

# Competency-Based Tests as a Tool for Teacher Evaluation in Higher Education Institutions

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## Abstract

**Purpose:** This study aims to verify the quality of the teacher competency inventory as a pedagogical competencies measure of teachers in higher education institutions.

**Design methodology:** The development and testing of the teacher competency inventory covered three phases: (1) item generation, (2) dimension identification and data reduction (factor analysis), and (3) scale evaluation. The current study tests its construct validity, using an independent samples t-test, variance analysis, and Anova in two different environments.

**Findings:** Results indicate that the inventory measures unitary constructs and provide its predictive capacity. The developed instrument measures levels of future-oriented pedagogical competencies with comparable reliability and validity.

**Practical implications:** Teacher competency inventory may be applied to teachers' recruitment, selection, development, and performance evaluation with the goal to identify current and required levels of competencies. The inventory allows one to compare teacher competencies with the expected competency profile. Possible differences may indicate deficits or overruns in relation to the expected profile.

**Originality:** Teacher competency inventory is a meaningful tool to improve human resource practices – including recruitment, selection, and teacher performance monitoring – and to indicate the current and required level of competencies. The identified competency gap can help plan teacher development to increase job performance.

**Keywords:** competency test, HR practice, assessment, self-evaluation, teacher evaluation.

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# Teacher Competency Tests

**Elizabeth V. Dubravcic**



## **Teacher Competency Tests:**

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Psychological Techniques for Teachers Don C. Locke, Joseph C. Ciechalski, 1995 First published in 1995 Routledge is an imprint of Taylor Francis an informa company *Teacher Competency Testing and the Teacher Educator* Donald Matthias Medley, 1982 **Preparatory Guide for Special Education** Roberta S. Ramsey, 1997 **Concise Encyclopedia of Special Education** Cecil R. Reynolds, Elaine Fletcher-Janzen, 2004-01-16 The Concise Encyclopedia of Special Education Second Edition is a comprehensive resource for those working in the fields of special education research and practice Featuring reviews of assessment instruments and teaching approaches legal issues overviews of specific learning disabilities dozens of biographies and more this complete desk reference is an indispensable guide for professionals academics and students alike Named an American Library Association Top 25 Reference of the Year in its First Edition The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children Written and edited by highly regarded and respected experts in the fields of special education and psychology this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology neuropsychology medicine health care social work and law Additionally this acclaimed reference work is essential for administrators psychologists diagnosticians and school counselors as well as parents of the handicapped themselves What's new in this edition Comprehensive coverage of new legislation such as Individuals with Disabilities Act IDEA and the Americans with Disabilities Act Cultural competence in Special Education including new material on culturally linguistically diverse students Many new entries including notable biographies new service delivery systems special education laws new assessment instruments cross cultural issues neuropsychology and use of the Internet in research and service delivery Some of the topics covered Academic assessment Achievement tests Addictions Bilingual education Child and adolescent behavior management Counseling with individuals and families with disabilities Early childhood education Gifted education Intelligence tests Mathematics disabilities Psychoeducational methods Rehabilitation Socioeconomic status Special education parent and student rights Traumatic brain injury Teacher Competency Tests Judith S. Lohman, 2003 Discusses what kind of tests

those who wish to become teachers in Connecticut must pass **Assessing Vocational Teachers** Elizabeth V. Dubravcic, 1986 **Sex and Race Differences on Standardized Tests** United States. Congress. House. Committee on the Judiciary. Subcommittee on Civil and Constitutional Rights, 1989 The Courts, Validity, and Minimum Competency Testing George F. Madaus, 2013-12-11 **The Condition of Education**, 1985 The Political Use of Racial Narratives Richard A. Pride, 2024-03-18 Arguing that politics is essentially a contest for meaning and that telling a story is an elemental political act Richard A. Pride lays bare the history of school desegregation in Mobile Alabama to demonstrate the power of narrative in cultural and political change This book describes the public personal and meta narratives of racial inequality that have competed for dominance in Mobile Pride begins with a white liberal's quest to desegregate the city's public schools in 1955 and traces which narratives those of biological inferiority white oppression the behavior and values of blacks and others came to influence public policy and opinion over four decades Drawing on contemporaneous sources he reconstructs the stories of demonstrations civic forums court cases and school board meetings as citizens of Mobile would have experienced them inviting readers to trace the story of desegregation in Mobile through the voices of politicians protestors and journalists and to determine which narratives were indeed most powerful Exploring who benefits and who pays when different narratives are accepted as true Pride offers a step by step account of how Mobile's culture changed each time a new and more forceful narrative was used to justify inequality More than a retelling of Mobile's story of desegregation The Political Use of Racial Narratives promotes the value of rhetorical and narrative analysis in the social sciences and history

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