTAS is currently in its second year as a student teacher assessment instrument in classes from K to 12.

The model developed from the validation studies suggests that all 11 skills are important but does not say which, if any, might be more or less important than the others. Although all of the behaviors left in the system were marked important or very important in previous studies, the possibility exists that educators perceive a hierarchy rather than an equality of teaching skills necessary for first year teaching. Such a possibility is important in the context of training and of hiring. A concern would arise if hiring officials, as represented by principals, have a different hierarchy of skills from the teachers and supervisors who work with a student during three or four quarters of a student teaching practicum. Additionally, although the model suggests that the 11 skills are essential for all teachers, the possibility exists that educators perceive differences of importance by grade level. Such differences would have implications for the use of the assessment system at different levels.

This study looks at the relative importance of the 11 skills deemed essential for good teaching. It asks about three assumptions underlying UWTAS: that all 11 teaching skills are equally important, that teachers and hiring officials such as principals view these

skills as equally important, and that the instrument is valid at both elementary and secondary levels. Three questions guided the study to test these assumptions:

1. Do differences of perceived importance exist among the 11 teaching skills in the UWTAS instrument?

2. Do teachers, principals, and supervisors view the perceived importance of the 11 teaching skills similarly in context of hiring first year teachers?

3. Do educators (teachers, principals, and supervisors) responsible for different levels (elementary and secondary) perceive the relative importance of the 11 teaching skills similarly for all grade levels?

Methods

Sample

Two hundred and thirty-nine educators participated in the study. The majority of the participants included teachers and principals at all grade levels. All of the teachers work with University of Washington student teachers as cooperating teachers. In addition, 14 out of 16 university student teacher supervisors participated in the study. Of the sample, only the supervisors were trained and experienced with the UWTAS instrument.

Procedures

The study was a survey undertaken during the 1985-1986 academic year. Teachers were surveyed at workshops conducted by University of Washington coordinating staff. Principals were surveyed at state-wide, annual meetings, specific to elementary, middle, or secondary school principals. The university supervisors were surveyed by mail. All surveys were completed anonymously.

Each participant filled out a questionnaire on the 11 teaching skills covered by the UWTAS instrument (See Appendix A for the questionnaire). Respondents were asked to indicate their professional category (e.g., teacher, principal, supervisor) and their grade levels of responsibility. From the grade levels, participants were categorized as elementary or secondary. Although it was originally hoped to use three categories of elementary, middle, and secondary, too much overlap existed among the grades, especially middle and secondary, to make three meaningful categories. Respondents who checked K - 6 were categorized as elementary and 7 - 12 as secondary.

The 11 teaching skills were randomly associated with a lower case letter for identification. In addition, a separate sheet described each skill (See Appendix A, pp. 2-3). The respondents were asked to choose the Top 4, Bottom 4, and Most Important skills of

the student teaching assessment system, as relevant to successful first year teaching. Respondents were also given a "cannot complete" option that all skills are equally important and cannot be rated.

Results

A preliminary examination of the data revealed that two respondents chose a most important skill which they had not chosen in the four most important skills category. Three respondents left blank the rating section as well as the "cannot complete" option. These five cases were excluded from analysis, leaving 234 cases (See Table 1). Of the 220 teachers and principals, 103 were involved with elementary education and 117 with secondary education.

Table 1 Description of Participants Whose Ratings Were Used in Analysis

N = 234 participants who correctly filled out questionnaire

	Elementary	Secondary	Total	Percent
Teachers	83	69	152	65
Principals	20	48	68	29
Supervisors*	7	5	*14	6
Total	110	122	234	100

*Two supervisors supervise at both levels.

"Cannot Complete" Option

One-third of the participants (n = 83) checked the "cannot complete" option which states that all 11 teaching skills are equally important for successful teaching. However, one-half of those rated the skills anyway (See Table 2 for a description of "cannot complete" ratings). It was decided that respondents considered the skills as equally important only if they checked the "cannot complete" option **and** (1) did not rate the skills, (2) crossed out their ratings, **or** (3) did not rate more than 3 of the possible 9 categories. As a result, 48 participants (20 percent) were excluded from further analysis, of whom 41 were teachers and principals. The other 35 "cannot complete" respondents were considered

able to rate the skills, and their ratings were included in further analysis.

The responses to the Top 4, Bottom 4, and Most Important skill categories were analyzed further to pursue the question whether particular teaching skills were perceived as more or less important than others. The results from the 179 teachers and principals will be analyzed first. The small sample of supervisors will be described separately.

Table 2 Completion of Questionnaire

Respondents were given the option, "I cannot honestly complete this task because I consider all eleven skills as equally important for successful teaching." Some who checked the "cannot complete" option nonetheless did rate the skills.

		Elementary n = 110	Secondary n = 122	Total
Teachers n = 152	Can Complete	45	50	95
	Cannot	38	19	57
	Cannot & didn't	**18**	**12**	**30**
	Cannot but did	20	7	27
Principals n = 68	Can Complete	16	34	50
	Cannot	4	14	18
	Cannot & didn't	**3**	**8**	**11**
	Cannot but did	1	6	7
Supervisors* n = 14	Can Complete	3	3	6
	Cannot	4	2	*8
	Cannot & didn't	**4**	**1**	***7**
	Cannot but did	0	1	1
Total n = 234	Can Complete	64	87	151
	Cannot	46	35	83
	Cannot & didn't	**25**	**21**	***48**
	Cannot but did	21	14	35

*Two supervisors supervise at both levels

Of the 234 respondents, 186 (79 percent) could rate at least 4 of the 11 skills. Of the 220 teachers and principals, 179 (81 percent) could rate at least 4 of the 11 skills.

Perceived Importance of the 11 Skills

Top 4 and Bottom 4 Skill Categories

It was predicted that each skill would receive about the same proportion of ratings. Such was not the case. Although all 11 skills were chosen in the Top 4 and Bottom 4 categories, the frequencies of ratings varied highly (See Figure 1). For example, among

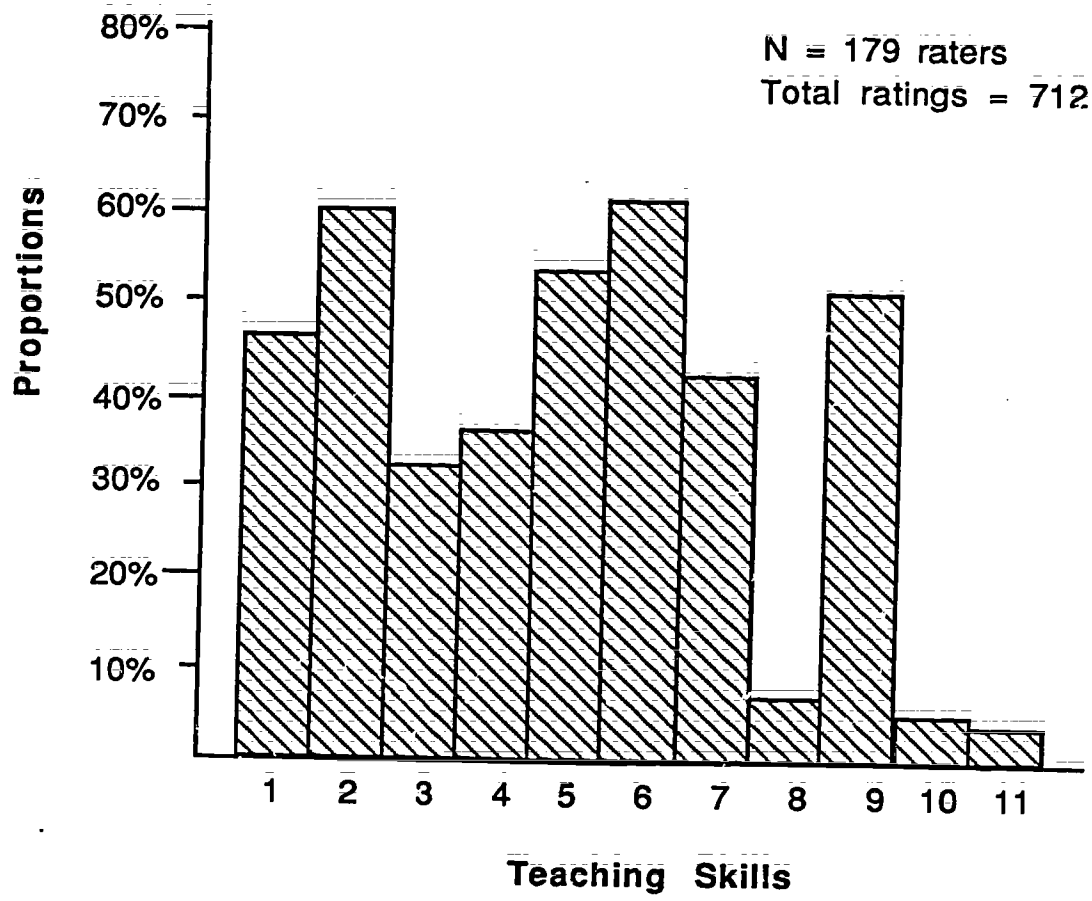

Figure 1. Proportions of Ratings of the Top 4 Category of Teaching Skills by Teachers and Principals

the ratings of the Top 4 category, 62 percent of the teachers and principals chose Skill 6, but only 4 percent chose Skill 11. It should be noted that the choice is not the result of an ordering effect, because Skills 8, 10, and 11 were ordered 11th, 3rd, and 6th respectively on the questionnaire.

In order to determine the goodness of fit to the predicted model of equality of importance of the 11 teaching skills, two single variable chi-square tests were performed over the ratings of the Top 4 and Bottom 4 categories. Both of the tests showed a highly significant difference among the 11 skills (chi-square = 232 and 211, df = 10, $p < .01$). The results did not fit the predicted model.

Chi-square tests were used to compare the expected and observed values of the

ratings of the skills. Each teaching skill had a probability of 4 in 11 times to be chosen in the Top 4 or Bottom 4 categories, or 36 percent. For the Top 4 category, with 179 raters, expected values were 65 for a given skill and 114 for the remaining skills. Skills 6, 2, 5, 9, and 1 were all chosen significantly more often than chance, $p < .05$. For Skill 1 the obtained chi-square was 7, $df = 1$, $p < .01$. Skills 7 (chi-square = 2.9), 4, and 3 (chi-square = 1.7) were chosen about what one would expect by chance, with nonsignificant chi-square values. Skills 8 (chi-square = 65, $df = 1$, $p < .01$), 10, and 11 were chosen significantly less often than by chance.

Chi-square tests were also used to compare the proportions of ratings in the Bottom 4 category, with an expected value of 53 for one skill and 92 for the other 10 skills. Similar results were obtained as for the ratings of the Top 4 category. Skills 6, 2, 5, 9, 1, and 4 (chi-square = 5, $p < .01$) were all chosen less frequently than expected by chance. Only Skills 7 and 3 were chosen as frequently as one would expect by chance. Corresponding to the findings of the ratings of the Top 4 category, Skills 8, 10, and 11 form a cluster that these educators considered less important than the other teaching skills.

Except for Skill 4, the more frequently a skill appeared in the Top 4 category, the less frequently it appeared in the Bottom 4 category. For example, the participants rarely chose Skills 8 (Evaluation), 10 (Professional Standards), and 11 (Professional Self-Development) among the four most important skills, but they selected these three skills with high frequencies in the less important skills category. The high level of agreement between the respondents' ratings of the Top 4 and Bottom 4 categories lends confidence to the reliability of the selection.

Most Important Skill Category

A given skill had a 1 in 11 chance of being chosen as the single most important skill. None of the participants, however, chose Skills 8, 10, and 11 on evaluation and professionalism as the most important skill (See Figure 2 for proportions of ratings of the Most Important skill category). These ratings correspond with the findings from Top 4 and Bottom 4 categories. The participants did not view the professional and evaluation skills as the most important teaching skill for first year teachers.

A goodness of fit chi-square test was performed on the remaining 8 skills. The obtained chi-square was significant (chi-square = 30, $df = 7$, $p < .01$), showing that the remaining 8 skills were not chosen in equal proportions. Two skills about a teacher's relationship with students--Skill 7 (Interpersonal relations) and 5 (Communicates with learners)--were chosen most frequently as the most important skill (See Table 3 for comparison of the ratings of the Top 4 and Most Important skill categories). Yet, Skills 7

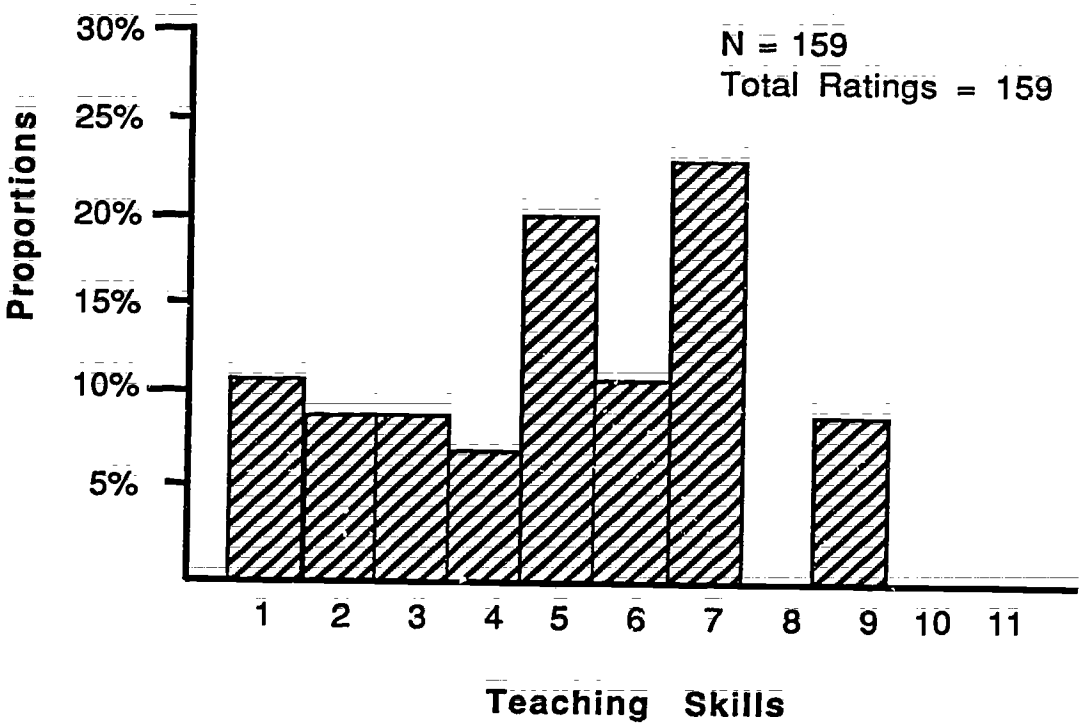

Figure 2. Proportions of Ratings of the Most Important Skill Category by Teachers and Principals

and 5 were 6th and 3rd, respectively, in frequency of the ratings of the Top 4 category. In Contrast, Skills 6 (Reinforces and encourages learner involvement) and 2 (Organizes instruction) were chosen most often in the Top 4 category.

Table 3 Teachers' and Principals' Ratings of Teaching Skills in the Top 4 and Most Important Skill Categories in Descending Order of Frequency

Top 4	Most Important	
Skill 6	Skill 7	(Exhibits appropriate interpersonal behavior)
Skill 2	Skill 5	(Communicates with learners)
Skill 5	Skill 1	(Plans instruction to achieve selected objectives)
Skill 9	Skill 6	(Reinforces and encourages learner involvement)
Skill 1	Skill 9	(Uses appropriate classroom management)
Skill 7	Skill 2	(Organizes instruction effectively)
Skill 4	Skill 3	(Uses instructional strategies and resources)
Skill 3	Skill 4	(Demonstrates confidence when teaching)
Skill 8	Skill 8	(Uses appropriate evaluation procedures)
Skill 10	Skill 10	(Maintains professional standards)
Skill 11	Skill 11	(Engages in professional self-development)

For some participants, the choice of a single most important skill seemed to be more difficult than the choice of four most important skills. Only 88 percent of the respondents chose a most important skill, as compared with 100 percent choosing skills in the Top 4 category.

Perceived Importance by Position: Teachers and Principals

To examine the second question whether a perceived difference exists between principals and teachers on the relative importance of the teaching skills, chi-square tests of independence were used. On the Top 4 category, ratings of Skills 8, 10, and 11 were grouped together to eliminate small cell sizes.

On the Top 4 and Bottom 4 categories, significant chi-square values were obtained, indicating that knowing the position of a participant helps predict their ratings of the teaching skills. Table 4 presents the expected and observed frequencies of the ratings. Figure 3 shows the proportions of ratings. A visual inspection of Figure 3 suggests that teachers and principals hold similar views on the importance of most of the 11 skills but

Table 4 Expected and Observed Frequencies of Ratings by Teachers and Principals on the Top 4 and Bottom 4 Skill Categories

	Teaching Skills								
Top 4	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**9**	**8,10,11**
Teachers									
Observed	53	73	23	54	70	75	54	63	20
Expected	56	72	39	44	65	76	52	63	20
Principals									
Observed	29	32	34	11	25	36	22	29	9
Expected	26	33	13	21	30	35	24	29	9

Chi-square = 29, df = 8, $p < .05$

Bottom 4	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Teachers											
Observed	23	16	42	21	12	8	24	60	14	53	69
Expected	21	12	33	25	14	9	31	55	15	58	68
Principals											
Observed	9	3	9	18	10	4	24	25	9	36	36
Expected	11	7	18	14	8	4	17	30	8	31	37

Chi-square = 21, df = 10, $p < .05$

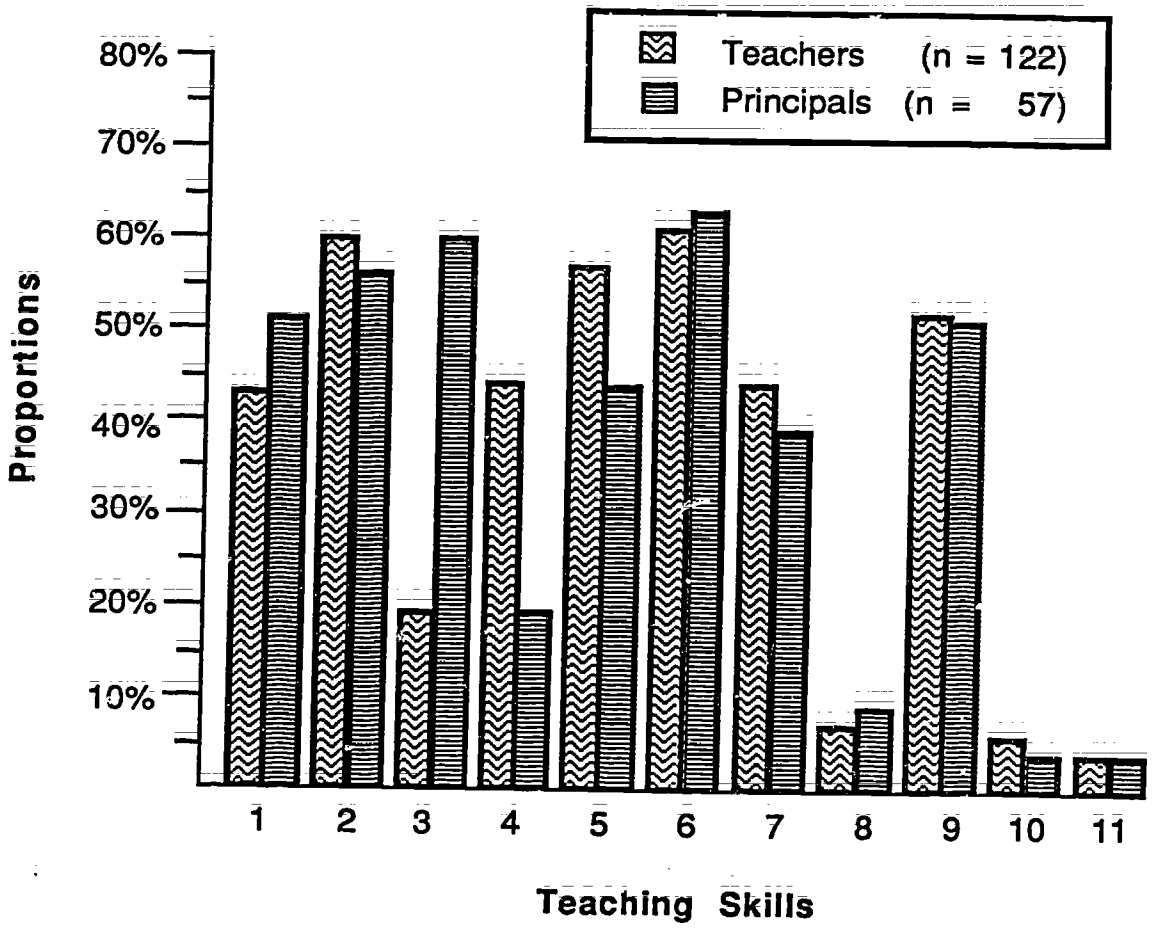

Figure 3. Comparison of Proportions of Ratings of Top 4 Teaching Skills by Teachers and Principals

differ on proportions of Skills 3 and 4. The principals were more likely to choose Skill 3 (Uses instructional strategies and resources) in the Top 4 category, whereas the teachers were more likely to select Skill 4 (Demonstrates confidence when teaching). Followup tests of proportionality were used to compare the ratings on each skill by the two groups of educators. Significant Z scores were obtained only on Skills 3 ($Z = 5.46$, $p < .05$) and 4 ($Z = 3.24$, $p < .05$). The differences of perception between teachers and principals on the four most important skills appear to exist only for two out of 11 teaching skills.

The relative similarity of views on importance of the skills is supported by the ratings of the most important skill, where the chi-square value comparing ratings by teachers and principals was not significant. The proportions of ratings by principals and

teachers were similar on the most important skill. Followup tests of proportionality on each skill support the chi-square finding of nonsignificance. All Z scores comparing the proportions of ratings by teachers and principals on each skill were nonsignificant ($p > .05$). When only one skill could be chosen, both groups tended to prefer Skills 7 and 5.

These results suggest that principals and classroom teachers agree on their perceptions of the relative importance of most of the 11 teaching skills but may have different emphases on two of the skills.

Perceived Importance by Level: Elementary and Secondary

To examine whether a perceived difference exists between elementary and secondary educators on the relative importance of the 11 teaching skills, chi-square tests of independence were used. There were no significant differences among levels. The chi-square value for both the Top 4 and Bottom 4 categories was 4, $df = 10$, $p < .05$, and for the Most Important skill category the chi-square value was 2, $df = 7$, $p < .05$.

Figure 4 shows the proportion of ratings on the Top 4 skill category by elementaryand secondary educators. Because a nonsignificant chi-square value can sometimes hide significant differences between cells, tests of proportionality were performed over the ratings of elementary and secondary educators on each skill. All Z scores were nonsignificant ($p > .05$).

These results suggest that elementary and secondary level educators agree on the relative importance of the 11 teaching skills. Knowing the grade level of responsibility of a participant does not help predict the educator's ratings.

University Supervisors

Of the 14 participating university supervisors, 7 are responsible for elementary, 5 for secondary, and 2 for both levels. Eight checked the option that the skills are equally important, and only one of these 8 supervisors rated the skills (See Table 2). Therefore, one half of the supervisors could not rate the teaching skills.

Little can be said about such a small sample other than that in general the trends of those who rated the skills are similar to those of the larger sample (See Table 5). For example, all of the supervisors who rated the skills chose Skill 11 (Professional self-development) in the Bottom 4 category.

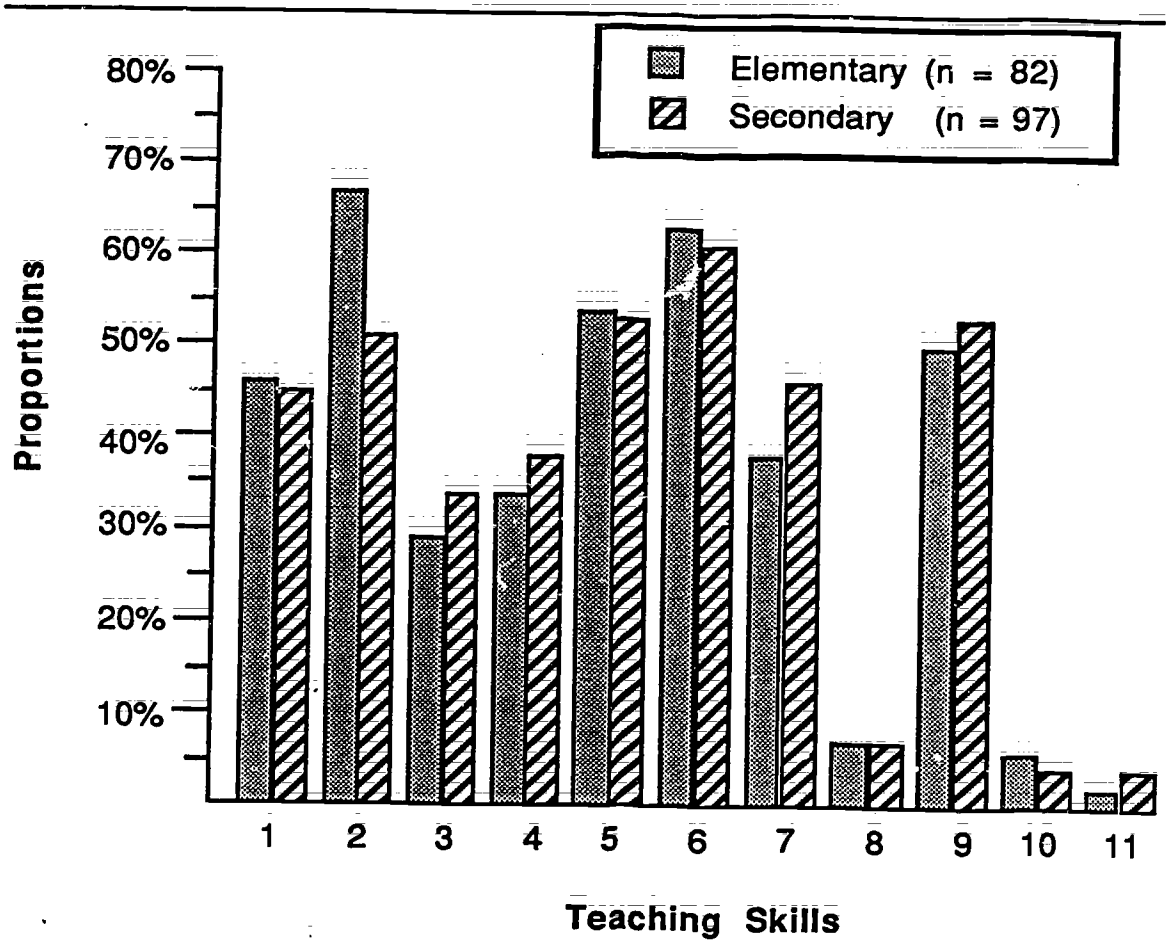

Figure 4. Proportions of Ratings of Top 4 Teaching Skills by Elementary and Secondary Educators

Discussion

Two hundred and thirty-four teachers, principals, and supervisors were surveyed on the relative importance of teaching skills for successful first year teaching. They were asked to group the most and the least important of 11 teaching skills, as well as to select a single most important skill. It was hypothesized than an equal rating of skills would indicate a lack of significant difference in perception of importance of the skills.

The findings strongly suggest that educators do not perceive the 11 skills as equally important for hiring of or for successful teaching by new teachers. An implication is to

Table 5 Ratings of 7 University Supervisors on the Top 4, Bottom 4, and Most Important Skill Categories

Results are presented in the descending order of the ratings of the Top 4 category in Table 3 to facilitate visual comparison with Table 3 and with Appendix B.

Skill	Top 4	Bottom 4	Most Important
6 Reinforces and encourages	5	0	3
2 Organizes instruction	4	0	0
5 Communicates w/ learners	3	2	1
9 Classroom management	6	0	0
1 Plans instruction	3	2	0
7 Interpersonal behavior	2	3	0
4 Demonstrates confidence	1	1	0
3 Instructional strategies	3	2	1
8 Evaluation	0	6	0
10 Professional standards	1	4	1
11 Professional self-developent	0	7	0
blank ratings	0	1	1
total ratings	28	27	7

consider weighting the 11 skills for scoring purposes, based on their perceived importance. The participants agreed strongly that a cluster of three skills relating to evaluation of student progress and to professionalism was less important than the other eight skills in the context of beginning teachers. Despite the high agreement on the relative lesser importance of these three skills, selecting three "less important" skills seemed difficult for many raters. Whereas all 179 teachers and principals were able to choose at least three skills among the four most important skills category, only 82 percent of the teachers and principals rated at least one of the less important category, and only 61 percent chose all four of the Bottom 4 category. The high number of blanks suggests that the choice of teaching skills as less important was more difficult than the choice of more important skills. Many respondents who selected skills wrote about their reluctance to fill out the Bottom 4 category because, as they often noted, none of the teaching skills are unimportant.

The small sample of university supervisors concurred with the choice of three less important skills when they rated the skills. Half of the supervisors, however, chose instead a "cannot complete" option. As the supervisors are closely involved with UWTAS, it is interesting to note their high reluctance to rate the skills. One supervisor wrote, "I've seen a lesson 'fall apart' when any one of these is missing from the total instruction." Another noted, "They are all essential. Hard to say which is most important. I especially can't say which are least important."

The finding that the professional components and evaluation of student progress were rated significantly less important than other teaching skills is cause for concern in light of national reports on excellence. Perhaps, however, the respondents feel that beginning teachers will develop these three skills more slowly. Nevertheless, educators' low perception of the importance of professionalism may be a self-fulfilling prophesy. And neglect of evaluation of students nullifies calls for individualizing of teaching.

The raters' consensus was less strong on the choice of a cluster of most important teaching skills. When asked to choose four top skills, the participants chose Skills 6 (Reinforces and encourages learner involvement), 2 (Organizes instruction effectively), 5 (Communicates with learners), 9 (Uses appropriate classroom management), and 1 (Plans instruction to achieve selected objectives) more frequently than chance. Yet, when asked to choose a single most important skill, the participants chose Skills 5 and 7 (Exhibits appropriate interpersonal behavior) more frequently than the other skills. A teacher's relationship with students seemed of primary importance to these educators.

On the majority of skills, the teachers and principals agreed with a high consistency in their proportions of ratings. On two skills, however, they differed. Teachers were more likely to choose Skill 4 (Demonstrates confidence when teaching) as one of the four most important skills, whereas principals were more likely to choose Skill 3 (Uses instructional strategies and resources). When choosing a single most important skill, however, both groups agreed on their porportions of choice.

The results do not identify a small cluster of teaching skills as being more important than the majority. The inability to select a single skill as most important points to a large cluster of skills perceived as important for beginning teachers to master, as expected from previous validation studies. The overall agreement by teachers and principals suggests that the field training received by student teachers is relatively well suited to the expectations of hiring officials.

Strikingly, elementary and secondary level educators agreed on the relative importance of each skill. The finding that respondents in varied positions and grade levels agreed on the relative importance of each teaching skill suggests that a student teaching assessment system can describe successful teaching behavior at different grade levels. The consensus bodes well for implementation of a single student teacher assessment instrument at all grade levels.

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Appendix A

The questionnaire is presented as it was given except that the skill numbers identified with each skill in the UWTAS instrument have been identified in brackets.

Please check the category that most accurately describes your position:

Cooperating Teacher: ____
Principal: ____
University Supervisor: ____

Check the grades for which you are responsible:

K____1____2____3____4____5____6____7____8____9____10____11____12____

Research indicates that the following list of skills is necessary for successful teaching:

[4]	**a.**	Demonstrates confidence when teaching
[7]	**b.**	Exhibits appropriate interpersonal behavior
[10]	**c.**	Maintains professional standards
[2]	**d.**	Organizes instruction effectively
[9]	**e.**	Uses appropriate preventive measures and/or corrective classroom management procedures
[11]	**f.**	Engages in professional self-development
[3]	**g.**	Uses instructional strategies and resources related to the objectives
[6]	**h.**	Reinforces and encourages learner involvement in instruction
[1]	**i.**	Plans instruction to achieve selected objectives
[8]	**j.**	Uses appropriate evaluation procedures
[5]	**k.**	Communicates with learners

[See attached sheet for elaboration.]

Please block the skills according to your perceptions of successful first year teaching. [Use letters.]

Top 4: ____ , ____ , ____ , ____
Bottom 4: ____ , ____ , ____ , ____

Of the top four you have chosen, select the one that is the most important.

Most Important: ____

____ I cannot honestly complete this task because I consider all eleven skills as <u>equally important for successful teaching</u>.

Elaboration Sheet

a. **Demonstrates confidence when teaching**

Demonstrates command of subject areas taught; conveys the impression of knowing what to do and how to do it.

b. **Exhibits appropriate interpersonal behavior**

Communicates personal enthusiasm; demonstrates warmth, friendliness, and a sense of humor; demonstrates patience, empathy, and understanding; demonstrates feeling for the dignity and worth of learners from all ethnic, cultural, linguistic, sex, and economic groups; demonstrates feeling for the dignity and worth of learners with handicapping conditions; demonstrates feeling for the dignity and worth of learners with special talents.

c. **Maintains professional standards**

Demonstrates ethical and professional behavior; upholds policies and procedures of the school district; cooperates with peers, faculty, supervisors, administrators, parents/guardians, and community members.

d. **Organizes instruction effectively**

Implements learning activities in a logical sequence; demonstrates ability to provide individual, small group, and total class instruction; attends to routine tasks; uses instructional time efficiently; provides a learning environment that is safe, attractive, and orderly.

e. **Uses appropriate preventive measures and/or corrective classroom management procedures**

Promotes positive interpersonal relationships; maintains appropriate classroom behavior; manages disruptive behavior among learners.

f. **Engages in professional self-development**

Solicits suggestions for improvement of teaching competence and acts upon them; participates in professional growth activities.

g. **Uses instructional strategies and resources related to the objectives**

Uses a variety of instructional strategies appropriate for objectives, learners, and environment; uses instructional resources that provide learners with appropriate learning experiences.

h. **Reinforces and encourages learner involvement in instruction**

Encourages learner interest; provides an environment in which pupils are involved, working, and on task.

i. Plans instruction to achieve selected objectives

Specifies long-range goals for subject area; specifies appropriate objectives for learners; specifies relevant subject matter content to achieve each objective; specifies instructional strategies and resources to achieve each objective; specifies assessment procedures to measure the achievement of each objective; plans instruction to take into account individual differences among learners; revises instructional plans as needed.

j. Uses appropriate evaluation procedures

Uses appropriate evaluation materials or procedures to obtain information about learner progress; provides learners with information about needs and progress during instruction.

k. Communicates with learners

Uses acceptable written and oral expression with learners; gives clear directions and explanations related to lesson content; comprehends verbal and nonverbal communications; uses questioning techniques to facilitate learning.