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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

ORAL COMMUNICATION COMPETENCY FOR TEACHERS:

CONSTRUCT AND CASE STUDY

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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by

PAUL W. SECHRIST

Norman, Oklahoma

1984

ORAL COMMUNICATION COMPETENCY FOR TEACHERS:

CONSTRUCT AND CASE STUDY

A DISSERTATION

APPROVED FOR THE DEPARTMENT OF COMMUNICATION

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INTRODUCTION

In the past decade, American education has come under increasing scrutiny. Unfortunately, what has been discovered places the quality of education received in question. The decline of standardized test scores, the increase in violence and discipline problems, and a general dissatisfaction with the ways and means of education have led to strong criticisms of teachers and the teacher education programs responsible for their preparation. Many educators have, as a result, recognized a need to develop more functional teaching strategies. The focus is shifting from teaching teachers primarily in content and knowledge about teaching to the identification and assessment of specified teaching skills and abilities. This orientation has led to what is commonly called "competency based teacher education" (CBTE).

In the state of Oklahoma, the legislature embraced CBTE in a piece of legislation that has come to be known as "House Bill 1706" (H.B. 1706). Passed in 1980, the intent of this law is to establish qualifications for teachers that ensure education in the state's accredited elementary and secondary schools will be provided by teachers of demon-

strated ability.

Since it is widely believed that teachers should be competent communicators, CBTE programs often include the assessment of oral communication competency. For example, the Oklahoma H.B. 1706 requires assessment of oral communication competency for entry into a teacher education program and during a teaching internship. However, what should be assessed and how it should be assessed are questions that receive varied and often confused responses.

The purpose of this study is to synthesize current research and theory and propose a concept of oral communication competency that can serve as a construct to guide development and evaluation of oral communication competency assessment procedures for teachers. Then, as a case study, the proposed construct will be used to describe the procedures used by the state of Oklahoma to assess the oral communication competency of prospective teachers. More specifically the purpose is two-fold:

(1) to propose a construct for teacher oral communication competency and its assesssment; and

(2) to apply that construct to two sets of assessment procedures in the state of Oklahoma that lead to certification. The two sets are: (a) entry into a teacher education program; and (b) entry into the profession.

The construct section is structured as follows: Chapter I, An Overview of Competency Based Teacher Education;

Chapter II, Oral Communication Competency Defined; Chapter III, Implications for the Assessment of Teachers; and, Chapter IV, Construct Summary and Suggestions for Further Study.

The case study section is structured as follows: Chapter V, Rationale; Chapter VI, Design and Method of Analysis; Chapter VII, Results and Discussion; Chapter VIII, Case Study Summary and Suggestions for Further Study.

CHAPTER I

An Overview of Competency Based Teacher Education

Although the state of North Carolina has required the National Teacher's Examination (NTE) for certification since 1964, the practice of testing teachers was almost unheard of until the late 1970's. The movement requiring teacher education institutions to show evidence that prospective teachers demonstrate required intellectual and professional skills has now affected more than forty states. Although varying widely in what is assessed and how it is assessed, this trend is generally referred to as "competency based teacher education" (CBTE). This chapter provides a brief overview of the CBTE movement in American teacher education.

Educators did not lead the CBTE movement. Declining national achievement test scores, sensationalized reports of declining student literacy, and an increase in violence and discipline problems caused the public to call for reform in American education. The public also seemed to place the blame for what was believed to be the poor state of American education directly on the quality of teachers. In explanation of the public's attitude on the issue of teacher quality, Robert Stoltz (1979) wrote:

Quite simply, if test scores on the nationally-normed college tests are falling, as they have been, then is it reasonable to conclude that all the blame should be borne by the students themselves, their families, or the fabric of society? Isn't it just as reasonable to believe that a share of the blame should rest with schools and teachers? And, when we get to teachers, isn't it possible that in this latter group there might be some who are weak or downright incompetent? If a state administers a competency test to all of its high school graduates and finds that unacceptably larger numbers are failing the test, isn't it quite possible that poor teaching might have been a contributor to that failure? (p. 1)

Thus, the call to test the competency of teachers grew. Educators, in the public's eye, were slow to embrace the idea of testing teachers. To satisfy the outcry, legislatures and state boards of education responded by mandating action. The rapid growth of CBTE programs began in the southeastern part of the United States.

In 1977, the Louisiana legislature prescribed that persons applying for certification as a teacher "shall have passed satisfactorily an examination, which shall include English proficiency, pedagogical knowledge, and knowledge in his area of specialization" (Sandefur, 1982,

p. 7).

Florida and Georgia began to develop their programs in 1978; Alabama, Arizona, Kansas, Massachusetts, South Carolina, and Tennesee began work in 1979. Five more states joined the movement in 1980; six were added in 1981; and in 1982, nine additional states joined the movement with discussions of some form of testing for teachers in the remaining states (Sandefur, 1984).

It is important to note that there are a wide variety of approaches to competency testing. Some states test at the admission and/or certification level, and test basic (reading and writing, etc.), professional (pedagogical), academic (content), and on-the-job skills (e.g., Alabama, Kentucky, Nevada, South Carolina, and West Virginia). Others test only at the admission level or the certification level with various skills tested. Wyoming, for example, tests only at the admissions level and only tests for basic skills. A table, compiled by the American Association of Colleges of Teacher Education and published in ACCTE Briefs (Sandefur, 1982, p. 9), provides insight into competency assessment activity and its variety (Table 1, page 8).

CBTE programs have provided a mechanism for accountability and have been designed to restore confidence in the educational system. Although difficult to ascertain empirically, it is generally believed that this testing will improve the quality of teaching and learning. The movement, however,

is not without critics.

There are some educators who claim that competency based testing can have detrimental effects on education. The rush to believe that many of the nation's teachers are incompetent and the concomitant rush to test teachers serves to quiet the public outcry for reform in education but may also serve to divert attention from other problems in education. Testing, while low in cost and relatively easy to administer, is often the central focus and therefore limits the study of teacher competency (Weise and Harris, 1984). Simply believing, it is argued, that testing teachers will solve the problems of American education is naive and ignores other problems (e.g., attracting qualified candidates into teacher education).

In addition, the curriculum could suffer if minimum standards are interpreted as maximums and if the focus is only on easily measured skills. There is also some concern among teachers and administrators that they will be held accountable for problems over which they have little control. Also, there are fears that the movement (with state and national examinations and regulations) is an infringement on local autonomy.

However, in spite of the concerns cited above, CBTE programs are flourishing throughout the United States. The movement, according to Vlaanderen (1982), is little short of phenomenal.

TABLE 1

States Implementing or Planning
Competency Assessment Programs – 1982

State	Mandate: Legislative	State Board of Education	Planning	Level: Admissions	Certification	Skills Tested: Basic	Professional	Academic	On-the-Job	Type: National Standard	Customized
Alabama		X		X	X	X	X	X		X	X
Arizona	X	X			X	X	X				X
Arkansas	X	X			X	X	X	X		X	
California		X			X	X		X			X
Colorado		X			X	X		X			X
Connecticut		X		X	X	X	X	X			X
Deleware		X			X	X				X	
Florida	X			X	X	X	X		X		X
Georgia		X			X		X	X	X		
Illinois			X	X	X						
Indiana			X	X							
Kansas			X	X	X	X					
Kentucky		X		X	X	X	X	X	X	X	
Louisiana	X				X	X	X	X		X	
Maryland			X	X	X	X	X	X			X
Massachusetts		X			X	X	X	X			X
Mississippi		X		X	X	X	X			X	
Missouri		X		X	X	X				X	
Montana			X								
Nebraska			X								
Nevada	X		X	X	X	X	X	X	X	X	
New Mexico	X	X		X	X	X	X	X			X
New York		X			X	X	X		X		
North Carolina		X		X	X	X	X			X	X
Ohio			X		X	X	X	X			X
Oklahoma	X				X	X		X	X		X
Rhode Island		X			X			X			
South Carolina	X			X	X	X	X	X	X	X	X
Tennessee		X		X		X	X	X		X	
Texas	X			X	X	X		X		X	
Vermont		X			X		X	X	X		X
Virginia	X				X		X	X	X	X	X
Washington		X		X		X				X	
West Virginia		X		X	X	X	X	X	X		X
Wisconsin			X	X						X	
Wyoming		X		X		X				X	
Totals–36	11	20	9	21	28	27	21	20	10	17	16

CHAPTER II

Oral Communication Competency Defined

Competence generally refers to the ability of a person to function in the world. Argyris (1965) states that "the competence of a living organism means its fitness or ability to carry on those transactions with the environment which result in its maintaining itself, growing, and flourishing" (p. 59). This notion is supported by White (1959), who believes that competence refers to an organism's capacity to interact effectively with its environment. The competent organism, then, could be said to be "one that has the knowledge and skill to interact effectively with its environment so that its existence is maintained and possibly enhanced" (Larson, Backlund, Redmond, & Barbour, 1978, p. 15).

Adding the term communication as a modifier for competence has created a relatively new concept. Although several scholars dealt with communication competence prior to the 1970's, the concept first gained wide exposure with the writings of Dell Hymes in 1971. He originally used the term to refer to the knowledge an individual has about the use of language in communication. Following Hymes, a number of authors have written about communication competence

and the term is currently used extensively in the field of speech communication today. The concept, however, has lacked definitional and theoretical consistency. By examining the conceptual issues and reviewing relevant literature, this chapter presents a concept of communication competence that will provide a consistent and practical direction to the development of standards and procedures for the assessment of oral communication competency for teachers. The chapter is divided into the following theoretical topics: (1) the functional nature of communication competency; (2) the demonstration of knowledge or performance of skills; (3) contextual appropriateness; and, (4) communication effectiveness.

Functional Nature of Communication Competency

Since competence is defined as the ability to function in the environment, communication competency can generally be thought of as that specific competence exhibited through the communication process. It has been suggested, with general agreement, that a relationship exists between an individual's ability to use the communication process and to function in society (Argyle & Kendon, 1967; Dance & Larson, 1972; Duncan, 1978; Ruesch, 1957). Therefore, in order for a person to function in society, he or she needs to achieve a certain level of competence in the use of verbal and nonverbal communication.

To say that communication is functional is to say that communication exists to produce certain outcomes or meet the demands of the situation. Larson et al. (1978) illustrate a situation in which a person asks directions from another person. This informational demand would be met if the requested directions are provided. Communication, in this illustration, would serve the function of informing.

Allen and Brown (1976) categorized the functions of communication into five basic areas: (1) controlling, (2) feeling, (3) informing, (4) ritualizing, and (5) imagining. These general functions, when expanded and applied to the educational environment, provide insight into the functional nature of communication competency for teachers. For example, functioning as a teacher often requires the ability to present information to students (informing) or manage a group discussion (controlling).

Therefore, the ability of a teacher to function in the educational environment is related to the teacher's use of the verbal and nonverbal communication process. Communication as a functional competency is generally accepted. However, whether or not the use of the communication process is the possession of knowledge about the communication process or the possession of verbal and nonverbal communication skills is a more controversial issue.

Demonstration of Knowledge or Performance of Skills

Defining communication competence as knowledge, skill, or both is of critical importance to the assessment of competence. While definitions and arguments have been offered implying that communication competence is solely a possession of knowledge, others have proposed definitions that are based solely on the performance of skills, and still others have "bridged the gap" between knowledge and skills and offered unique combinations of the two perspectives. After reviewing the definitions, a broad perspective will be proposed--one that encompasses the comprehensive nature of the communication process.

The definitions that conceive competence as a mental phenomenon distinct and separate from behavior have their roots in the concept of linguistic competence. Linguistic competence and linguistic performance are grammatical concepts developed intially by Chomsky (1965). The most widely accepted view of linguistic competence held by psycholinguistics is that it is "the speaker-hearer's knowledge of his language . . . the finite system of rules which enable him to comprehend and produce an infinite variety of novel sentences" (Nicholson 1974, p. 4). The emphasis of the linguist is the comprehension of the rules. Performance is described by the linguist as the expression or realization of competence in language behavior (Chomsky, 1965; Smithsworth & Daswani, 1974). Pylyshyn (1973) supports this position by suggesting that

> [a competence theory is] committed to the belief
> that underlying observed behavior is a more perfect
> mathematical structure. Indeed, its concern
> is not with behavior per se, but rather with
> how information about the world is presented
> in a person's mind which makes it possible for
> him to perform the way he does or could perform
> under a variety of circumstances. (p. 548)

For Chomsky, Pylyshin, and others, the goal of competence theories is not the explanation of events or processes, but rather the discovery of the cognitive structure and mental representations that underlie behavior. This cognitive view of competence has led to definitions of communication competence such as the following:

> The knowledge which speakers possess about the
> set of rules which detail the appropriate communi-
> cation behavior within a subculture for a given
> situation is often referred to as communication
> competence. (Wrather, 1976, p. 5)

> Communication competence is the ability of an
> individual to demonstrate knowledge of the appropriate
> communication behavior in a given situation.
> (Larson et al., 1978, p. 16)

Whereas these definitions are consistent with the practice and literature in other fields (e.g. reading), teacher education concerns go beyond a demonstration of knowledge

about communication. Therefore, these definitions are
inadequate for the objectives of teacher education.

Conceptualizing communication competence as the performance
of verbal and nonverbal speaking and listening skills advances
a behavioral perspective of competence in opposition to
the traditional cognitive perspective of competence. Allen
and Brown (1976) propose that

communication competence, unlike linguistic com-

petence, involves awareness of the transaction

that occurs between people. Competence, in this

perspective, is tied to actual performance of

the language in social situations. (p. 248)

Similarly, Wiemann (1977) provides a definition that emphasizes
ability and behavior:

[Communicative competence is] the ability of

an interactant to choose among the available

communicative behaviors in order that he (she)

may successfully accomplish his (her) own inter-

personal goals during an encounter while maintaining

the face and line of his (her) interactants within

the constraints of the situation. (p. 198)

These definitions tie competence not only to communication
behavior, but to the social context in which the participants
find themselves, as well as the communicator's goals for
interacting. This performance view of competence focuses
on a repertoire of skills appropriate to a variety of relation-

ships and contexts. Whereas a skills approach emphasizes the immediate relevancy, which is a concern for educators, it offers little guidance to educators who seek to understand their educational environments so that they might manage them more effectively. Teacher education, while vitally concerned with skills, also seeks to understand the school, the classroom, and students. Therefore, a skills approach without the basis of knowledge for understanding communication may be inadequate for the educator.

Consequently, for a concept of communication competence to be theoretically and pragmatically viable for teacher education, it must include a cognitive component (demonstration of knowledge about the communication process) and a behavioral component (performance of communication skills).

Arguing for the interdependence of the cognitive and behavioral aspects of communication competence is not new. Hymes (1971) described competence as

> the most general term for the speaking and hearing
>
> capabilities of a person. Competence is said
>
> to be dependent on two things: (tacit) knowledge
>
> and (ability for) use. (p. 18)

Following the Scheffle (1965) concept of skills, Wiemann and Backlund (1981) describe competence as proficiency which includes "knowing" and "knowing how to." This inclusion of performance in competence definitions, whether implied or stated, has provided an interesting debate in the liter-

ature. McCroskey (1982) has argued that

> communication skill is the ability of a person
>
> to perform appropriate communication behavior
>
> in a given situation, whereas competence is the
>
> ability of an individual to demonstrate knowledge
>
> of appropriate communication behavior in a given
>
> situation. (McCroskey, 1982, p. 5)

McCroskey concludes by stating that "competence and per-

formance are not equal" (p. 4). In response, Brian Spitzberg

(1983) takes issue with McCroskey's careful distinctions

arguing that governmental and educational competency movements

require an approach that includes performance of skills.

These movements follow the lead of scholars who embrace

performance as an integral and neccessary facet of a larger

theory of competence. For example,

> Dell Hymes, one of the progenitors and clearest
>
> advocates of the knowledge/performance distinction,
>
> expressly includes both ability and its demonstration
>
> in his perspective of communication competence.
>
> Hymes identies four relevant questions to be
>
> answered in any complete theory of competence
>
> in communicating: whether an utterance is (1)
>
> formally possible, (2) feasible by virtue of
>
> implementing means, (3) "appropriate (adequate,
>
> happy, successful) in relation to a context in
>
> which it is used and evaluated," and (4) "actually

performed, and what its doing entails." (Spitzberg,

1983, p. 324).

This larger theory of competence fits the needs of the competency based teacher education movement better than a narrow knowledge or skills approach. However, the debate has resulted in an inconsistent and confusing situation for those who are developing assessment procedures for communication competence. Phillips (1984) expressed this frustration by concluding that "defining [communication] competence is like trying to climb a greased pole. Every time you think you have it, it slips" (p. 25). McCroskey's decision to exclude performance in a concept of communication competence is definitionally consistent with a narrow interpretation of competence theory. Teacher education has not abandoned the demonstration of knowledge about teaching, however, the performance of teaching skills is, a vital concern for competency based teacher education. The performance of verbal and nonverbal communication skills as interdependent with a demonstration of knowledge about the communication process is, therefore, required for communication competency in teacher education.

Competence, however, is not best conceived simply as present or absent. The judgment should be located on a continuum--one that contains the necessary requirements or criteria (referenced) and at the level (judged on a continuum) of "contextual appropriateness" and "communication

effectiveness."

Contextual Appropriateness

It is obvious that the communication context surrounding the communication episode will have an effect on the kind of knowledge required and type of communication behavior deemed appropriate for that context. The notion of "appropriateness" is supported widely in the literature (Backlund, 1977; Krauss & Gluckberg, 1968; Wiemann, 1975 and 1977; and, Wiemann & Backlund, 1980). Since communication is accepted as a socially judged phenomeon, what is judged competent is that communication behavior that is described as appropriate to the situation or meeting the basic contextual requirements of the situation. These requirements, as explained by Wiemann and Backlund (1980), include:

(1) the verbal context, that is making sense in terms of wording of statements and of topic; (2) the relationship context, that is, the structuring, type, and style of messages so that they are consonant with the particular relationship at hand; and (3) the evironmental context, that is, the consideration of constraints imposed on message making by the symbolic and physical environments. (p. 191)

Hymes (1971) described this contextual nature of communication competence as having

> to account for the fact that a normal child acquires
> a knowledge of both proper sentences and of their
> appropriate use. He or she develops the abilities
> to judge when to speak, when not, and what to
> talk about with whom, in what way, and when and
> where. (p. 55)

The specific communication situation or context serves as the source of information from which the individual determines the appropriateness of communication behavior. Different topics, people, physical environments, and communication environments (dyad, small group, large group, or public speaking) or any combination present a unique context for which a unique set of communication behaviors are appropriate. For example, going on a dinner date with someone that you are romantically involved with requires an overlapping but unique knowledge base and a set of verbal and nonverbal communication skills which differ from those required for presenting a speech to a large audience at a political rally. Competence is related to the number of contexts to which an individual has been exposed (Allen and Brown, 1976) and therefore is not an "all or nothing" capability. Competence, then is not only referenced by contextual appropriateness, it is also judged according to a continuum of contextual appropriateness. Individuals will probably demonstrate varying levels of competence when dealing with different topics, people, and environments. One can assume,

then, that an individual's overall competence level will increase with the ability to meet appropriately the communication demands of a larger number of contexts.

Contextual appropriateness is, then, a fundamental criterion for competence. The context influences the type of communication behavior that will be judged as appropriate. What is competent in a given context is determined by socially acceptable behavior for a given topic, relationship, and environment. Competent behavior in one context may not be competent in another. Competence requires a range of knowledge and appropriate communicative behavior. Contextual appropriateness, therefore, also serves to anchor the level of competence an individual possesses.

Communication Effectiveness

The last issue to be discussed, and perhaps the most controversial, is that of communication effectiveness. Communication effectiveness is the successful performance of verbal and nonverbal communication skills in a specific communication context. It differs from contextual appropriateness in that not only do the behaviors have to be appropriate for the context, they must also accomplish a task or achieve some goal. The arguments for or against the inclusion of effectiveness in a concept of competence follow the arguments regarding competence as a demonstration of knowledge versus performance of skills. Consistent

with the conclusions proposed earlier, teacher competency
expects the performance of skills to be a part of the deter-
minant of competence and, therefore, requires that these
skills be performed with some measure of success. Therefore,
like contextual appropriateness, communication effectiveness
is not only a necessary criterion for competence, the degree
of effectiveness affects the level of competence.

Communication is effective when "the stimulus as it
was intitiated and intended by the sender closely corresponds
with the stimulus as it is perceived and responded to by
the receiver" (Tubbs & Moss, 1974). This basic level of
effectiveness implies a mutual understanding of a message
between sender and receiver (speaker and listener). McCroskey,
Larson, and Knapp's (1971) definition is more detailed:

> There is a wide range of outcomes any one of
> which might warrant the judgment that communication
> between two people has been "effective." In
> some cases communication will have been effective
> if the individuals involved have arrived at a
> greater mutual understanding of attitudes, sentiments,
> opinions, etc. In other situations, communication
> will have been effective if the attitudes and
> beliefs of one or both parties change as a consequence
> of the interpersonal encounter. In still other
> situations, we are interested primarily in being
> liked or evaluated favorably by another. (p. 15)

Reaching some specified learning goal is of vital concern to the educator. Communication effectiveness would appear to facilitate educational effectiveness (the attainment of these learning goals).

McCroskey (1982) takes issue with including communication effectiveness as a determinant of competence, stating:

> The accomplishment of goals (effectiveness) is
> neither a necessary nor sufficient condition
> for a judgment of competence. One may be effective
> without being competent and one may be competent
> without being effective. (p. 3)

It is agreed that an effective performance of communication skills may not always require competence. However, an effective performance is far more likely when competence is possessed (Spitzberg, 1983).

Competence, to be sensible and useful as a construct in teacher education, requires the inclusion of the notion of effectiveness. CBTE was born out of a concern for teacher effectiveness and requires that competence in communication be referenced and its level judged not only by contextual appropriateness but also by communication effectiveness.

Summary

Communication competency for CBTE is the ability of a teacher to demonstrate knowledge about the communication process and the ability to perform verbal and nonverbal

communication skills in order to function in the educational
environment. The ability to function requires that the
communication behavior be contextually appropriate and
effective. Further, the level of competence is judged
on a continuum. The criteria for this judgment are the
number of contexts in which communication behavior is appro-
priate, and the degree of communication effectiveness.

The construct of oral communication competency provides
a distinct model for the development of assessment procedures.
The following chapter details the assessment procedures
developed from the proposed construct.

CHAPTER III

Assessment of Teacher Oral Communication Competency

The CBTE movement, with its emphasis on the demonstration
of teaching abilities, has significantly altered the assessment
procedures for teachers. Prior to the movement, certification
was primarily dependent on the satisfactory completion
of a prescribed set of courses. Accordingly, if a program
gave emphasis to oral communication it did so by requiring
a student to receive a passing grade in a speech communication
class. The shift in emphasis required the development
of alternative assessment procedures in the area of communi-
cation competency.

This chapter presents the general background to the
assessment topic, then divides assessment into two sections:
(1) basic competency; and (2) instructional competency.
Each of the sections will be organized around the following
assessment topics: assessment criteria; assessment en-
vironment; assessment responsibility and participants;
and, assessment report.

General Background

The assessment of communication competency for teachers

occurs at two levels: (1) assessment of basic competency,
and (2) assessment of instructional competency. McCaleb
(1982) analyzed the developments in each state at these
levels and compiled a summary of the assessment procedures.
The summary is reprinted on page 26 as Table 2. (NTE refers
to the National Teachers Examination. This proficiency
test has recently added a listening component to the traditional
areas of reading and writing). According to McCaleb (1982),
only four states have assessment of instructional communication
(Florida, Georgia, New York, and Oklahoma). Georgia's
Teacher Performance Assessment Instrument (TPAI), developed
in 1979, assesses in the natural setting (the classroom).

> Competency VII is "communicates with learners."
> One of the five indicators of this competency
> is "4. Gives directions and explanations related
> to lesson content." Each indicator is rated
> on a 1-5 scale with [a] specific description
> for each rating. For example, a rating of 4
> on indicator 4 states, "only a few learners misun-
> derstand. The teacher identifies specific learners
> who have difficulty with the directions and explan-
> ations and helps them individually." (p. 7)

Another example is Florida's plan for evaluating essential
generic competencies which includes several items related
to oral communication competency as a basic competency
and as an instructional competency. New York and Oklahoma

TABLE 2

States' Method Of Assessing Oral Communication

State	basic skill	inst comm	NTE	Comments
Alabama			X	Entry test in English proficiency.
Arizona				Some colleges test proficiency. State dept. is considering internships.
Arkansas			X	
California	X			Legislation requires speaking/oral reading proficiency.
Colorado	X			Oral comm. is slated for 1983.
Florida	X	X		Legislation specifies oral communication.
Georgia		X		
Kentucky	X			Some colleges test speech proficiency.
Louisiana			X	
Mississippi			X	
New Mexico	X			Reports are not consistent as to inclusion of oral comm. as a basic skill. Testing begins 1983.
New York	X	X		By 1984 testing is planned to include oral comm. as a basic skill. Internships also planned.
Ohio	X			Some colleges test speech proficiency.
Oklahoma	X	X		Competency will be demonstrated in Eng. skills and internships.
Pennsylvania	X			Some colleges test speech proficiency.
South Carolina	X		X	
Tennessee			X	
Texas	X			Testing developed for basic skills.
Utah	X			Testing developed for basic skills.
Virginia			X	
West Virginia			X	

are noted in McCaleb's report for internships that include the assessment of communication competencies (Oklahoma noted for its entry level assistance program).

The implications of the proposed conceptualization of oral communication competency of teachers for the development of assessment procedures will be discussed by examining the following topics: assessment criteria, assessment environment, assessment responsibility and participants, and assessment report.

Assessment of Basic Competency

The assessment of basic oral communication competency refers to the assessment of an individual's ability to use the communication process to function in society. This assessment is conducted as a prerequisite for acceptance into a teacher education program to ensure that candidates possess basic knowledge and skill in oral communication.

Assessment criteria

The assessment criteria issue is concerned with identifying the knowledge, skills, and degree of competence required for basic competency. The most common method appears to be a continuation of the course completion method. Typically, if an individual receives a certain grade or higher (usually determined to be a "C" or "B") in a basic speech class, that individual is judged to be competent. Although some

courses do assess basic competency, it is not safe to assume that it is the norm. Basic courses in communication range from public speaking courses with an emphasis on performance skills or rhetorical theory to interpersonal or oral reading courses. Each course emphasizes various theory and/or skills in any number of combinations--some of which could include no assessment at all. Therefore, mere basic course completion is an unacceptable criterion for assessment. However, if a course does include assessment of basic communication knowledge and skills and the final grade or report refects this assessment, course completion can be an acceptable criteria. The determination of acceptibility would be concerned with the greater issue of what the course assesses. Reed and Sano's report (1979) on the implementation of the California law to assess communication competency reveals considerable variety ranging from oral reading with an emphasis on pronunciation, articulation, syntax, grammar, and lively intonation pattern, to giving a short speech (sometimes in an interview situation), to ignoring the state law and having no assessment.

Whereas it would appear that there is considerable confusion over what constitutes basic competency, there exists a rather consistent identification of basic knowledge and skills in the literature (Backlund, 1977; Norton, 1978; Harris, 1977). Wiemann and Backlund (1980) note, after a careful review of the literature covering a variety

of research methodology, there is strong agreement on several
components: (1) empathy, (2) behavioral flexiblity, and,
(3) interaction management. Further, it appears that variation
along these components "distinguish competent communicators
from their incompetent counterparts" (p. 195). Therefore,
a competent communicator at a basic level is one who listens
and responds empathetically, adapts to a variety of communi-
cation situations, and manages communication in a mutually
satisfying manner. Traditionally, these components are
examined in general introductory courses in communication
(particularly basic public speaking or interpersonal communi-
cation courses). Further, these issues are by nature not
examined in oral reading or voice and diction courses.

In addition to agreement on the general areas, the
Speech Communication Association (SCA) commissioned a task
force to identify specific basic speaking and listening
skills. The results, reported by Basset, Whittington,
and Staton-Spicer (1978) name four specific competence
areas: (1) Communication Codes (the ability to use and
understand spoken English and nonverbal signs); (2) Oral
Message Evaluation (ability to use appraisal standards
to judge messages and their effects); (3) Basic Communication
Skills (ability to select and arrange message elements
and produce spoken messages; and (4) Human Relations (ability
to maintain interpersonal relationships). These four main
areas are broken down into nineteen specific competencies.

For each of the specific competencies, three example contexts (occupational, citizenship, and maintenance) are provided.

Rubin (1982) took the framework of the SCA minimal speaking and listening skills and created a fourth context--educational. This area was incorporated into the creation of the Communication Competency Assessment Instrument (CCAI). This instrument, designed to assess the the speaking and listening competence of college students, assesses competence at the performance level only. The SCA model and the CCAI do provide models for the criteria of the skill portion of basic competency. Further, the four main areas provide direction for the identification of the knowledge base required for the performance of basic skills.

Assessment environment

The assessment environment issue is concerned with the setting of the assessment. The environment for the assessment of the cognitive component of communication competence should follow the general principles of reliable and valid evaluation for the cognitive domain. Applying this knowledge to the performance of communication skills follows the same principles. The results of any assessment are more valid when the assessment environment more closely represents the natural or real life environment as opposed to contrived situations. For example, assessing interpersonal skills should take place in an actual interpersonal interaction

such as a real life interview or a real group discussion. Further, the environment used to assess skills should include a variety of communication contexts and situations. The assessment environment, therefore, should not be limited to one situation (such as public speaking), but should include the varying socially salient communication environments that an individual experiences in real life.

Assessment responsibility and participants

Who should evaluate competency is the issue of assessment responsibility and participants. It is generally accepted that academic departments devoted to the acquisition of basic skills should assess competence (Hodgkins & McKenna, 1982). The argument follows that basic communication competency should be assessed within the department(s) that teach the knowledge and skills of speech communication.

More specifically, the assessment evaluator could be categorized as a (1) third person observer or (2) actual participant. The third person observer does not participate in the communication interaction, but acts as a passive spectator. At a minimal level, this person should be trained in the assessment of basic competence and should be familiar with the specific context or communication situation. An advantage of the third person observer as evaluator is that it facilitates gathering a large number of evaluations economically and reliably. However, since communication

effectiveness is a necessary component of competence, a passive observer is at a disadvantage when compared to participants for determining effectiveness. The actual participant is one who participates in the communication episode and makes observations while interacting. The obvious advantage to this report is that the determination of communication effectiveness is more valid. The disadvantage is that the intervention of a participant as evaluator can modify the behavior of the participants. Further, the interactants self reports may reflect concerns other than giving an honest report (especially if the participants are being assessed on the basis of their reports). Therefore, a combination third person observer and participant should provide higher validity to the assessment than any one of the assessment evaluators alone.

Assessment report

Communication competence is not best conceived as either present or absent. Varying degrees of basic competence exist. These degrees or levels are dependent upon the number of social situations in which one can function using communication, and the appropriateness and effectiveness of communication. Reports of basic competence should, therefore, not be limited to a binary scale (all or nothing), but should reflect degrees, levels, and/or amount of basic competence.

<u>Summary</u>

The assessment of oral communication competency is the determination that an individual possesses the fundamental knowledge and skill to use the communication process to function at a minimal level in society. The criteria include the demonstration of knowledge and the performance of skills in order to listen and respond empathetically, and to adapt to a variety of social situations in a mutually satisfying manner. The assessment should be conducted in a real life and naturally occuring social environment. The evaluation should be conducted by departments and individuals responsible for oral communication and should use both the third person observer and actual participants as the evaluators of competence. Further, the report of competence should reflect varying degrees of competence.

Assessment of Instructional Competency

Instructional oral communication competency refers to a teacher's ability to use the communication process to function appropriately and effectively in the educational setting (particularly, but not exclusively, the classroom). This assessment is conducted at the completion of a teacher education program and/or during an internship after completion of a program. The purpose is to ensure that candidates for the teaching profession possess necessary instructional communication knowledge and skill in order to function

at an acceptable level as a teacher. The issues and corresponding arguments are the same for basic and instructional competence. Therefore, the arguments will not be repeated. However, the application of the arguments to the instructional assessment procedures will be stated.

Assessment criteria

Like the assessment of basic competency, a common approach to assess instructional competence is to require the successful completion of a course. The course titles usually are similar to "Speech for Teachers" or "Communication in the Classroom." One such course was described by Nyquist and Booth (1977). The course included the following goals:

A. An awareness of the pervasiveness and complexity of human communication in educational environments.

B. An understanding of the distinctive characteristics of instructional communication.

C. A recognition of the importance of effective communication in teaching and learning.

D. An awareness of an ability to elicit the unique and substantive contributions students can make to the learning process.

E. A greater awareness of their communicative impact on students and others.

F. A variety of communication competencies directly

applicable to classroom instruction.

    G. Competency in communicating their knowledge

of subject matter more effectively. (p. 14)

Textbooks have been developed to accompany these courses.

One such text is <u>Speaking Skills for Prospective Teachers</u>,

by Klopf and Kambra (1983). It is outlined as follows:

    I. Communication Processes in the Classroom Setting

        1. The Nature of Speech in the Classroom

        2. Types of Classroom Speaking

  II. Factors Influencing Communication in the School

Environment

        1. Perception, Self-Concept, and Self-Disclosure

        2. Factors of Orientation and Conflict

        3. Verbal Communication Processes

        4. Nonverbal Communication Processes

        5. Apprehension About Speaking

        6. Communicating Across Cultures

 III. Skills Useful in the Classroom

        1. Personal Oral Communication Skills

        2. Procedural Communication Skills

        3. Interviewing in the Classroom

        4. Discussion in the School Setting

        5. Classroom Lecturing

        6. Conducting Class Discussion

Whereas the course objectives and text outlines serve as

a guide to the development of assessment criteria, it should

not be assumed that assessment occurs in the courses.
Therefore, mere course completion is an unacceptable criterion.
Course completion could be acceptable if the grade or final
report reflects an assessment of competence consistent
with the proposed definition of communication competence.
Rather than course completion as the criterion for assessment,
identifying the knowledge and skills is the more cogent
concern.

One of the first attempts to specify oral communication
competencies for teachers was reported in 1976 by the SCA/ATA
(American Theatre Association) Joint Task Force on Teacher
Preparation in Speech and Theatre. The report created
a model for teachers centered around two major goals:
(1) the teacher will demonstrate communication and theatre
competencies necessary to perform the roles of model, facil-
itator of learning, and resource person in the educational
and community settings; (2) the teacher will demonstrate
skills and attitudes for fostering productive communicative
and aesthetic experiences in students. The model lists
six general competencies for each goal with several specific
competencies for each general competency. This detailed
listing provides a guide for describing potential knowledge
and skills necessary to be an effective teacher.

Lieb-Brillhart (1978) adapted the SCA/ATA model and
created the Elementary Principal's Checklist of Teacher's
Communication Competencies. The checklist asks seven general

questions:

1. Is the teacher's message governed by a clear purpose?

2. Does the teacher adapt messages to the communication context?

3. Can the teacher manage a variety of communication processes?

4. Is the teacher an effective listener?

5. Does the teacher establish a positive communication climate?

6. Does the teacher view pupil communication abilities from a developmental perspective?

7. Does the teacher help students to develop communication competencies?

The International Communication Association (ICA) has also listed competencies for teachers. In 1978, McCroskey chaired a committee for the ICA that reported a comprehensive list of objectives for Communication Competencies for Teachers Pre-School through Adult Education. McCroskey's preference for a cognitive definition of communication competence is reflected in the objectives. While there are only three specific speaking and listening skill objectives listed, there are forty-five cognitive objectives and twenty-two affective objectives listed. This list of objectives does provide guidance in identifying a knowledge base for instructional competency.

Generally, the assessment criteria can be identified

by applying the general categories of basic competence
to the teacher in the school setting. The criteria require
the teacher to communicate empathy with students and others
in the school environment, adapt to various communication
contexts required in the classroom and the school (e.g. lec-
tures, class discussions, parent/teacher conferences, etc.),
and be able to communicate in a mutually satisfying manner
with the students and others.

Whereas the knowledge component of instructional competence
can be assessed following the principles of testing for
the cognitive domain, the assessment environment for the
performance of instructional skills is the school and
classroom environment. Assessment should occur as teachers
conduct lessons with students, as they lecture, interact
one to one, participate in conferences with school personnel
and parents, etc.

Assessment environment

Assessment of the cognitive component of instructional
communication competency should follow the general principles
of reliable and valid evaluation in the cognitive domain.
Again, assessment results will have increased validity
when conducted in natural or real life school environments.
For example, assessment of a teacher leading a classroom
discussion should be assessed when the teacher is actually
leading a discussion with students. Or, the assessment

of communication with other teachers and/or parents of students should be conducted when the teacher is actually interacting with other teachers and/or parents. The assessment environment is no one particular school situation, but should reflect the varying school communication situations that a teacher faces.

Assessment responsibility and participants

Whenever possible, the assessment of instructional communication competence should be conducted by the department responsible for instructional communication. At the internship level (usually after the prospective teacher has graduated from an institution), departmental responsibility is no longer an issue. The assessment evaluator should be a combination of a trained third person observer and the teacher, students, and school and community personnel (the actual participants). At a minimal level, the third person observer should have knowledge about instructional oral communication competency and have experience as a teacher. The teacher and the other participants can best evaluate the effectiveness of instructional competency and their self reports should be included in any assessment of the teacher.

Assessment report

Instructional competence, like basic competence is

not best conceived as present or absent. The judgment should be based on a continuum. One that determines degrees, levels, or amount of competence. This degree of competence is dependent on the number of school situations in which the teacher can function using communication, and the degree of appropriateness and effectiveness of communication. Any report of instructional communication competency should reflect a the multi-level nature of instructional communication competency.

Summary

The assessment of instructional oral communication competency refers to the ability of a teacher to use the communication process within the process of teaching. The assessment criteria is the knowledge and skill required for the teacher to communicate empathy, adapt to the various situations of the school environment, and manage the inter- actions effectively. The assessment environment should be the school situation, particularly the classroom. This assessment should be conducted by departments and individuals familiar with instructional communication and experienced with various contexts that are a part of the school environ- ment. This assessment should include third person observations and self reports by the actual participants (particularly the students and teachers). Finally, the report of instruc- tional communication competency should reflect degrees,

levels, or amount of competence. In the following chapter, the construct will be summarized and suggestions for related studies will be provided.

CHAPTER IV

Construct Summary and Suggestions for Further Study

This chapter provides a brief summary of the proposed
construct of oral communication competency for teachers.
It also discusses suggestions for the further study of
CBTE, oral communication competency, and implications for
the assessment of teachers.

Construct Summary

Competency based teacher education has gained widespread
support in the United States in the past decade. This
movement has emphasized the identification and testing
of specific teaching abilities.

Often identified as a required teaching ability is
competence in oral communication both as a basic and instruc-
tional skill. Basic oral communication competency refers
to the ability of the individual to demonstrate knowledge
about the communication process and to perform verbal and
nonverbal communication skills in order to function socially.
This ability to function requires that the communication
behavior be contextually appropriate and effective.

Instructional oral communication competency refers

to the ability of a teacher to demonstrate knowledge about the communication process as it relates to the school environment, particularly the classroom situation, and to perform verbal and nonverbal communication skills in order to function in the school environment. This ability to function in the school environment requires that the communication behavior of the teacher be appropriate to school situations and be effective.

At least four assessment elements emerge from the proposed construct: (1) assessment criteria--what knowledge and or skills, if any, are required for basic and/or instructional competency; (2) assessment environment--under what conditions should assessment be conducted; (3) assessment responsibility and participants--what department and what individuals should assume responsibility for assessment; and (4) assessment report--how should competency be reported?

Consistent with the proposed construct, the assessment of basic oral communication competency should include the demonstration of knowledge and the performance of speaking and listening skills in a variety of social situations. Validity will be increased if the assessment is conducted in real life and naturally occuring social environments. This assessment should be conducted by departments and persons responsible for oral communication instruction and should employ both third person observers and actual participants as the evaluators of competence. Further,

the report of competence should reflect varying degrees of basic competence.

At the instructional level, assessment should include the demonstration of communication knowledge and the performance of speaking and listening skills in the school environment and situations. The assessment should be conducted in naturally occuring classroom situations or interactions with school staff and community persons. Students, school staff, and community persons that interact with the teacher should be included as assessment participants. Further, the report of competence should reflect varying degrees of instructional competence.

Suggestions for Further Study

Competency based teacher education, oral communication competency, and the assessment of oral communication competency provide three general topics for investigation. CBTE has emerged as the treatment of choice for the ills of education. The primary research should, therefore, strive to determine if CBTE programs have increased the quality of education. More specifically, two possible research areas emerge: (1) the effect of CBTE on the quality of education and, specifically, the quality of teachers; (2) the effect of CBTE on student achievement. For example, in terms of the quality of teachers, a possible research question would be: Is there evidence to support the notion that CBTE

has increased teacher competency levels? In terms of student achievement, a research question could be: Are recent increases in scores on national standardized achievement tests attributable to CBTE programs?

Whereas the proposed construct of oral communication competency for teachers is generally supported by current theory, research, and practice, the final word on what constitutes oral communication competency has not been heard. The primary focus of research should be support for the link between oral communication competency and teacher competency. At least three specific research suggestions emerge: (1) provide more concrete identification of the specific communication knowledge and skills required to function as a teacher; (2) determine the importance of oral communication competency in relationship to other teacher competencies; and (3) empirically demonstrate the effect of oral communication effectiveness on teacher effectiveness based on student achievement.

The recommendations for the assessment of oral communication are based on the proposed construct. These recommendations are supported by current research, theory, and experience. However, further studies are suggested to: (1) describe the current assessment procedures for oral communication competency; (2) determine if the current procedures are reliable and valid; and (3) determine the effect of the assessment of oral communication competency

on the overall assessment of teacher competency.

As the suggestions indicate, the impact of CBTE, oral communication competency, and the assessment of teachers, provide communication and education researchers with a number of unanswered questions and problems to resolve.

Summary

Chapter IV summarized the construct and provided suggestions for further study. The next chapter, Chapter V, is the first chapter of the case study desribing the status of assessment in the state of Oklahoma. Chapter V provides the rationale for the case study.

CHAPTER V

Rationale

The state of Oklahoma's recent mandate to assess prospective teachers in oral communication comptency provides a rather opportune case for study. This chapter details the rationale for the case study by describing the Oklahoma mandate to assess and by providing the specific research questions.

Oklahoma Mandate to Assess

Spurred on by the national CBTE movement, the Oklahoma legislature embraced the CBTE concept in overwhelmingly passing 1980 H.B. 1706. This law, in addition to giving teachers their single largest pay raise, dramatically changed the certification process for prospective teachers. Not only are teacher education programs required to strengthen admission, retention, and exit standards, entry into the profession requires a passing score on a standardized curriculum examination over the content area and a minimum of one school year's service (minimum 120 days termed the "entry year") in an internship that is closely supervised and evaluated before a recommendation can be made for certi-

fication.

The mandates for the development of assessment procedures for communication competency in the State of Oklahoma lie in H.B. 1706 and are at two levels: (1) entry into the teacher education program; and (2) entry into the profession.

Entry into a Teacher Education Program

Specifically, H.B. 1706 states that the:

Criteria for the approval of teacher education programs in Oklahoma colleges and universities shall include, but not be limited to, substantial evidence that persons who enter teacher education programs demonstrate:

1. Competency in the oral and written use of the English langauage . . . (Section 6.A.).

The State Department of Education regulations concerning admissions standards that were adopted subsequent to H.B. 1706 and placed into effect in the fall of 1982 state:

To strengthen the admission standards for teachers, the following standards must be met when admitting students to an approved teacher education program:

A. Each approved program will demonstrate an admissions procedure designed to recruit persons with strong commitments to teaching. The criteria to be included are the following:

1. A minimum grade point average of 2.50.

2. Evidence of adequate reading, writing,
    and verbal communication skills, demonstrated
    by appropriate course work and an interview
    with an admissions committee . . .
    (Oklahoma State Department of Education,
    1981).

The Oklahoma Association of Colleges of Teacher Education
(OACTE) published a position paper in response to the admission
and retention regulations adopted by the State Department
of Education. With regard to the "demonstration of adequate
reading, writing, and verbal communication skills, and
a personal interview," the paper recommended that the teacher
candidate "receive a grade of C or better in a basic oral
communications/speech course or its equivalent" (OACTE,
1981). Further, the OACTE recommended that "after completion
of appropriate application forms for admission to teacher
education, an interview for each student will be conducted
by an admissions committe designated by the Dean/Director
of Teacher Education" (p. 1). OACTE provided an example
guide form (see Appendix A) to be used during the interview.
The form alludes both directly and indirectly to the evaluation
of communication skills.

Entry into the Profession

The final mandate came with the development of evaluation

procedures for the licensed, entry level teacher. Assume
that a teacher-candidate in the State of Oklahoma has been
admitted to an approved program, completed the program,
passed the standardized content area examination, and is
recommended to the State Department of Education for licen-
sure. The granting of a license allows the teacher-candidate
to seek employment as a first year teacher or "entry level
teacher." An "entry level assistance" committee is formed
to supervise, evaluate, and recommend the entry level teacher
for certification by the State Department of Education.
The criteria listed (see Appendix A) on the required evaluation
forms to be used by the committee members include several
items that are also directly and indirectly related to
oral communication competency both as a basic skill and
as an instructional skill. For example:

1. Interacts and communicates effectively with parents
   and staff.

2. Makes a clear and adequate explanation of material
   presented and procedures followed, and teacher
   expectations for student involvement.

3. Encourages class participation through interaction
   with students.

4. Gives clear, explicit directions to students.

5. Effectively expresses self in written and verbal
   communication.

6. Reacts with sensitivity to the needs and feelings

of others.

7. Provides positive reinforcement to students.

8. Maintains a friendly, cooperative, and helpful relationship with other employees.

9. Teacher maeks an effort to include all students through participation, eye contact, and feedback.

10. Demonstrates appropriate behavior and composure in a variety of situations.

Consistent with the national response, not all of Oklahoma educators agree that CBTE will improve the quality of teachers. The response of Oklahoma educators to CBTE and the effects of H.B. 1706 is being monitored by the Bureau of Research in the College of Education at the University of Oklahoma and by the Oklahoma Educators Association (OEA). Richard Simms (1983) reported that seventy-five per cent of the 112 members of OEA polled randomly, "felt that the results of competency examinations would not provide a good measure of the potential success of an individual's classroom performance. In addition, nearly one half (49%) of the teachers believed that the curriculum examination would not enhance the likelihood of Oklahoma public schools securing professionals who were competent in their content areas" (p. 26). On the other hand, Simms (1983) did find a substantial percentage of teachers indicating a belief that teacher education would be greatly improved if programs required "(1) greater emphasis on field work (72%), and

(2) evidence of adequate reading, writing, and verbal communication skills (71%)" (p. 26).

Summary and Research Questions

The mandate to assess oral communication competency both as a basic competency and as as an instructional competency for teachers in the state of Oklahoma is straightfoward. In light of the proposed construct and the Oklahoma mandate to assess, this case study describes the current status of assessment in the state.

More specifically, a description of the assessment procedures in the state of Oklahoma is derived from applying the four major elements that emerged in the proposed construct of oral communication competency: (1) assessment criteria; (2) assessment environment; (3) assessment responsibility and participants; and (4) assessment report. These elements are applied to two sets of procedures: (1) assessment by teacher education institutions for entry into a program; and (2) assessment by entry level assistance committees for entry into the profession. Specifically, the following research questions are investigated:

(1) What assessment criteria (knowledge of communication theory, performance of skills, or both) are required for a determination of competence?

(2) What is the assessment environment (naturally occurring real-life or simulated environments)?

(3) What department is responsible for the assessment of oral communication competency? Further, who participates in the assessment (third-party observers, interactants, and/or self)?

(4) How are the assessment results reported (competence as present/absent or reflecting varying degrees of competence)?

CHAPTER VI

Design and Method of Analysis

This chapter details the research procedures used
to apply the proposed construct of oral communication competency
to the two sets of procedures used by the state of Oklahoma
to assess communication competency prior to certification
as a teacher. The two levels are unique and independent:
(1) assessment of basic competency required for entry into
a teacher education program; and, (2) assessment of instruc-
tional competency required for entry into the profession.
The first level of application will be referred to as Study
I and the second level, Study II.

Study I

The purpose of this study is to describe the assessment
procedures used by the accredited teacher education institutions
to determine if a teacher education program applicant possesses
competence in basic oral communication. It was determined
that survey research would best produce the data required
for analysis. The procedures used to survey the teacher
education institutions are discussed under the following
topics: population and sample; data collection method;

elements;   and, method of analysis.

Population and sample

The population is the twenty (20) teacher education colleges/universities accredited by the Oklahoma Department of Education to offer teacher education programs leading to licensure as an entry level teacher. The sampling frame is a list of the institutions open for public inspection at the State Department of Education (see Appendix B). Due to the size of the population and the purpose of the study, it was determined that the sample would be the population. The population size and sample size are the same (N = 20).

Data collection method

In order to describe the procedures used by the accredited teacher education institutions in the State, a survey question-naire was designed to be administered to the Director of Teacher Education (or a designee). Taking into account the small size of the population to be surveyed, it was determined that a high completion rate would be necessary for validity. Babbie (1973) reports a higher level of completion rate when the survey instrument is administered by an interviewer rather than self-administered. Therefore, the questionnaire was designed to be administered in an interview format. The questionnaire was tested for content

validity by a panel of experts (see Appendix C). A pre-test was administered to a former Director of Teacher Education (N = 1). The pre-test interview was conducted in order to clarify wording and determine internal validity. The questionnaire was mailed with a cover letter (see Appendix D) requesting an appointment with the Director of Teacher Education (or a designee). Appointments were scheduled and survey interviews conducted with the same interviewer to increase coding reliability.

Elements

The questionnaire was designed to describe the procedures with reference to the elements that emerged from the proposed construct of oral communication competency. The elements described are:

(1) assessment criteria;

(2) assessment environment;

(3) assessment responsibility and participants; and

(4) assessment report.

Method of analysis

The data were analyzed to determine the frequency of responses in each variable category. The frequencies were reported by actual count and percentage for each of the response choices. Each institution's data was prepared for contingency tables representing each element described.

Study II

The purpose of this study is to examine the assessment procedures used by the entry level assistance committees to determine if an entry year teacher posesses competence in instructional communication. It was determined that survey research would best generate the data needed for analysis. The research methodology is discussed under the following topics: population and sample; data collection method; elements described; and, method of analysis.

Population and sample

The population is the 976 entry level assistance committees (as of March 1, 1984) authorized by the State Department of Education during the 1983-84 schoolyear. The sample frame was derived from a list of committees obtained from the State Department. Each entry level assistance committee consists of a person from higher education, the supervising principal, and the teacher consultant. Therefore, a stratified random sample of 105 committees (approximately 11% of the population) was selected to participate in this study of which 35 were represented by higher education personnel, 35 by principals, and 35 by teacher consultants.

Data collection procedures

In order to describe the procedures used to assess the instructional oral communication competency of the

entry year teachers, a survey questionnaire was created to be self-administered to the sample. First the questionnaire was reviewed by a panel of experts (see Appendix C) to increase content validity. It was then pre-tested with former entry level assistance committee members (N = 5). The purpose of the pre-test was to clarify wording and determine internal validity. The questionnaire was mailed with a return envelope and a cover letter (see Appendix D) to each of the 105 committee representatives.

Elements

The questionnaire was designed with reference to the four elements that emerged from the proposed construct of oral communication competency. The elements are as follows:

    (1)   assessment criteria;

    (2)   assessment environment;

    (3)   assessment responsibility and participants; and

    (4)   assessment report.

Method of analysis

The data were analyzed to determine the frequency of responses in each element category. The freqencies were reported by actual count and percentage for each of the response choices. Data comparing the responses of higher education personnel, principals, and teacher consultants

were also analyzed. The overall frequencies and comparative data were prepared for use in contingency tables and/or figures for each element described.

Summary

This chapter presented and explained the procedures used in this study and the method of data analysis. Survey research was used to describe the procedures used to assess basic competency for entry into a teacher education program and the procedures used to assess instructional competency for entry into the profession. Questionnaires were created in reference to the proposed construct of oral communication competency and administered to representatives of the teacher education institutions in the state of Oklahoma and to a sample of entry level assistance committees. The data were analyzed to determine the frequency of the responses. In the following chapter, the results of the study are presented.

CHAPTER VII

Results and Discussion

This chapter summarizes the research results of an
application of a construct of oral communication competency
to the two sets of procedures used by the state of Oklahoma
to assess communication competency prior to certification
as a teacher. The results and a brief discussion of Study
I (the assessment of competency by the teacher education
institutions in the State required for entry into a teacher
education program) and Study II (the assessment of competency
during the entry level year required for entry into the
profession) will be presented.

Study I

Results

Subjects. The survey sample is the entire population
of higher education institutions with state accredited
programs in teacher education in the state of Oklahoma.
A representative (see Appendix B) from each institution
participated in a survey interview (N = 20).

Assessment criteria. Results of the analysis of the
data show that 13 of the 20 institutions include knowledge

of communication theory, performance of speaking skills, and performance of listening skills as the assessment criteria for entry into a teacher education program. Of the remaining seven institutions, all include the performance of speaking skills and the performance of listening skills as the assessment criteria (see Appendix E). These results are shown with percentages in Table 3.

TABLE 3

Assessment Criteria

Criteria	Number	Percent
Knowledge/Speaking/Listening	13	.65
Speaking/Listening	7	.35

Assessment environment. In Study I, this section described the course requirements, interview, and setting of the assessment. The survey results indicate that 13 of the 20 institutions require completion of a basic speech course as a prerequisite for entry into a teacher education program. Four additional schools require a basic speech course as part of the general education coursework, but not as part of the assessment of oral communication competency for entry into the teacher education program. The basic speech courses vary in title, hours of credit, and minimum grade accepted (see Appendix E). The remaining three schools do not require a basic speech course at any point during the teacher education program. The results are summarized

in Table 4.

Table 4

Basic Course Requirements

Course requirement	Number	Percent
Course required for entry	13	.65
Course required in general education	4	.20
Course not required in program	3	.15

Each of the 20 schools include an interview with teacher education program candidates which assesses the oral communication competency of the candidate. This interview varies in length and proportion of the interview devoted to the assessment of oral communication competency (see Appendix E).

The survey data show that seven of the 20 institutions report that the assessment occurs only in naturally occurring settings, three only in simulated settings, and ten in both naturally occurring and simulated settings. These results with percentages are shown in Table 5.

TABLE 5

Assessment Environment

Environment	Number	Percent
Natural	7	.35
Simulated	3	.15
Both	10	.50

Assessment responsibility. In four of the 20 schools, the speech communication (or equivalent) department is solely responsible for the assessment of oral communication competency in teacher education program candidates (see Appendix E). Education departments are solely responsible in five schools. Ten schools report that the speech communication and education departments are jointly responsible for the assessment. At one institution, it is the responsibility of the academic department of the candidate's major to assess the oral communication competency of the candidate. Table 6 summarizes the results and includes percentages.

TABLE 6

Assessment Responsibility

Department	Number	Percent
Speech communication	4	.20
Education	5	.25
Joint	10	.50
Academic major	1	.05

Assessment participants. Results of the survey show that three of the 20 institutions include third person observers, interactants, and the candidate as participants in the assessment of oral communication competency as required for entry into a teacher education program (see Appendix D). The remaining 17 do not include self reports by the

candidate, but do use both observers and interactants to evaluate the candidate. These results with percentages are shown in Table 7.

TABLE 7

Assessment Participants

Participants	Number	Percent
Observers/Interactants/Self	3	.15
Observers/Interactants	17	.85

Assessment report. According to the survey data, four of the 20 institutions report the oral communication competency of the candidate in levels or degrees reflecting the amount of competence (see Appendix E). Sixteen schools report competence in oral communication as either present or absent. These results are summarized in Table 8.

TABLE 8

Assessment Report

Report	Number	Percent
Levels or degrees	4	.20
Absent/Present	16	.80

Discussion

Assessment criteria. A majority of the teacher education institutions in the state of Oklahoma (65%) include a demonstration of knowledge about communication theory, performance of speaking skills, and performance of listening skills

as the criteria for the assessment of oral communication competency. The remaining schools (35%) include speaking and listening skills, but exclude knowledge of communication theory. Interestingly, no institution reports that speaking skills are the only criteria used in assessment. Usually the criteria are included as objectives in a required basic class or interview situation. One institution (Oklahoma State University) uses the NTE section on listening and another uses the CCAI (Southeastern State University) as indicators of competence. The inclusion of knowledge of communication theory in so many institutions is at first surprising. However, most basic speech/communication courses that are used as an indicator of competence include communication theory.

Assessment environment. The tendency to require a basic class to meet the assessment requirement is apparent in Oklahoma institutions. Thirteen (65%) of the institutions require a basic class for entry and an additional 4 (20%) require a basic class in general education. Only 3 (15%) of the institutions in Oklahoma do not require a basic class in speech communication for teachers.

About a third of the schools (7 or 35%) assess only in naturally occurring interaction situations. Add the 10 schools that assess in both natural and simulated interaction situations, a total of 17 (85%) use natural settings to assess the candidate. Only 3 (15%) use only simulated

situtations (contrived for evaluation).

Assessment responsibility. Only a few (5 or 25%) of the institutions delegate the sole responsibilty of assessment to the speech communication (or equivalent) department. In even fewer cases (four or 20%), the sole responsibility is that of the education department. The trend is for a combined effort (10 or 50% of the institutions) between the speech communication department and the education department. Therefore, a total of 15 (75%) include the speech communication department, as recommended, in the assessment.

Assessment participants. Few institutions (three or 15%) include the candidate, through self reports, in assessing his or her communication competence, as recommended in the proposed construct of oral communication competency. However, the live interview does allow the other interactants to partipate in the evaluation. The vast majority (17 or 85%) of the institutions use third person obervers and interactants (other than self) as participants in the assessment process.

Assessment report. Four (20%) of the institutions report competence on a continuum indicating an amount or degree of competence. Contrary to the proposed concept of oral communication competency, the norm is to report competence as an all or nothing phenomenon (16 or 80% of the institutions).

Summary. The results indicate the following elements
are consistent with the proposed construct of oral communication
competency at a majority of the institutions: assessment
criteria; assessment environment; and assessment respon-
sibility. Two elements, assessment participants and assessment
report are not consistent with the proposed construct.
Typically, in the state of Oklahoma, a teacher education
candidate can expect both oral communication knowledge
and performance of skill to be assessed. This assessment
will often occur within a required basic class and in the
form of an interview with an admissions committee. The
speech communication and education departments share the
responsibility for assessment. The participants in the
assessment are third person observers and actual interactants
(other than self). Competence is most often reported as
either present or absent.

Study II

Results

Subjects. The survey sample was obtained from a random
sample of higher education faculty members, administrators,
and teacher consultants serving on the 1983-84 school year
entry level assistance committees. Committee membership
consists of one higher education faculty member, one admin-
istrator, and one teacher consultant. A stratified sampling
technique was utililized. A total of 105 surveys (approximately

11% of the population) was mailed to 35 higher education faculty members, 35 administrators, and 35 teacher consultants each representing a committee. A total of 80 surveys (76.2% of those solicited) was returned and included in the actual sample used in Study II (N = 80). The sample included 40% higher education faculty members (N = 32), 30% administrators (N = 24), and 30% teacher consultants (N = 24).

Assessment criteria. The survey results show that 51 of the 80 respondents included knowledge of communication theory and performance of oral communication skills in the assessment. The remaining 29 included only the performance of skills in the assessment. Of the higher education respondents (N = 32), 11 included both knowledge and skill. The administrator (N = 24) data show 19 included both. Of the teacher consultant group (N = 24), 21 included both knowledge and skill. These results are summarized with percentages in Table 9.

TABLE 9

Assessment Criteria

Sample	Knowledge/Skill		Skill only	
	Number	Percent	Number	Percent
Total	51	.64	29	.36
Higher education	11	.34	21	.66
Administration	19	.79	5	.21
Teacher consultants	21	.88	3	.13

Assessment environment. Classroom observations are mandated for the entry level committees. The data indicate that of the total sample (N = 80), four made 1 or 2 observations, 39 made 3 or 4 observations, and 37 made 5 or more observations (see Appendix F). Figure 1 (page 70) charts the number of observations by percent of responses for higher education personnel, administrators, and teacher consultants.

The average length of each classroom observation was reported as 15 minutes or less in 12 of the surveys (N = 80), 30 minutes in 23 surveys, 45 minutes in 16 surveys, 60 minutes in 20 surveys, and over 60 minutes in the nine remaining surveys (see Appendix F). Figure 2 (page 71) charts the average length of each observation by percent of reponses for higher education personnel, administrators, and teacher consultants.

The average percentage of time spent in each classroom observation assessing the oral communication competency of the enty level teacher was reported as 0% - 10% in two of the surveys (N = 80), 10% - 25% in 26 surveys, 25% - 50% in 21 surveys, 50% - 75% in 22 surveys, and 75% - 100% in the remaining nine surveys. Figure 3 (page 72) charts the average percentage of time spent assessing oral communication competency with percentages for higher education personnel, administrators, and teacher consultants.

Observations of the enty level teacher interacting

FIGURE 1

Number of Classroom Observations by Percent of Responses
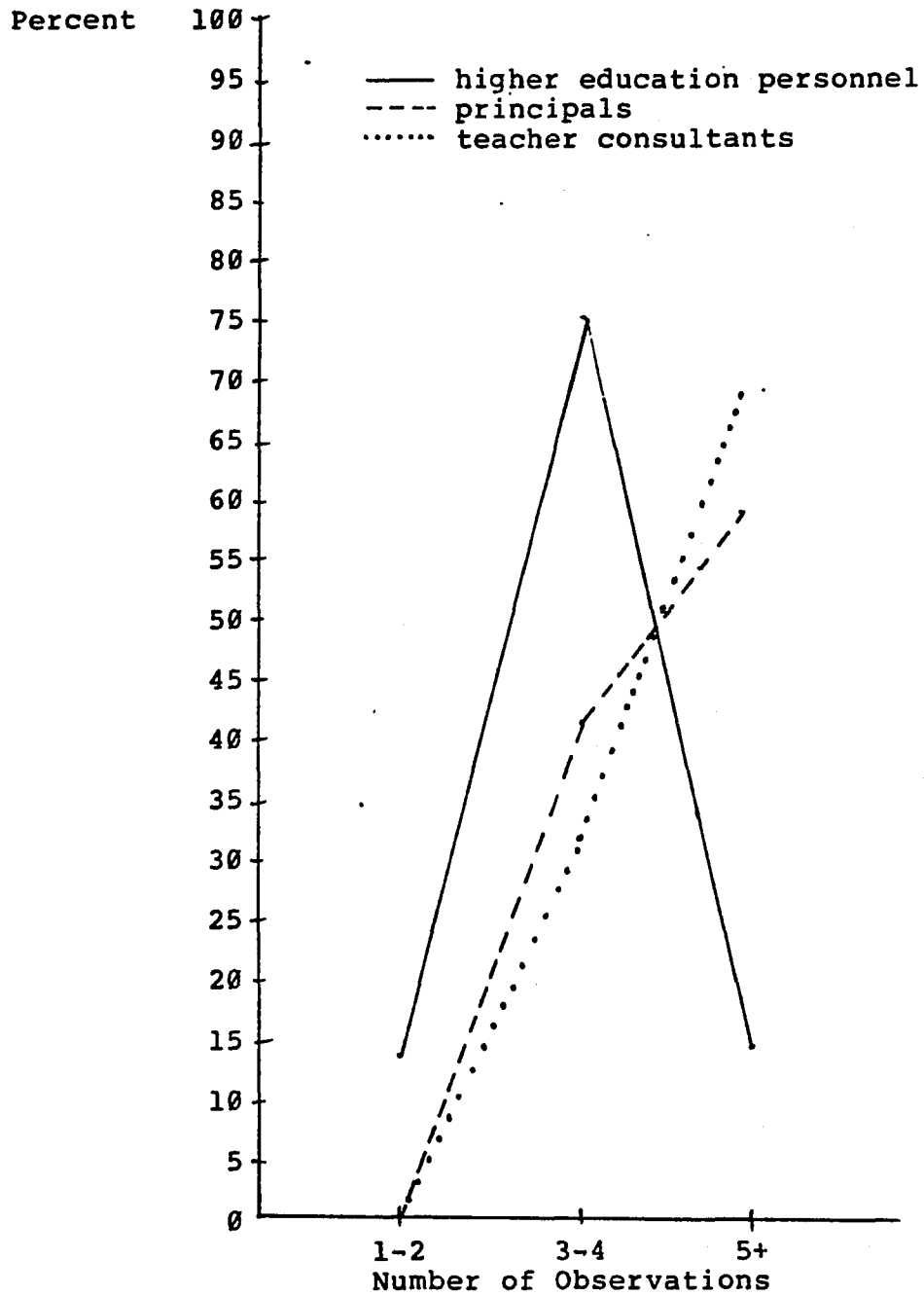
FIGURE 2

Average Length (Minutes) of Classroom Observations
by Percent of Responses
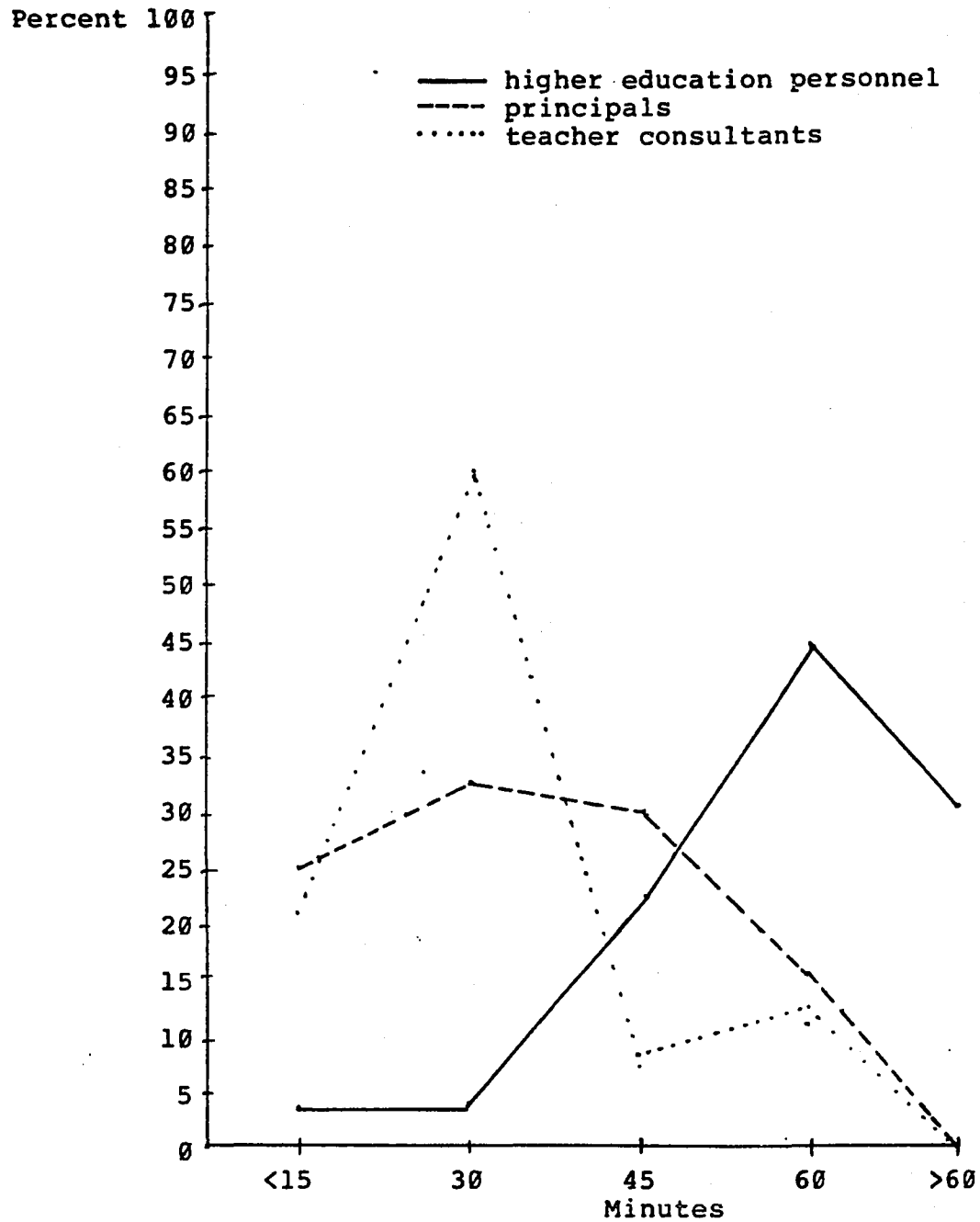
FIGURE 3

Percentage of Time Assessing Oral Communication Competency
by Percent of Responses
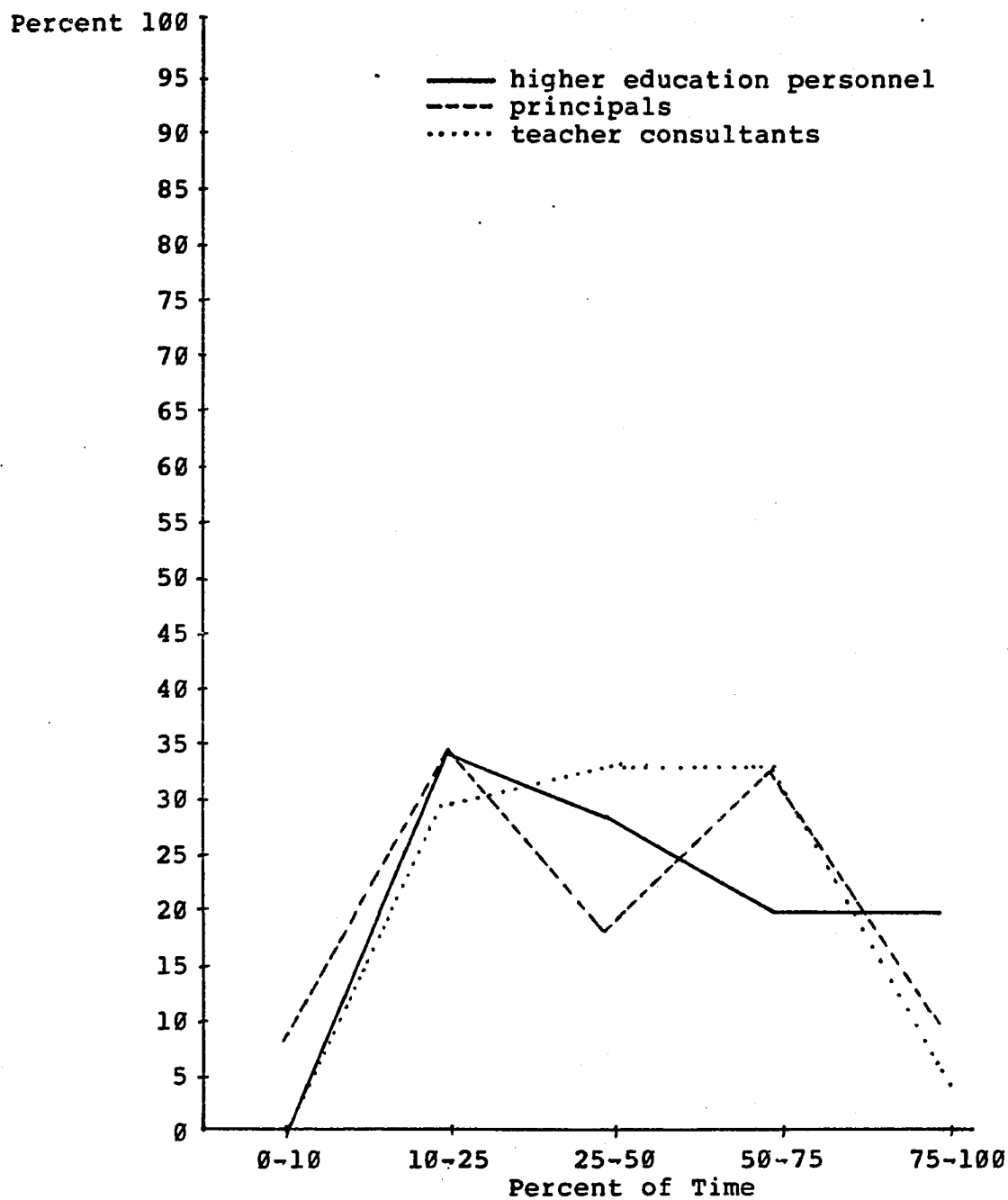
with the school staff and students' parents are not always
included. Nine of the sample (N = 80) made no observations,
seven made 1 or 2 observations, 17 made 3 or 4 observations,
and 47 made 5 or more observations of the teacher interacting
with staff and/or parents (see Appendix F). Figure 4 (page
74) shows these results by percentages of responses for
higher education personnel, administrators, and teacher
consultants.

The average length of the observations of the teacher
interacting with staff and/or parents was reported as 5
minutes or less by 16 of the total sample (N = 71), 10
minutes reported by 14, 15 minutes reported by 28, 30 minutes
reported by 10, 45 minutes reported by 1, and 2 reported
over 60 minutes (see Appendix F). Figure 5 (page 75) shows
the average length per observation of time spent observing
the teacher interact with staff and/or parents with percentages
for higher education personnel, administrators, and teacher
consultants.

The average percentage of time spent assessing the
oral communication competency during each observation of
the entry level teacher interacting with staff and/or parents
was reported as 0% - 10% by 17 of the total sample (71),
21 reported 10% - 25%, 17 reported 25% - 50%, nine reported
50% - 75%, and seven reported 75% -100% of the time (see
Appendix F). Figure 6 (page 76) provides these results
by percentages of responses for higher education personnel,

FIGURE 4

Number of Observations with Staff and/or Parents
by Percent of Responses

Number of Observations
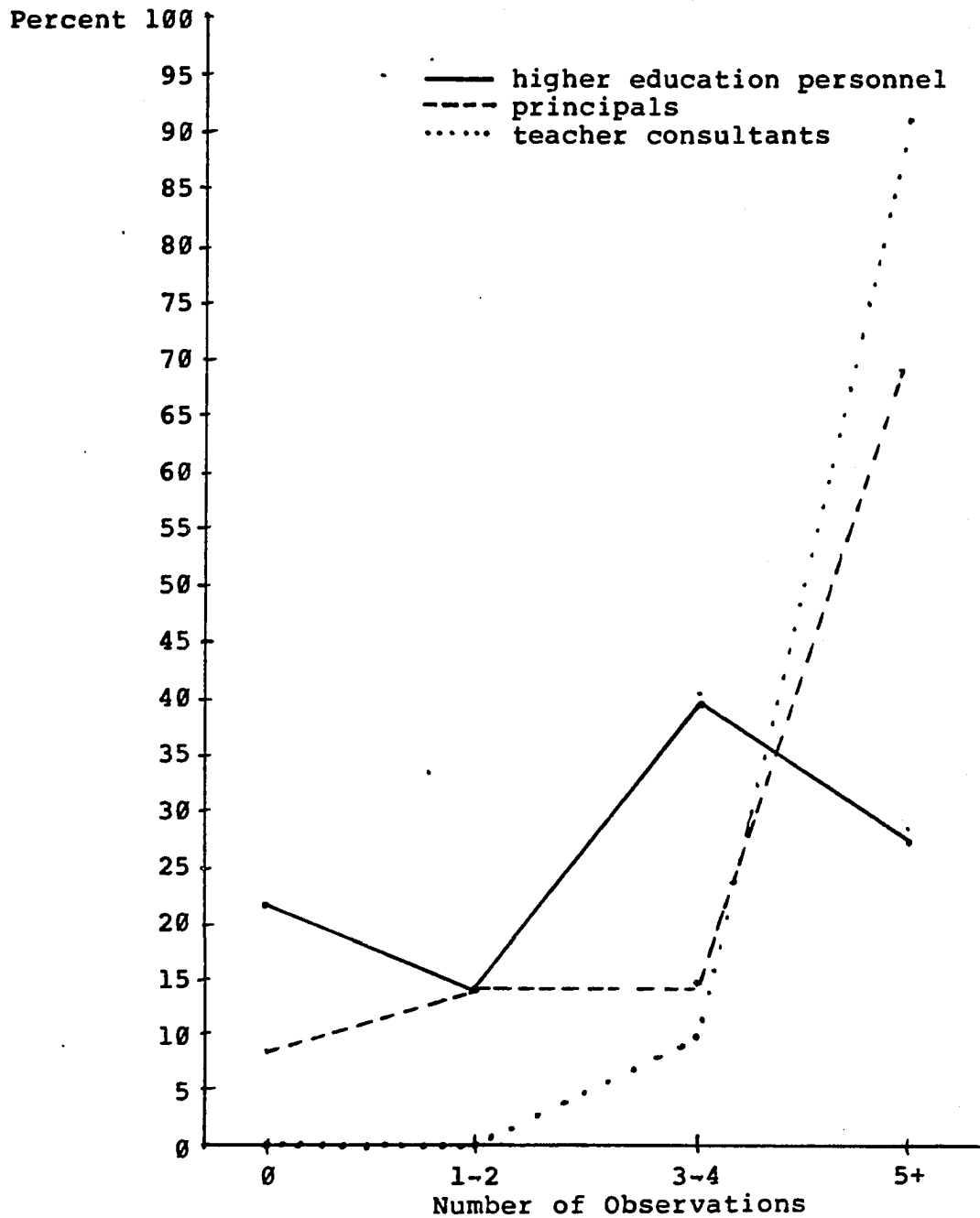
FIGURE 5

Average Length (Minutes) of Observations with Staff and/or Parents
by Percent of Responses
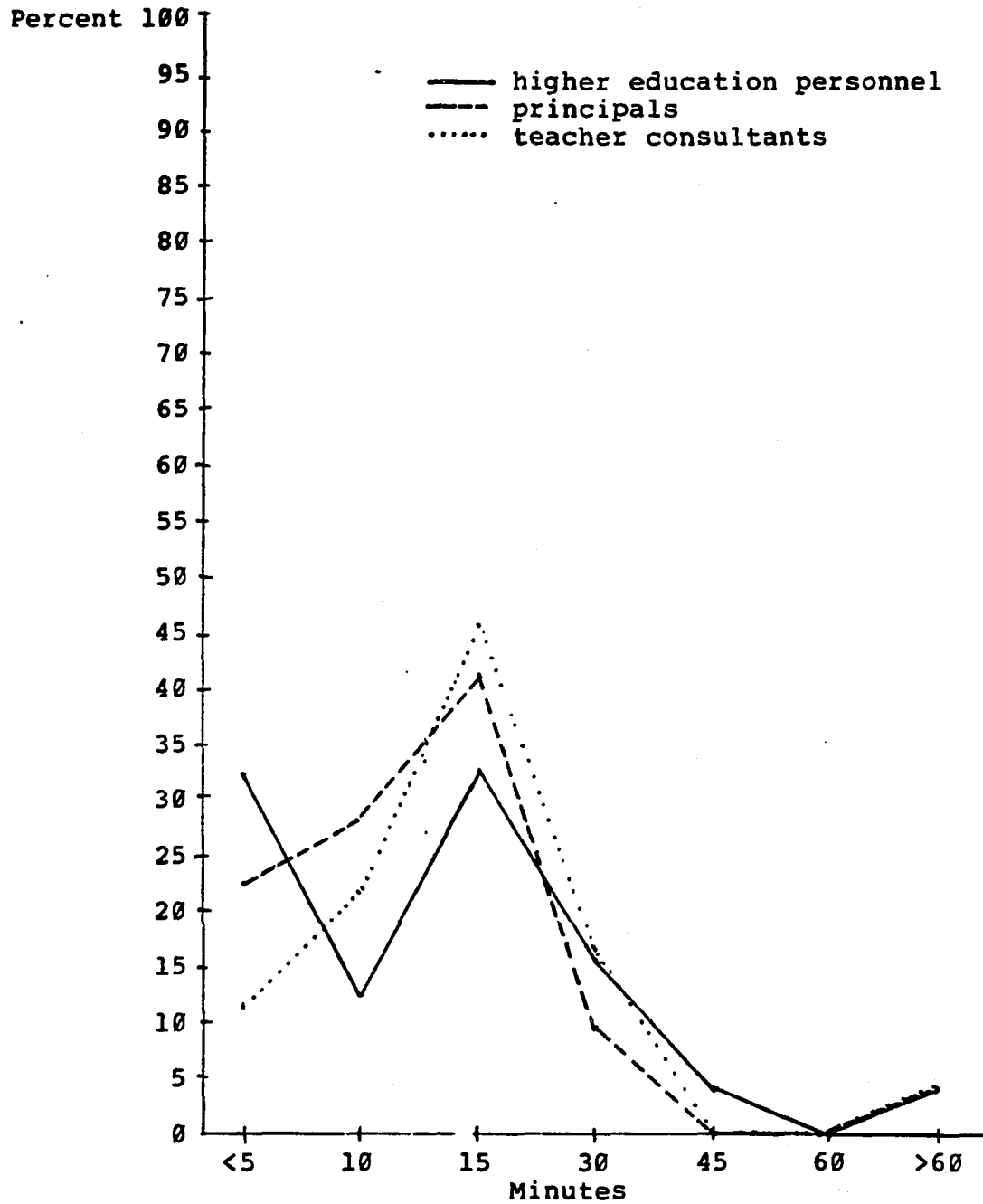
FIGURE 6

Percentage of Time Assessing Oral Communication Competency
During Observations with Staff and/or Parents
by Percent of Responses
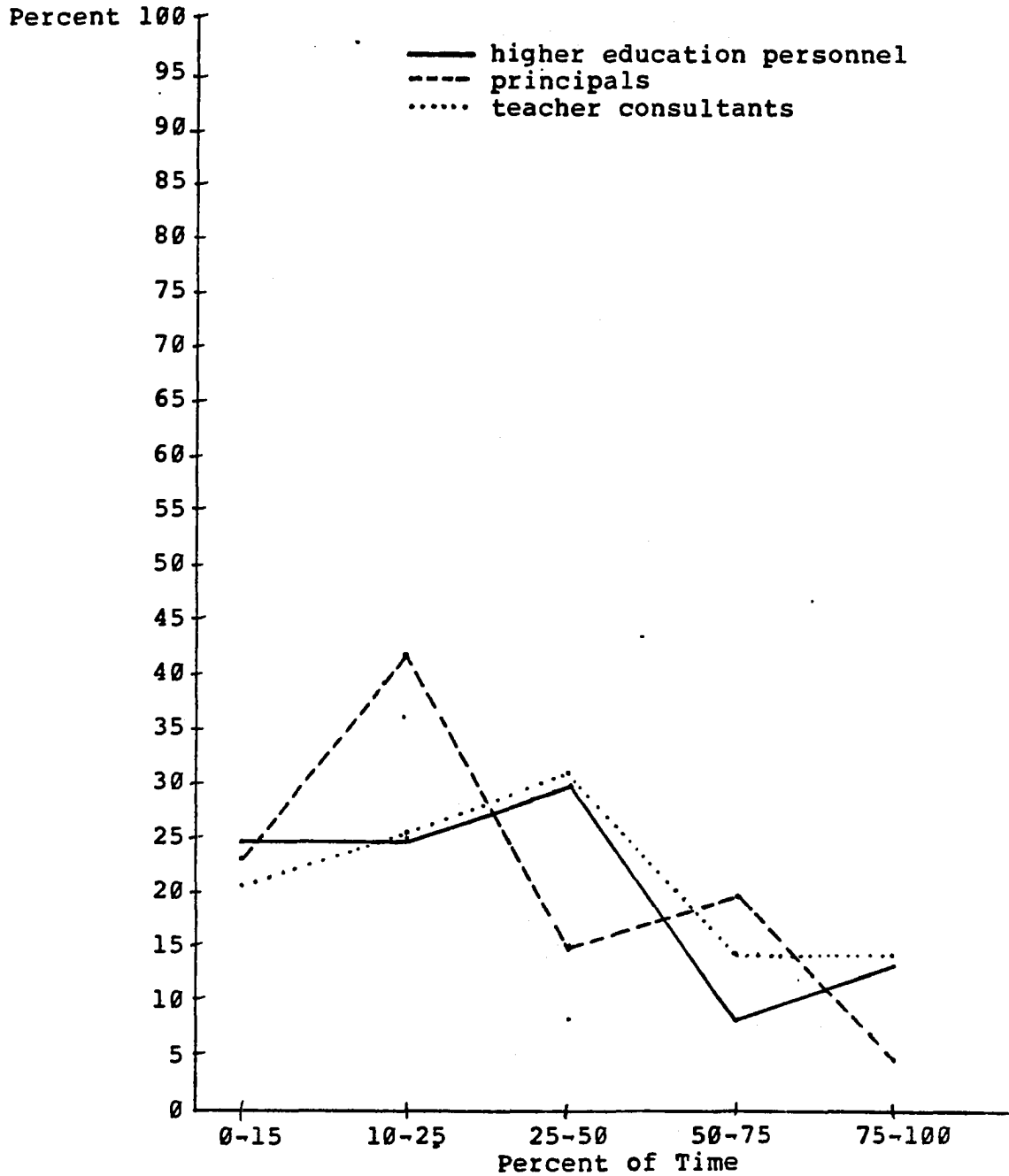
administrators, and teacher consultants.

Assessment responsiblity. The assessment of the entry level teacher is the responsibility of the committee. The survey asked each member of the sample to rate how knowledgeable they considered themselves to be in the area of oral communication competency for teachers. They reported their level of knowledge on a Likert scale of 1 - 5, with 5 representing "highly knowledgeable" and 1 representing "uninformed." The mean scores are shown in Table 10.

TABLE 10

Self Report

Sample	X
Total	3.89
Higher education	3.88
Administration	3.92
Teacher consultants	3.88

Assessment participants. The committee members act as third party observers in the assessment. Of the total sample (N = 80), 25 included self-assessment by the entry level teacher as part of the overall assessment. The percentage of the self-assessment that was devoted to oral communication competency was reported as 0% - 10% by five of the total that included self-assessment (N = 25), seven reported 10% - 25%, eight reported 25% - 50%, three reported 50% - 75%, and two reported 75% - 100% of self-assessment devoted

to oral communication competency (see Appendix F). Figure 7 (page 79) details these results for higher education personnel, administrators, and teacher consultants.

Only four of the total sample (N = 80) included assessment reports of the entry teacher by students of the teacher. Of these four, one (an administrator) reported that 0% - 10% of the assessment by the students was devoted to oral communication competency, one (from higher education) reported 10% - 25%, one (a teacher consultant) reported 50% - 75%, and the last (an administrator) reported 75% - 100%.

Thirty-five of the total sample (80) indicated that assessment reports by staff and/or parents were included in the overall assessment. Of these 35, nine reported that 0% - 10% of the assessment was devoted to oral communication competency, 16 reported 10% - 25%, seven reported 25% - 50%, two reported 50% - 75%, and one reported 75% - 100% of the assessment was devoted to oral communication competency (see Appendix F). Figure 10 (page 80) shows these results and includes that data of higher education personnel, administrators, and teacher consultants.

Assessment report. The analysis of the data show that 37 of the total sample (N = 80) report the oral communication competency of the entry level teacher in levels or degrees reflecting the amount of competence. Forty-three report competency as competence in oral communication as

FIGURE 7

Percentage of Self Reports Devoted to the
Assessment of Oral Communication Competency
by Percent of Responses
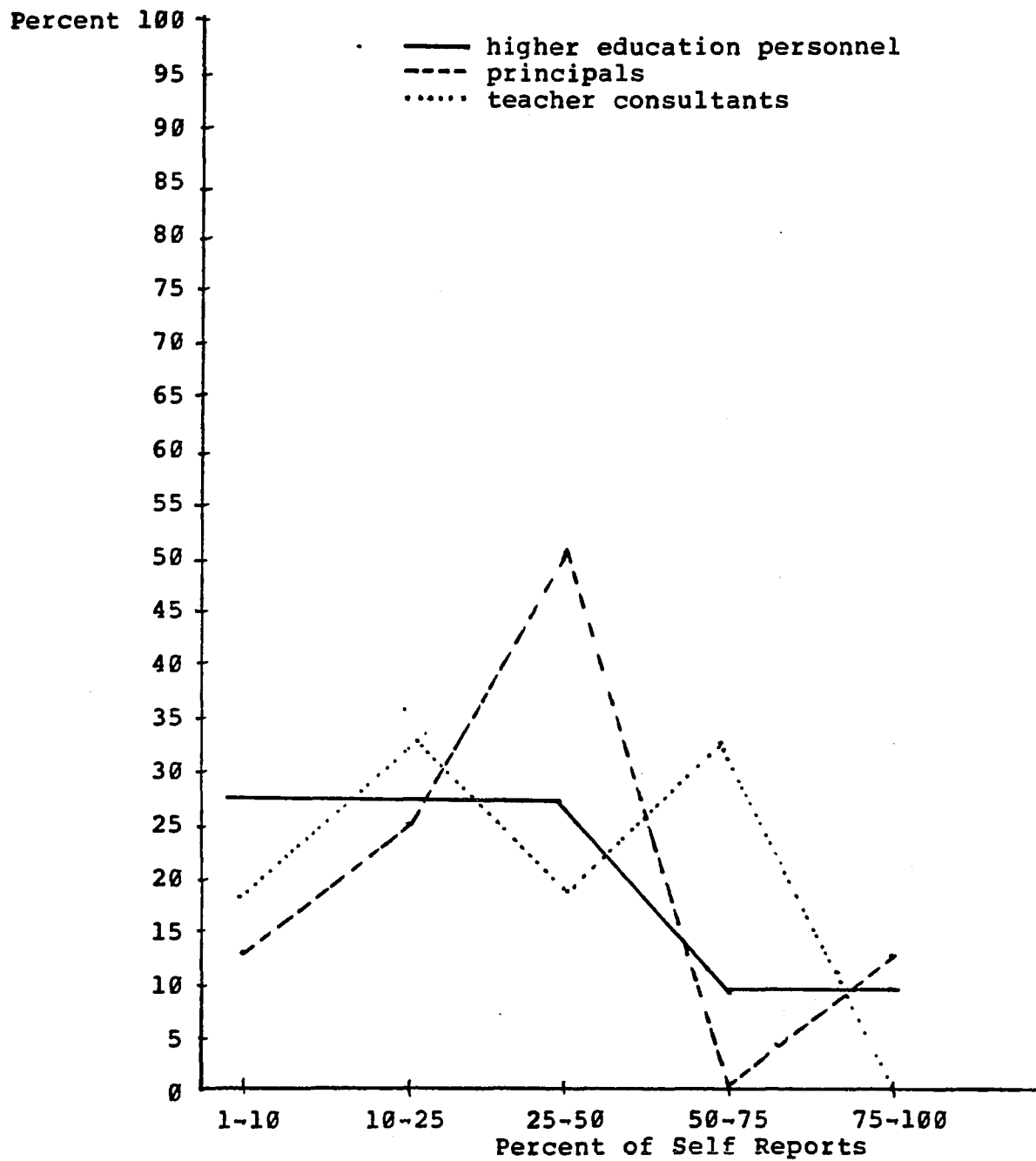
FIGURE 8

Percentage of Staff and/or Parents Reports
Devoted to the Assessment of Oral Communication Competency
by Percent of Responses
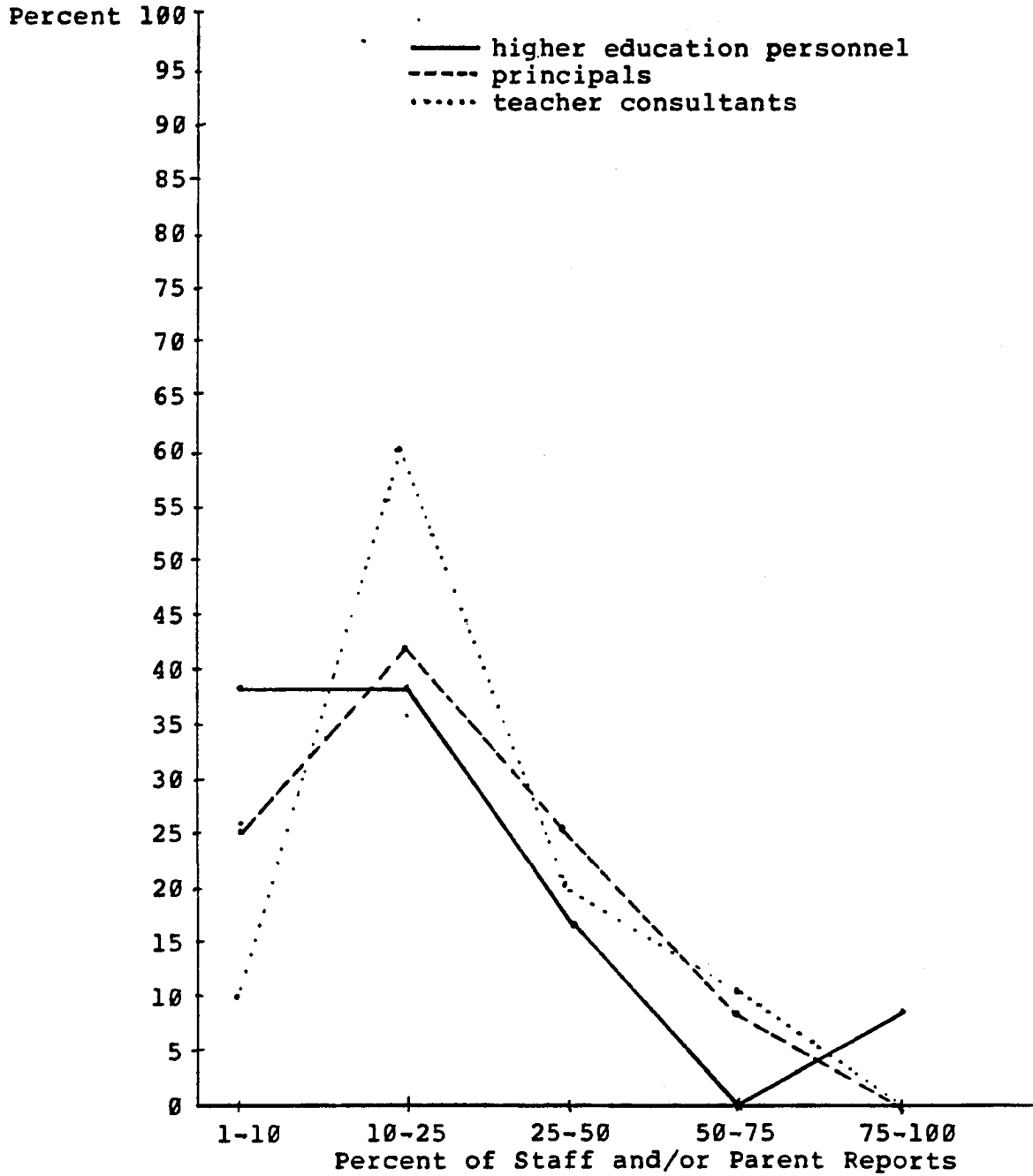
present or absent. The results are summarized with percentages

in Table 11.

TABLE 11

Assessment Report

Sample	Levels/Degrees		Absent/Present	
	Number	Percent	Number	Percent
Total (N = 80)	37	.46	43	.54
Higher education (32)	12	.38	20	.63
Administration (24)	13	.54	11	.46
Teacher consultants (24)	12	.50	12	.50

The survey asked the members of the entry level assistance

committees to report the effect the assessment of oral

communication competency had on the overall assessment

of the entry level teacher's competence. They rated the

effect on a Likert scale where 5 represented great effect

and 1 represented little or no effect. The mean scores

are presented in Table 12.

TABLE 12

Effect of Oral Communication Competency Assessment

Sample	$\underline{X}$
Total	3.78
Higher education	3.81
Administration	3.79
Teacher consultants	3.71

<u>Discussion</u>

<u>Assessment criteria.</u> Almost two-thirds of the sample (64%) assess both knowledge of communication theory as it relates to instruction and the performance of oral communication skills. The remainder of the sample (36%) assess performance only. This result is somewhat surprising given the performance nature of the entry level experience. Interestingly, the reverse exists in the subgroup of higher education personnel. A majority (66%) assess skill only. Administrators and teacher consultants overwhelmingly include both knowledge and performance of skills, 79% and 88%, respectively.

<u>Assessment environment.</u> The assessment environment is the natural classroom and/or school setting. It is assumed that these settings and situations are not simulated for assessment purposes. Nearly all (95%) of the sample report over three live classroom observations. The remaining 5% observed 1 - 2 times and these are solely by higher education personnel. Almost three quarters (74%) of the observations ranged from 30 minutes to one hour in length. Higher education personnel is the only group to report observations of over one hour. Therefore, although higher education personnel make fewer observations, the observations are for longer periods of time. This is not surprising since the administrators and teacher consultants are typically in the same building, whereas the higher education represen-

tative is not based at the school site. Administrators are the only group of the sample to report that 10% or less of their observation time included assessment of oral communication competency (2 of 24 or 8%). Overall, the majority (86%) is distributed evenly between three percentage ranges: 10% - 25%, 25% - 50%, and 50% - 75%. Interestingly, 19% of the higher education personnel report that 75% - 100% of their observation was devoted to oral communication assessment compared to 8% and 4% for administrators and teacher consultants, respectively.

Not all the sample observed the teacher interacting with the staff and/or parents. Of the 9 (N = 80) who reported no observations, 7 were higher education personnel and 2 were administrators. However, 47 (59%) reported 5 or more observations. Twenty-two of the 24 (92%) teacher consultants made 5 or more observations. Again, these results are not surprising given the on site nature of the teacher consultant and the off site nature of the higher education personnel. As would be expected, these observations are shorter in length than the classroom observations. Of the 71 in the sample that made observations with staff and/or parents, 16 (23%) were 5 minutes or less and 42 (59%) were either 10 or 15 minutes in length. The average percentage per observation of interaction with staff and/or parents devoted to assessing oral communication competency is overall less than that of classroom observations. Seventeen

of the 71 (24%) report less than 10%. However, a majority (53%) report between 10% and 50% of the observation time is spent assessing oral communication competency.

Assessment responsibility. On a scale of 1 - 5 (where five represents highly knowledgeable and one represents uninformed), a mean score of 3.89 for the total sample indicates that the sample considers itself knowledgeable in the area of oral communication competency. The subgroup mean scores deviate less than .03 from the mean. While this data is highly subjective, given its self report nature, it indicates that the committees consider themselves capable of assessing the oral communication competency of the enty level teacher.

Assessment participants. A majority of the sample does not include self-assessment reports by the entry level teacher (69%), students of the entry level teacher (95%), or staff and/or parents (56%). The design of the entry level teacher assessment is for third person observation. Therefore, it is not surprising that the interactants with the teacher (students, staff, and/or parents) are not included as assessment participants. Of the 25 (N = 80) in the sample that did include self-assessment reports by the teacher, 5 (20%) reported that less than 10% of the report was devoted to oral communication competency. Fifteen (60%) reported 10% - 50%. Of the 35 (N = 80) in the sample that did include assessment reports by staff and/or parents,

9 (26%) reported that less than 10% of the report was devoted to oral communication competency. Twenty-three (66%) reported 10% - 50%.

Assessment report. The data show that 37 (46%) of the sample (N = 80) report the oral communication competency of the entry level teacher on a continuum reflecting the degree or level of competence. The majority (43 or 54%) report competence as all or nothing, having or not having competence.

Summary. The survey data indicate that, based on a majority, two of the elements are consistent with the proposed construct of oral communication competency for teachers: assessment criteria and assessment environment. Two elements do not meet the proposed construct in a majority of the committees: assessment participants and assessment report. Typically, each committee member will make three or more observations of the entry level teacher. Each observation will last between 30 minutes and one hour. The proportion of time spent assessing oral communication ranges evenly between 10% and 75%. Observations of the entry year teacher interacting with staff and/or parents may number 5 or more, are shorter in length than classroom observations, and oral communication is not as important as in the classroom observations. The committee member as third person observer is most often the only participant in the assessment. Self reports by the teacher, the teacher's

students, staff and/or parents are rarely used in assessment.

Summary

Chapter VII presented the results with discussion of the case study. The final chapter will summarize the case study and provide suggestions for further study of the assessment of oral communication competency for teachers.

CHAPTER VIII

Case Study Summary and Suggestions for Further Study

This chapter provides a brief summary of the case study describing the current procedures used by the state of Oklahoma to assess the oral communication competency of prospective teachers. In addition, it provides suggestions for further study of oral communication competency and assessment.

Case Study Summary

The mandate to assess oral communication competency of prospective teachers in the state of Oklahoma is at two levels: (1) assessment by teacher education institutions for entry into a teacher education program; and (2) assessment by enty level assistance committees for entry into the profession. The case study describes the current procedures used to assess oral communication competency. More specifically, the descriptions focus on the following elements: (1) assessment criteria; (2) assessment environment; (3) assessment responsibility and participants; and (4) assessment report. Survey research techniques were applied at both levels of assessment. Questionnaires were created

and administered to a respresentative of each teacher education institution in the State and to a sample of entry level assistance committee members.

In terms of entry into a program, the results of the data indicate that a majority of (65%) of the twenty schools surveyed include knowledge and performance in the assessment criteria. Thirteen (65%) of the institutions require a basic class for entry and an additional four (20%) require a basic class as part of general education requirements (but not as part of the assessment). Seventeen (85%) of the programs assess the candidate in a natural setting. Approximately 75% (17) include the speech department in the assessment procedure. Also, 75% (17) schools used third person observers and actual interactants (other than self) as participants in the assessment. Only three institutions include self reports of the candidate in the assessment. Further, competence is reported in amounts, levels, and/or degrees at only four institutions.

In terms of entry into the profession, the results of the data indicate that almost two-thirds of the sample of enty level assistance committee members assess both knowledge and performance. Much of the assessment is conducted in naturally occuring classroom situations through observation. The typical committee member makes three or more classroom observations with each observation lasting 30 minutes to one hour. The proportion of time spent assessing oral

communication varies evenly from 10% - 75%. Most committee members will also observe the entry level teacher interacting with parents and/or staff. However, the proportion of time assessing oral communication decreases here with the majority ranging from 10% - 50%. The committee members' mean rating of their oral communication knowledge is a relatively high 3.89 (on a scale of 1 - 5 where five represents highly knowledgeable and 1 represents uninformed). Most of the members rely primarily on their own observations in assessing the teacher with relatively few including reports by other teachers, staff, and/or parents. Even fewer include self reports by the teacher. Finally, less than half (46%) of the members report their assessment of oral communication competency on a continuum reflecting the degree or level of competency.

Suggestions for Further Study

Assessing the oral communication competency of teachers is a rather recent phenomenon. Therefore, numerous avenues of research possibilites exist, most of which can be divided into three categories: (1) replication of this case study; (2) additional descriptive studies; and (3) experimental investigations. In terms of replication, this study attempted to provide a general description of the assessment procedures. This general description, however, does not provide a complete detailed picture. For example, this study described the

assessment criteria in the general terms of knowledge and performance of speaking and listening skills. A more focused study might attempt to describe, categorize, and prioritize the topics of communication knowledge and the specific speaking and listening skills currently assessed. Each of the four assessment elements (criteria, environment, responsibility, and report) could similarly be described in greater detail. In addition, to provide a national picture with greater generalizability, the assessment procedures of other states need to be described in both general and specific detail.

In terms of other descriptive studies, further investigation of the competencies of the effective teacher is warranted. For example, it would be worthwhile to describe the oral communication behavior of the effective teacher in various school environment situations. These descriptive studies might attempt to categorize and prioritize the required oral communication knowledge and skill necessary to be effective in the varying school situations. In this way, teacher education institutions would have identified for them specific knowledge and skills to instruct and assess, thereby increasing the likelihood that the knowledge and skills assessed are that required for competence as a teacher.

In terms of experimental investigations, further research is warranted to provide evidence that competence in oral

communication increases teacher competency. For example, we need to know what effect a teacher with a high oral communication competency rating has on student achievement. Similarly, it is worth knowing what effect a high communication competency rating has on overall evaluations of teachers.

The relative newness of oral communication competency assessment procedures opens many doors for research and study. Replications of this study are required for greater generalizability and increased specificity. Additional descriptive studies would provide more insight into the oral communication knowledge and skills required of the competent, successful, and effective teacher. Other investigations would provide an indication of the importance and effect of oral communication competency for overall teacher competency ratings and student achievement scores.

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APPENDICES

A P P E N D I X   A

Documents Supporting Oklahoma Mandate to

Assess Oral Communication Competency

OACTE SAMPLE INTERVIEW GUIDE FORM

A. Personal Characteristics

		Rarely	Seldom	Sometimes	Often	Almost Always
1.	Friendly					
2.	Cooperative					
3.	Responsible					
4.	Initiative					
5.	Follows Directions					
6.	Dedicated					
7.	Sense					
8.	Rapport					
9.	Self-concept					
10.	Enthusiasm					
11.	Voice Quality					
12.	Communication Skill					

Comments:

B. Commitment to the Teaching Profession (possible questions)

1. Describe your prior experiences and activities with children and youth.
2. Are you a member of a pre-professional organization? Why or why not?
3. Why do you want to teach?
4. What is your philosophy of life and/or teaching?
5. Name two characteristics that you have that will enable you to be a good teacher. What characteristics do you have that you think need improving?

C. Comments or recommendations:

ENTRY LEVEL TEACHER EVALUATION CRITERIA

I. Human Relations

    A. Reacts with sensitivity to the needs and feelings of others.

    B. Helps students build self-awareness and a positive self-concept.

    C. Provides positive reinforcement to students.

    D. Interacts and communicates effectively with parents and staff.

    E. Treats students firmly and fairly while maintaining respect for their worth as individuals.

    F. Develops and maintains rapport with students.

    G. Helps students to understand and accept their similarities and differences.

    H. Shows awareness of the growth and development patterns characteristic of the group taught.

    I. Exhibits a sense of humor.

    J. Attempts to include all class members in classroom activities.

    K. Accepts and/or uses ideas of students.

II. Teaching and Assessment

    A. Organizes time, resources, and materials for effective instruction.

    B. Makes a clear and adequate explanation of material presented and procedures followed, and teacher

expectations for student involvement.

C. Implements a variety of instructional strategies to motivate students.

D. Encourages class participation through interaction with students and feedback.

E. Recognizes and uses opportunities for impromtu teaching.

F. Utilizes valid testing techniques based on the identified objectives.

G. Exhibits enthusiam for the subject matter.

H. Demonstrates initiative and responsibility in changing situations.

III. Classroom Management

A. Maintains classroom discipline.

B. Handles disruptive students effectively.

C. Treats students fairly.

D. Provides an environment conducive to learning.

E. Teacher and students have accessibility to materials and supplies.

F. Physical arrangement of room is attractive and safe as circumstances permit.

G. Teacher makes an effort to include all students through participation, eye contact, and feedback.

H. Students and teacher are courteous and respectful to one another.

I. Gives clear, explicit directions to students.

J. Teacher is careful to the safety of the student.

IV. Professionalism

A. Maintains a friendly, cooperative, and helpful relationship with other employees.

B. Exhibits leadership by sharing knowledge and techniques with other faculty.

C. Works effectively as a member of an educational team.

D. Demonstrates evidence of professional demeanor, scholarship, and behavior.

E. Effectively expresses self in written and verbal communication.

F. Demonstrates appropriate behavior an composure in a variety of situations.

G. Uses current educational theories and practices.

A P P E N D I X   B

List of Accredited Teacher Education Institutions

In the State of Oklahoma and

Respective Representatives for Case Study I

OKLAHOMA COLLEGES AND UNIVERSITIES
WITH APPROVED TEACHER EDUCATION PROGRAMS
INCLUDING REPRESENTATIVES SURVEYED

Barlesville Wesleyan College
2201 Silver Lake Road
Bartlesville, OK   74003
Dr. Pat Clinger

Bethany Nazarene College
6729 NW 39th Expressway
Bethany, OK   73008
Dr. Wayne Murrow

Cameron University
2800 West Gore Boulevard
Lawton, OK   73505
Dr. Billye Van Schuyver

Central State University
100 N University Drive
Edmond, OK   73034
Dr. Kenneth Elsner

East Central Oklahoma State University
Ada, OK   74820
Dr. W.T. Altmiller

Langston University
Langston, OK   73050
Dr. Wessylyne Simpson

Northeastern Oklahoma State University
Tahlequah, OK   74464
Dr. Lloyd Coppedge

Northwestern Oklahoma State University
Box 142
Alva, OK   73717
Dr. Milton Lehr

Oklahoma Baptist University
Shawnee, OK   74801
Dr. Roland Wilson

Oklahoma Christian College
Route 1, Box 141
Oklahoma City, OK   73111
Dr. Lois Exendine

Oklahoma City University
2501 N Blackwelder
Oklahoma City, OK   73106
Dr. Sandra Johnson

Oklahoma Panhandle State University
Goodwell, OK   73939
Dr. James Satterfield

Oklahoma State University
Stillwater, OK   74078
Dr. Steven Marks

Oral Roberts University
7777 S Lewis Avenue
Tulsa, OK   74171
Dr. Sheree Dawson

Phillips University
Enid, OK   73701
Dr. John Ireland

Southeastern Oklahoma State University
Durant, OK   74701
Mr. J. B. Fox, Jr.

Southwestern Oklahoma State University
100 Campus Drive
Weatherford, OK   73096
Dr. Gary Gilliland

The University of Oklahoma
820 Van Vleet Oval
Norman, OK   73019
Dr. Gene Pingleton

The University of Science and Arts of Oklahoma
Box 2748
Chickasha, OK   73108
Dr. Charles Scott

The University of Tulsa
600 S College
Tulsa, OK   74104
Dr. Shirley Robards

A P P E N D I X   C

Panel of Experts

PANEL OF EXPERTS

1. Dr. Wayne Murrow

2. Mrs. Judith A. Spencer

3. Dr. L. Blaine Goss

4. Dr. Gustav Friedrich

A P P E N D I X   D

Survey Questionnnaires

With Respective Cover Letter

^T
Paul W. Sechrist
4820 NW 31st Street
Oklahoma City, OK   73122

May 30, 1984

^F1^
^F2^
^F3^

Dear ^F4^,

I am respectfully requesting an appointment with you or
your designee to conduct a survey interview regarding the
procedures used by ^F2^ to assess oral/speech/ verbal communi-
cation competencies of prospective teachers. I will be
contacting your office by phone within the next two weeks
to schedule an appointment time for the interview.

This survey is part of an independent research project.
The results will be reported as a case study in my doctoral
dissertation at the University of Oklahoma. This survey
is not connected with the State Department of Education
and you are not obligated to participate. However, I would
like to accurately represent each of the state's twenty
teacher education institutions when reporting the results.
Therefore, I hope that you will agree to the interview.
Pre-tests indicate that the time required for the interview
is approximately 30 minutes or less.

Your participation will be appreciated. For your information
and preparation for the interview, I have enclosed a copy
of the interview questionnaire.

Sincerely,

Paul W. Sechrist

ENTRY INTO THE PROGRAM--ASSESSMENT OF BASIC COMPETENCY

Does your institution assess basic oral communication competency as a requirement for entry into a teacher education program?   _____**yes**   _____**no**

If yes, please attach a copy of the policy statement and complete this section.

1. Does this policy require the candidate to complete a basic speech/communication course?
_____**yes**   _____**no**

   If no, go on to question 2.
   If yes, please answer the following questions.

   a. Describe the course or courses that a teacher education candidate may take to meet the course requirement using the following format:

   Dept   Course Title   Hrs.

   _____

   _____

   _____

   _____

   _____

b. What criteria is used to determine competency?

_____successful completion of the course with a minimum grade of_____(grade does not necessarily reflect specific assessment conducted in the class)

_____successful completion of the course with a minimum grade of_____where the grade reflects specific assessment of basic competency

_____other, please describe:_____

_____

_____

_____

2. Does your policy require an interview that includes the assessment of oral communication competency?

_____yes   _____no

If no, go on to question 3.
If yes, please generally describe the assessment procedures used in the interview:

_____

_____

_____

_____

_____

Attach a copy of the interview evaluation form if one is used.

3. Does this policy include specific assessment of oral communication (as part of the course, interview, or some other assessment procedure)?

        _____yes   _____no

If **no,** go on to question 3.
If **yes,** please answer the following questions.

a. Does this assessment include the demonstration of knowledge about communication theory?

        _____yes   _____no

b. This assessment includes the performance of:

    _____basic speaking skills
    _____basic listening skills
    _____both basic speaking and listening skills

c. A judgement is made that is:

    _____based on a continuum of more or less competent or degree of competence

    _____based on having or not having competence

d. Assessment is conducted in:

    _____"live" situations

    _____ simulated situations

e. Assessment is the responsibilty of:

    _____education department and faculty

    _____speech/communication department and faculty

    _____other, please specify:_____

f. The candidate is judged by:

_____third person observation

_____self-report

_____both third person observation and
self-reports

_____by other, please describe:_____

_____

4. Other information regarding the assessment of basic
oral communication competency as required for entry
into a teacher education program:

^T
Paul W. Sechrist
4820 NW 31st Street
Oklahoma City, Oklahoma 73122

May 16, 1984

^F1^

Dear ^F2^,

You have been selected from a random sample of Entry Level
Assistance Committee members to participate in a survey
regarding the evaluation of entry level teachers in the
State of Oklahoma.

This survey is part of an independent research project.
The results will be reported in my dissertation at the
University of Oklahoma relative to the topic of oral/speech
communication competencies for teachers. This project
is not connected with the Oklahoma State Department of
Education and you are not required to participate.

However, with any survey a high level of response is necessary
in order for the results to be valid and worthwhile. Therefore,
I hope you will take the few minutes it requires to check
your responses to 14 questions. If possible, I would like
to have the competed surveys in hand by the end of June.

Your participation in this survey will be appreciated.
A return addressed stamped envelope has been enclosed for
your convenience.

Sincerely,

Paul W. Sechrist

SURVEY OF ENTRY LEVEL ASSISTANCE COMMITTEE MEMBERS

Entry Level Teacher:

Were you the chairperson of this committee?

_____yes

_____no

Instructions. Please answer the questions on the following pages by checking the response that most accurately describes the procedures used by you and/or the committee to assess the oral/speech communication competencies of the entry level teacher.

Oral/speech communication competency refers to the teacher's ability to demonstrate knowledge about the communication process and the ability to perform **verbal and nonverbal** skills in order to function effectively in the school environment. It is, simply, that **communication** knowledge and behavior that effects teaching, learning, and interpersonal relationships. This competency is directly or indirectly related to several items on the evaluation form used by the committee members to evaluate the teacher. For example:

1. Interacts and communicates effectively with parents and staff.

2. Makes a clear and adequate explanation of material presented and procedures followed, and teacher expectations for student involvement.

3. Encourages class participation through interaction with students.

4. Gives clear, explicit directions to students.

5. Effectively expresses self in written and verbal communication.

6. Reacts with sensitivity to the needs and feelings of others.

7. Provides positive reinforcement to students.

8. Maintains a friendly, cooperative, and helpful relationship with other employees.

9. Teacher makes an effort to include all students through participation, eye contact, and feedback.

10. Demonstrates appropriate behavior and composure in a variety of situations.

1. How many **times** have you observed the teacher in a live classroom situation?

_____0
_____1 - 2
_____3 - 4
_____5 or more

2. What was the **average** length of each observation?

_____15 minutes or less
_____30 minutes
_____45 minutes
_____1 hour
_____over 1 hour

3. What **average percentage** of time per observation was spent in evaluating the oral/speech communication competency of the teacher (including, but not limited to, the evaluation of those items listed on the first page of this questionnaire)?

_____0% - 10%
_____10% - 25%
_____25% - 50%
_____50% - 75%
_____75% - 100%

4. a. Did your evaluation of the teacher include **self evaluation reports** (in any form) by the teacher?

_____yes
_____no

If no, go on to question #5.

b. What **percentage** of these self-reports was related to oral/speech communication competency (including, but not limited to, the self evaluation of those items listed on the first page of this questionnaire)?

_____0% - 10%
_____10% - 25%
_____25% - 50%
_____50% - 75%
_____75% - 100%

5. a. Did your evaluation of the teacher include evaluation **reports** (in any form) **by students.**

_____yes
_____no

If no, go on to question #6.

b. What **percentage** of these student reports was related to oral/speech communication competency (including, but not limited to, the students' evaluation of the teacher's performance of the items listed on the first page of this questionnaire)?

_____0% - 10%
_____10% - 25%
_____25% - 50%
_____50% - 75%
_____75% - 100%

6. a. Did you observe the teacher interacting with **staff and/or parents**?

_____yes
_____no

If no, go on to question #7.

b. How many **times** did you observe the teacher interacting with staff and/or parents?

_____1 - 2
_____3 - 4
_____5 or more

c. What was the **average** length of each observation?

_____5 minutes or less
_____10 minutes
_____15 minutes
_____30 minutes
_____45 minutes
_____1 hour
_____over 1 hour

d. What **average percentage** of time per observation with staff and/or parents was related to evaluation the oral/speech communication competency of the teacher (including, but not limited to those items listed on the first page of this questionnaire)?

_____0% - 10%
_____10% - 25%
_____25% - 50%
_____50% - 75%
_____75% - 100%

7. a. Did your evaluation of the teacher include evaluation
        reports (in any form) **by staff and/or parents**?
        _____yes
        _____no

        If no, go on to question #8.

    b. What **percentage** of these reports by staff and/or
        parents was related to the evaluation of the oral/
        speech communication competency of the teacher
        (including, but not limited to those items listed
        on the first page of this questionnaire)?
        _____0% - 10%
        _____10% - 25%
        _____25% - 50%
        _____50% - 75%
        _____75% - 100%

8. How many **times** have you met with the entry level assistance
    committee?
    _____0 - 1
    _____2 - 3
    _____4 - 5
    _____5 or more

9. What was the **average length** of each meeting you attended?
    _____15 minutes or less
    _____30 minutes
    _____45 minutes
    _____1 hour
    _____over 1 hour

10. , What **avergage percentage** of time per meeting was spent
    discussing the oral/speech communication competencies
    of the teacher (including, but not limited, to those
    items listed on the first page of this questionnaire)?
    _____0% - 10%
    _____10% - 25%
    _____25% - 50%
    _____50% - 75%
    _____75% - 100%

11. Was your judgement of the teacher's oral/speech communi-
cation competencies based on:

_____the teacher's **knowledge** of **communication theory** (as demonstrated in interviews/discussions with the teacher)

_____the teacher's **performance** of speaking/listening **skills** (as demonstrated by observing the teacher lecturing, holding class discussions, etc.)

_____combination of **both** of the above

12. Was your judgement of the teacher's oral/speech communi-
cation competency discussed and/or reported in terms of a rating that:

_____scaled the amount of competence in multiple interval levels and/or **degree of competence** (the teacher was judged on a continuum of more or less competent)

_____refected simply **having or not having competence** (the teacher was judged either competent or not comptent)

13. On a scale of 1-5, how knowledgeable do you consider yourself in the area of oral/speech communication theory and/or skills in relation to teaching?

_____ 5 (extremely knowledgeable)
_____ 4
_____ 3
_____ 2
_____ 1 (unknowledgeable)

14. On a scale of 1-5, what effect did the evaluation of oral/speech communication competencies have on the overall evaluation of the entry level teacher?

_____ 5 (great effect)
_____ 4
_____ 3
_____ 2
_____ 1 (little or no effect)

A P P E N D I X   E

Case Study I Data Summary by Institution

Assessment Criteria
For Entry into a Teacher Education Program

	Know-ledge	Speaking Skills	Listening Skills
Bartlesville Wesleyan	x	x	x
Bethany Nazarene	x	x	x
Cameron	x	x	x
Central State		x	x
East Central		x	x
Langston	x	x	x
Northeastern	x	x	x
Northwestern		x	x
Oklahoma Baptist	x	x	x
Oklahoma Christian	x	x	x
Oklahoma City		x	x
Panhandle State	x	x	x
Oklahoma State		x	x
Oral Roberts	x	x	x
Phillips	x	x	x
Southeastern	x	x	x
Southwestern	x	x	x
U of Oklahoma		x	x
U of Science & Arts		x	x
U of Tulsa	x	x	x

Course Requirements
For Entry into a Teacher Education Program

	Dept/Course Title/Hrs/Grade
Bartlesville Wesleyan	SpC*/Fundamentals of Speech/3/D**
Bethany Nazarene	SpC/Basic Public Speaking/3/B** or SpC/Interpersonal Comm./3/B**
Cameron	SpC/Fundamentals of Speech/3/C**
Central State	None required.
East Central	None required.****
Langston	SpC/Effective Speech/3/C** or SpC/Oral Interpretation/3/C**
Northeastern	SpC/Oral Communication/3/C**
Northwestern	None required.****
Oklahoma Baptist	SpC/Oral Comm. & Interp./2/C**
Oklahoma Christian	SpC/Speech Communication I/3/C***
Oklahoma City	None required.****
Panhandle State	SpC/Speech Communication/3/C**
Oklahoma State	None required.****
Oral Roberts	SpC/Oral Communication/C/**
Phillips	SpC/Interpersonal Comm./D/**
Southeastern	SpC/Business & Prof. Speaking/3/C***
Southwestern	SpC/Basic Speech/2/C/*** or SpC/Fundamentals of Speech/2/C***
U of Oklahoma	None required.
U of Science & Arts	None required.
U of Tulsa	SpC/Oral Communication 1013/3/C** or SpC/Oral Communication 1023/3/C** .

* Speech communication or equivalent department.
** Grade does not necessarily indicate results of assessment.
*** Grade does indicate results of assessment.
**** Basic course is not part of entry assessment. However,
a basic course is required in general education.

Interview Time and Percent of Time
Devoted to Assessment of Oral Communication Competency

	Length (Minutes)	Percentage
Bartlesville Wesleyan	15	50 - 75
Bethany Nazarene	15	25 - 50
Cameron	30	0 - 10
Central State	30	50 - 75
East Central	15	25 - 50
Langston	15	75 - 100
Northeastern	10	50 - 75
Northwestern	10	50 - 75
Oklahoma Baptist	15	25 - 50
Oklahoma Christian	15	25 - 50
Oklahoma City	45	50 - 75
Panhandle State	15	10 - 25
Oklahoma State	10	10 - 25
Oral Roberts	60	25 - 50
Phillips	15	50 - 75
Southeastern	30	75 - 100
Southwestern	10	75 - 100
U of Oklahoma	15	25 - 50
U of Science & Arts	10	25 - 50
U of Tulsa	15	25 - 50
Mode	15	25 - 50

Assessment Environment
For Entry into a Teacher Education Program

	Naturally Occurring Only	Simulated Only	Both
Bartlesville Wesleyan			x
Bethany Nazarene			x
Cameron			x
Central State		x	
East Central	x		
Langston		x	
Northeastern			x
Northwestern	x		
Oklahoma Baptist		x	
Oklahoma Christian	x		
Oklahoma City	x		
Panhandle State			x
Oklahoma State	x		
Oral Roberts			x
Phillips	x		
Southeastern			x
Southwestern			x
U of Oklahoma	x		
U of Science & Arts			x
U of Tulsa			x

Department Responsible
For the Assessment of Oral Communication Competency
For Entry into a Teacher Education Program

	Education	Speech	Joint	Other
Bartlesville Wesleyan			x	
Bethany Nazarene		x		
Cameron		x		
Central State				x*
East Central	x			
Langston			x	
Northeastern			x	
Northwestern	x			
Oklahoma Baptist		x		
Oklahoma Christian			x	
Oklahoma City	x			
Panhandle State		x		
Oklahoma State	x			
Oral Roberts			x	
Phillips			x	
Southeastern			x	
Southwestern			x	
U of Oklahoma	x			
U of Science & Arts			x	
U of Tulsa			x	

*academic department of the candidate's major

Assessment Participants
For Entry into a Teacher Education Program

	Third Person & Interactants	Self-Assessment
Bartlesville Wesleyan	x	
Bethany Nazarene	x	
Cameron	x	
Central State	x	
East Central	x	
Langston	x	
Northeastern	x	
Northwestern	x	
Oklahoma Baptist	x	
Oklahoma Christian	x	
Oklahoma City	x	
Panhandle State	x	
Oklahoma State	x	
Oral Roberts	x	x
Phillips	x	
Southeastern	x	
Southwestern	x	
U of Oklahoma	x	x
U of Science & Arts	x	
U of Tulsa	x	x

Assessment Report
For Entry into a Teacher Education Progam

	Levels/Degrees	Having/Not Having
Bartlesville Wesleyan	x	
Bethany Nazarene		x
Cameron		x
Central State		x
East Central		x
Langston	x	
Northeastern		x
Northwestern		x
Oklahoma Baptist		x
Oklahoma Christian		x
Oklahoma City		x
Panhandle State		x
Oklahoma State		x
Oral Roberts	x	
Phillips		x
Southeastern	x	
Southwestern		x
U of Oklahoma		x
U of Science & Arts		x
U of Tulsa		x

A P P E N D I X   F

Case Study II Data Summary Tables

Percentage of Self-Reports Devoted to the
Assessment of Oral Communication Competency

Sample (N)	0-10		10-25		25-50		50-75		75-100	
	#	%	#	%	#	%	#	%	#	%
Total (25)	5	.20	7	.28	8	.32	3	.12	2	.08
Higher education (11)	3	.27	3	.27	3	.27	1	.09	1	.09
Administrators (8)	1	.13	2	.25	4	.50	0	.00	1	.13
Teacher consultants (6)	1	.17	2	.33	1	.17	2	.33	0	.00

Percentage of Staff and/or Parents Reports
Devoted to the Assessment of Oral Communication Competency

Sample (N)	0-10		10-25		25-50		50-75		75-100	
	#	%	#	%	#	%	#	%	#	%
Total (35)	9	.26	16	.46	7	.20	2	.05	1	.03
Higher Education (13)	5	.38	5	.38	2	.16	0	.00	1	.08
Administration (12)	3	.25	5	.42	3	.25	1	.08	0	.00
Teacher Consultants (10)	1	.10	6	.60	2	.20	1	.10	0	.00

Number of Classroom Observations

Sample (N)	1-2 #	1-2 %	3-4 #	3-4 %	5+ #	5+ %
Total (80)	4	.05	39	.49	37	.46
Higher education (32)	4	.13	24	.75	4	.13
Administration (24)	0	.00	10	.42	14	.58
Teacher consultants (24)	0	.00	8	.33	16	.67

Average Length (Minutes) of Classroom Observations

Sample (N)	<15 #	<15 %	30 #	30 %	45 #	45 %	60 #	60 %	>60 #	>60 %
Total (80)	12	.15	23	.29	16	.20	20	.25	9	.11
Higher Education (32)	1	.03	1	.03	7	.22	14	.44	9	.28
Administration (24)	6	.25	8	.33	7	.29	3	.13	0	.00
Teacher consultants (24)	5	.21	14	.58	2	.08	3	.13	0	.00

Percentage of Time Assessing Oral Communication Competency
During Classroom Observations

Sample (N)	0-10%		10-25%		25-50%		50-75%		75-100%	
	#	%	#	%	#	%	#	%	#	%
Total (80)	1	.03	26	.32	21	.26	22	.28	9	.11
Higher education (32)	0	.00	11	.34	9	.28	6	.19	6	.19
Administration (24)	2	.08	8	.33	4	.17	8	.33	2	.08
Teacher consultants (24)	0	.00	7	.29	8	.33	8	.33	1	.04

Number of Observations with Staff and/or Parents

Sample (N)	0		1-2		3-4		5+	
	#	%	#	%	#	%	#	%
Total (80)	9	.11	7	.09	17	.21	47	.59
Higher education	7	.22	4	.13	12	.38	9	.27
Administration (24)	2	.08	3	.13	3	.13	13	.67
Teacher consultants (24)	0	.00	0	.00	2	.08	22	.92

Average Length (Minutes) of Observations with Staff and/or Parents

Sample (N)	<5 # %	10 # %	15 # %	30 # %	45 # %	60 # %	>60 # %
Total (71)	16 .23	14 .20	28 .39	10 .14	1 .01	0 .00	2 .0
Higher education (25)	8 .32	3 .12	8 .32	4 .16	1 .04	0 .00	1 .0
Administration (22)	5 .23	6 .27	9 .41	2 .09	0 .00	0 .00	1 .0
Teacher consultants (24)	3 .12	5 .21	11 .46	4 .17	0 .00	0 .00	1 .0

Percentage of Time Assessing Oral Communication Competency
During Observations with Staff and/or Parents

Sample (N)	0-10 # %	10-25 # %	25-50 # %	50-75 # %	75-100 # %
Total (71)	17 .24	21 .29	17 .24	9 .13	7 .10
Higher education (25)	7 .24	6 .24	7 .28	2 .08	3 .12
Administrators (22)	5 .23	9 .41	3 .14	4 .18	1 .04
Teacher consultants (24)	5 .21	6 .25	7 .29	3 .13	3 .13