

Research (evaluation) procedures of the pre-service and in-service education of communication competent teachers

Dragana Bjekic, Technical faculty in Cacak – Kragujevac University, Serbia,
e-mail: dbjekic@tfc.kg.ac.yu

Lidija Zlatic, Faculty of teacher education in Uzice – Kragujevac University, Serbia

Gordana Capric, Institute for Education Quality and Evaluation, Belgrade, Serbia

Abstract: Communication competence is important teacher's formative professional competence. The education of communication competent teachers takes various parts in teachers' educational systems. The complexity of communication education in teachers' pre-service education and teachers' in-service education is caused by the structure of communication competence. Thus, measuring effects of communication skills, knowledge and attitudes development in teachers' education curricula is a complex and multilevel process. The procedures of evaluating communication competence education and procedures of evaluating teaching communication have been developed. Some of these procedures have been applied to teachers' communication competence education.

In the paper, we looked over characteristics of pre-service and in-service education of communication competent teachers. Also, we presented some methods of monitoring and evaluating communication competence education, as well as the specific instruments of evaluating communication competence and education. We considered the applicability of these methods and instruments and suggested some methods, procedures and techniques in evaluating teachers' communication competence pre-service and in-service education.

Key words: teacher, communication competence, teachers' education, procedures of communication education evaluation.

1. Introduction: Teachers' communication competence

In the 20th century teacher professionalism was addressed through analyses of characteristics of successful and unsuccessful teachers as well as desirable and undesirable characteristics of teachers (the earliest phase of systematic research of teachers); then the research of the roles which the teacher had to recognize was dominating (the second phase), and the end of the century was marked by approaches to professional development as an integral process. It is only the 21st century in which professional competence of teachers is being explored more fully.

How can we describe a competent teacher? Teachers' professional competence is the system of knowledge, skills, abilities and motivational disposition which provide the effective realization of the professional teaching activities. Three main domains of professional competence of teachers, which consist of a series of separate competences (Bjekic and Zlatic, 2006) are: educational competence; program (syllabus, content) competence and communication competence.

Communication competence is important teacher's formative professional competence. It is the system of the knowledge, skills, abilities, properties and motivational disposition, which provide the effective communication in the teaching process and the others educational social interactions.

Communication competence is a more special, but widely overlapped construct with basic construct of social competence (Spitzberg and Cupach, 1989); it's considered to be the focal aspect of social competence since the greatest part of social interaction is carried out through communication. The special aspect of teacher communication backed up with technological communication resources (multimedia systems, computers etc), is looked at, in this paper, only as one way of social interaction in teaching, and is not considered separately. We focused on the interpersonal and group communication.

Communication competence integrates two dimensions, cognitive and behavioral, and the basic communication skills. Keatlen Reardon (1998: 76) considers the cognitive dimension of communication competence as a broad concept. Cognitive dimension consists of the awareness process and cognitive processing of information (interpersonal awareness, social perspectives, capturing, cognitive constructs, self-monitoring, empathy, etc.). Behavioral dimension indicates different manifestations of communication competence (interaction involvement, behavior flexibility, listening, communication style, and other behaviour components).

In the study of the professional development of education practioners in South-East Europe (Zgaga, 2005), the teachers from SEE countries assessed that development of communication skills is very important (fourth place of 10 themes). Accordingly faculties and high schools of teachers' education, these competencies and skills very rarely became the part of the programs of teachers' professional improvement (at the end of the list of 10 themes in improvement programs); at the same time, institutions suggest the courses of teachers' professional improvement about teaching methods, learning and assessment, content of academic disciplines etc. most frequently than the communication contents.

The teaching work doesn't make spontaneous socialization of communication competence at the communication level formative to more effective teaching interaction (Bjekic and Zlatic, 2006). It's necessary to teach teachers' communication skills both at the initial education level for the teaching work, and continually in the professional domain.

2. Teachers' pre-service and in-service communication education

Considering the teachers' role, it's obvious that we want to educate the teachers who will be capable of controlling and facilitating classroom communication, communication with colleagues and students' parents effectively. Teachers should develop adequate social skills, conduct wide repertoire of communication strategies, learn and understand causes and consequences of their communication actions, develop abilities to find and apply the best communication alternatives and to make adequate improvisation and redefinition of action plan, taking into consideration new moments in a social situation.

There are similarities and differences between the students of teachers' education institutions and the teachers-workers in schools: students-prospective teachers are preparing to teaching, teachers are practically realizing professional tasks.

In-service teachers have better outlook on their own professional needs since they are more acquainted with the means of professional realization and more aware of the difficulties; when they acquire new contents and skills within training programs, they also may test themselves directly how applicable these are in real situation. The longer they work as teachers, the greater the need for flexibility necessary for any change; thus, they strengthen existing behaviour repertoires and resist the changes. Consequently, correction of teaching behaviour is often necessary.

Teachers-students are more flexible and prone to change their behaviour. They are in the period that is formative for structuring the whole systems of professional behaviour. The programs may be primarily directed towards establishing, but not correcting, behaviour. The effects (the knowledge acquired) are accepted more eagerly in the beginning of professional development.

Therefore, it's necessary to model specific curricula to improve communication competencies of teachers and specific curricula for teachers-students.

There are differences between students-teachers and current teachers, in terms of their educational needs, especially in their insight into social situations of professional teaching in which the communication competence is realized.

In pre-service teachers' education (university courses, pre-service curricula) it's important to develop general communication knowledge, skills, and attitudes. In in-service teachers' education

it's important to develop special communication skills, knowledge, and attitudes in specific school and learning situations.

Some authors differentiated the goals in pre-service education and in in-service education compared it with education and training. Education typically emphasizes the cognitive learning domain, whereas training focus more on the behavioural learning domain. Differences between pre-service education (analogues by Beebe's concept education) and in-service training include the following (Beebe, 2007: 250): (a) education emphasizes knowing, training emphasizes doing; (b) education emphasizes achieving systematic communication knowledge and skills, training emphasizes achieving a certain level of skill attainment; (c) education operates more as an open system in that what is taught has multiple applications in a variety of context, training is more of a closed system in which there are certain right or wrong ways of performing a skill to accomplish a specific task; (d) education is typically linked to achieving wide range of behaviour, training emphasizes requirements to perform specific job; (e) training emphasizes analyzing how to perform skills following prescribed, step-by-step approach; education is typically less concerned with performing a linear sequence of behaviours. What are the differences between preparing for communication training presentation in in-service teachers' education and teaching a university-level communication class in pre-service teachers' education? Although both a classroom and training room may include similar instructional activities, what is presented in a training session should have a direct correlation with what trainees need to do on the job. Effective training should be based upon comprehensive assessment of trainee and organizational needs.

The education of communication competent teachers takes various parts in teachers' educational systems. In the last ten years, there has been much interest in the higher education community to redefine teacher training curricula in order to implement new communication skills and competencies. The criteria according to which teacher training faculty are redefined are the demands that graduate teachers should have strongly developed communication skills, communication knowledge, communication awareness, teamwork skills, etc.

The complexity of communication education in teachers' pre-service education and teachers' in-service education is caused by the structure of communication competence.

2.1. Development of communication education and teaching communication

Teachers' professional competencies are determined by the socio-interactive characteristics of the teaching process. The contents of communicology and the courses from communicology were included gradually at the university teacher education. The whole school systems come to be more awareness of teachers' communication competence improvement as the one of the prerequisites of the teachers' professionalisation. Based on the specific contents and great (essential) significance of the communication skills in learning communication, two models of communication curricula are developed. The evaluation of teaching communication is analyzed: especially we analyzed the difficulties of behavioural evaluation as the necessary part of the monitoring teaching communication effects.

At the beginning of teaching teacher's communication competence, some programs are similar to the training in the field of business communication, and some programs are based on the direct transfer from socio-psychological knowledge to teacher's professional dealing. The latest systematic curriculum development is based on the teacher's job analyses, needs analyses, analyses of teaching social interaction and instructional goals and outcomes. Initialization and realization of these teaching communication activities are started at the middle of the 20th century. At the end of seventies, social-psychological perspective is more important to modify teaching communication. Afterwards, there was a prominent influence of different conceptualizations towards defining curricula and the selection of syllabi for the development of communication competence.

Learning communication skills of different professional groups became, at first, the segment of their professional improvement. It's initiated by the business systems needs (Adler and Elmhurst, 2004). Learning communication competencies has been involved in regular educational process lately. These instructional contents became the part of the university education in the middle of 20th century (Barton and Beck, 2005; Morreale and Backlund, 2002). At the end of 20th century, when communicology became autonomous science, the course at university education level was named "communicology" (the course includes both the learning of the theoretical principles of communication, and learning of communication skills). Then, the specific courses are derived from and named after the specific communication skills to be developed (interpersonal classroom communication, team communication, mass communication, internal communication, external communication).

Realizing the need for more detailed operational communication competence, National Communication Association of USA (Larson et al. 1978; Quianthz, 1990) supported the development and further effectiveness of competences, which referred to communication aptitudes and speaking and listening skills. After the analyses at more than 500 universities, various vocational conferences and through different communication associations, communication competence was viewed as a system of essential and basic communication skills, which were expected as a result and demand of general education during first two years of university; that system was offered as a pivot for development of communication curricula.

One of the essential dilemmas in making a curriculum for development of communication competence of teachers and future teachers is the issue of ratio of the theory and skills presented in the curriculum. Nicholson and Duck (in Vangelisti, 1999: 85-99) solve this dilemma pointing out the advantages of the skills oriented curriculum, however not disregarding the impact and necessity of lecture oriented curriculum. The skills-oriented course is probably most effective with high levels of discussion of issues and ideas; students are encouraged to recognize the relevant communication processes and phenomena in their own relationships and interactions; they are encouraged to recognize, analyze, and respond to situations in their life more effectively; they are encouraged to participate, offer examples from their experience, discussed; students recognize the practical usefulness of these courses in professional activities etc. In such curricula, more time is devoted to activities and practice, as well as to self-evaluation of specific communication competences.

In setting up goals of curricula for encouraging communication competences Sprague (in Vangelisti et al. 1999: 15-31) brings up practical benefits and effectiveness of Bloom's model of taxonomy. In teaching communication, a teacher has to direct the process of learning towards all the levels of recognition and fields of learning, then to observe and evaluate the hierarchical order of development of skills, also to evaluate what has been realized in the teaching process. The aims of the curriculum for development of communication competences are established through behavioral criteria, requiring the following conditions to be met: a) specific goals must be determined by concepts which represent the final expected behavior as a result of learning, b) conditions under which that behavior is presented must be defined and c) the criterion of attaining objectives must be defined.

Communicology curricula of teachers' pre-service education include interpersonal communication level as the main part of the development of communication competent teachers. Mortenson (2007) emphasized that the curricula of interpersonal communication incorporate philosophy, ethics, and exercises geared toward personal growth and awareness; the most of interpersonal communication courses take a transformative approach. The use of ideas and exercises designed to promote personal growth, empowerment, and self-reflection is being incorporated into IP textbooks, and presumably IP courses as well.

The analyses of the curricula at different universities (Bjekic et al. 2007) suggested that the most frequent contents in these curricula are the following: model of communication, characteristics of messages in teaching, channel of teaching communication, verbal communication, nonverbal

communication, active listening, conversation, interpersonal communication, communication in a small group and class, teachers' communication styles and styles of teaching management, communication boundaries, communication rules, assertiveness, empathy.

Specific contents in some courses involves: communicology and disciplines, theoretical issues of communication, written communication, discussion styles, group discussion, debate, group presentation, public speaking, critical listening, skills of problem resolving, strategies of conflict resolving, communication in school team, teachers' communication and managing styles, non-violence and personalized communication, correspondence, etc. Some curricula emphasize the development of oral competencies of student-prospective teachers as the basic domain of communication professional development.

Some curricula suggest acquisition of communication skills, but most of the communication curricula suggest the complex approach to develop communication competencies.

2.2. Status of communication education in teachers' education system in Serbia

The programs of development of communication competencies were gradually taking place in the system of teacher education in Serbia.

Today the development of communication competent teachers is also one of the objectives and outcomes of professional development courses of current teachers and university institutions, which produce prospective teachers. Teaching specific teacher communication competencies first began as a part of development program, which were special types of trainings. The integration of such programs into initial education of teachers gradually started to be implemented not before the beginning of the 21st century and specific syllabi with the intention of promoting communication competence of prospective teachers have been incorporated into students' syllabi for the past 3-4 years. In six faculty of primary school teachers' education in Serbia, only 9 courses of social and communication content are existed after 10 years ago. Now, there are 28 courses of the social and communication content at the same university departments.

At the faculties where primary school teachers are educated, the curricula about the field of development of communication competence are present twofold:

- They are included as special curricular fields in the courses: Educational Psychology, Developmental Psychology, School Pedagogy, Didactics, Teaching practice etc;
- There are separate courses whose main result is the development of communication competence: Fundamentals of communicology, Communication, Mass communication, etc.

On the other hand, faculties which educate experts in education related jobs (school psychologist, teachers in vocational education level etc.) established student programs which define curricula whose objective is to develop communication science and skills. The faculties, which educate prospective teachers mostly, still do not pay enough attention to general teacher education; they neither pay any special attention to development of communication competence of prospective teachers. As at faculty of teachers' education, some of the curricula related to the field of communicology, have been included in psychology and pedagogy for teachers as separate disciplines which empower professional skills of prospective workers in education, but specific subjects are developed as well (Communicology, Communication, Communication skills, Micropedagogy etc.)

The programs, which impel communication competence of current teachers in Serbia, are represented as programs of professional development of teachers authorized by Ministry of Education and proper institutions. The number of these courses (table 1) reflects the increase of awareness of education authorities as well as of the doers of teaching programs themselves about the importance of communication competencies for realization of various teacher roles but for the efficiency of the school as a whole.

Table 1. Communication knowledge and skills in the in-service teacher education (Serbian example)

Development of communication skills in courses of professional development shown in catalogues of in-service educator professional development programs	Programs in catalogues							
	2002/2003		2003/2004		2006/2007		2007/2008	
	f	%	f	%	f	%	f	%
The name of the course indicates that it is designed to develop communication skills, competencies	16	12%	24	7%	19	11%	28	8%
In main objectives and topics of the course it is stated that the program also involves the development of communication skills	17	13%	37	11%	12	7%	50	14%
Objectives and the content of the course specify the development of teaching skills and knowledge which require the development of communication skills as a by-product of the program, but not explicitly pointed	62	48%	205	60%	89	51%	108	30%
Courses in which the development of communication skills is not neither explicitly nor implicitly pointed	44	34%	77	22%	53	31%	174	48%
Total number of courses	129		343		173		360	

Systematic observation of the effects of these courses during the undergraduate studies and during the in-service period still has not been established as a system, but single researches have been carried out.

3. Evaluation of communication education

Measuring effects of communication skills, knowledge, characteristics and attitudes development in teachers' education curricula is a complex and multilevel process. Evaluation of communication education is caused by the locus of measurement, general research procedures, goals of investigations, instruments and specific demands etc. We presented some methods of monitoring and evaluating communication competence education, as well as the specific instruments of evaluating communication competence and education.

The evaluation of the teachers' development communication skills and knowledge programs can be based on the analytic or holistic issues. The evaluation assesses process of development of communication skills curriculum or products of curriculum.

3.1. The methods and procedures of evaluation communication education

The general model of the evaluation teachers' communication education didn't develop. The general procedures of evaluation in teaching are applicable to evaluation of communication education. Than both experimental procedures and systematic observation are applicable to evaluation teaching communication.

The procedures of evaluating communication education and procedures of evaluating teaching communication have been developed (Rubin et al, 2005). Some of these procedures have been applied to teachers' communication education.

A critical feature that distinguishes various measures of evaluation of communication competence education is the locus of measurement. What is the focus of evaluation: communication knowledge, or communication skills, or communication abilities, or communication behaviours, or...?

We can evaluate knowledge of communication education by the norm-referenced measurement and by the criterion-referenced measurement. Smythe et al. (in Vangelisti et al. 1999: 424) compared

norm-referenced to criterion-referenced measurement in communication classes and argued that predetermined criteria are necessary in classroom teaching and evaluation. Rebecca Rubin (in Vangelisti et al. 1999: 426) emphasized the next: post communication criticism stimulates creative thinking and interest in the communication process calls attention to student strengths and weaknesses, gives instructions for improvement, and motivates students to do better in future.

There are three different sources of data that researchers utilize to assess different aspects of communication competence, especially interpersonal competence (Spitzberg and Cupach, 1989): self report, partner's judgment of actor, and third-party observation. None of these perspectives is inherently superior. Indeed, each is subject limitations. The most appropriate perspective depends upon: the researcher's conceptualization of competence, the researcher's purpose, and the researcher's values regarding the trade-offs of benefits and drawbacks associated with each technique.

Actor's self-evaluation - Clearly, the most common approach to assessing interpersonal competence (or its components) is the use of self-reports. The most significant advantage of self-evaluation is that an individual knows more about him or herself than does anyone else. A person's knowledge of how self behaves both over time and across contexts is relatively comprehensive.

Although self-evaluation measures can be stable over time and contexts, they are usually global in nature. Because actors are generally focused outward on the environment and other social participants, actors are not very adept at reporting about specific microscopic behaviors or details. Thus, the self-report of feeling (such as satisfaction) or general behavior pattern is more likely to be valid than the self-report of specific microscope behaviors.

Another problem with self-evaluation of communication competence is that interpersonal competence entails abilities involving accurate social perception (Hazleton and Cupach; Firth, Conger and Dorsey; according to Spitzberg and Cupach, 1989). Spitzberg (1986) compared the correlation between actors' self-ratings of their conversational skills and partner ratings of the actor's skills. When the sample of actors was split according to self-reported skill levels, there were no significant correlations for the actors who self-reported low skills.

Partner's evaluation of actor - Partner reports about actor are analogous to participant observation. When studying interpersonal relationships and social interaction, sometimes the partner ("Other" or "Co-Actor") is more valid judge of an actor's competence than is actor. Because individuals tend to be outwardly focused, the partner is often a better observer than actor of actor's behaviors.

Another point favoring the use of partner reports is that they are consistent with the interactive nature of interpersonal competences. While one's self-perception of competence may prove to be interesting in its own right, knowledge about the quality of one's social performance is uniquely tied to the other social actors who constitute the interpersonal network.

Stressing out the continuous professional development of teachers implies the general attitude that "a successful teacher sees him/herself as a student" (Coultais, in: Cole, 2005:131), and they will be able to improve own teaching if they evaluate it continuously and if they learn from thriving experience of other teachers. This mutual teacher (horizontal) evaluation is possible to be implemented in everyday teaching, and it is a component of the feedback given in some interactive courses and seminars of professional development.

Third-party observation - Third-partner observation of an actor's behavior are some preferred in order to mitigated the subjective biases associated with self and partner reports. Two general strategies are used to obtain behavioral observation: in vivo interaction and semi-naturalistic interaction in the lab.

Observation of in vivo interaction is considered the ideal strategy for behavioral assessment. Ecological validity is maximized by observing behavior in its natural environment. Unfortunately, such research is rare because of its impracticality.

Semi-naturalistic interactions frequently are used to overcome the limitations of in vivo observation. Numerous variations of this method have been used. More structured form of semi-naturalistic interaction is role-playing. Subjects are given description of scenarios and hypothetical prompts. Subject is expected to respond as they think they normally would if actually involved in such situation. While a wide range of hypothetical situations can be covered in brief time, the external validity of subjects' response is unclear at best. Variations of the role-playing methodology are numerous, and the strengths and limitations of this approach have been extensively documented in the literature (according to Spitzberg & Cupach, 1989).

An evaluation of a third-party can take place by systematic observation or by the method of behavioral simulation (which imply the presentation of different hypothetical situations to subjects, to which they have to respond through role-playing or statements about what they would do in such situations). Evaluating by behavioral criteria is considered to be the most adequate in measuring skills. It is clear that decisions are made according to the specific objectives: whether the course develops understanding of simple or complex principles; the use of principles for evaluating already set problems or new ones; or it is about the application of old principles in some new situations.

Goldfries and D'Zurilla (in Spitzberg and Cupach, 1989) have presented possible approaches to developing and structuring behavioral measures for evaluating development of communication competences. There are five steps in their behavioural-analytical model implemented in evaluation teaching communication:

- 1) situation analysis (to develop a list of descriptions of communication situations in a domain or set of domain relevant to the evaluation, example: situations of demonstration communication skills);
- 2) response enumeration (to obtain a representative range of responses to specific situations identified in step one);
- 3) response evaluation (to assess the relative efficacy of the responses to the situations described in step two);
- 4) construction of instrument format (based upon the data collected in steps one through three, a complete instrument package can now be constructed; example: select relevant answers, descriptions of hypothetical situations, coding, etc.);
- 5) instrument evaluation.

Blatt and Greenberg (2007) applied four evaluation techniques of program „Teaching and learning communication skills“: learners' rating of teaching (students opinions of program and teacher using standardized inventory); teachers' pre- and post- self-assessment questionnaire (to assess competence); interaction analyses of feedback skills using videotapes and other-assessment questionnaire (to assess teachers' performance); standardized examinations (to assess communication skills).

Bearing in mind that the courses for impelling communication competences also target at developing knowledge and increasing awareness about communication, as well as communication skills, many research dilemmas have arisen, connected to different approaches to communication competences as well as to inconsistent use of terms. (Spitzberg and Cupach, 1989).

The course objectives determine whether skills or knowledge or combination of the two is the appropriate target for evaluation of communication education/teaching process and products. For the purpose of this paper, "successful outcome is defined as the development of the skills, knowledge and motivation required for independent learning and autonomous professional practice" (Dearnley and Matthew, 2007: 378).

3.2. The instruments of evaluating communication education and teaching communication

Since communication competence is the system of knowledge, skills, abilities, characteristics, attitudes, motivational dispositions that assure successful communication, the same system is the evaluation of programs, which are aimed at their improvement, the whole system of procedure for measuring changes.

Tests of communication knowledge are the occasionally instruments to evaluating cognitive domain in teaching communication.

A various scales apply in communication competence assessment. A most of these scales are usefulness for evaluation of communication competence education. Some of the scales apply as the self-report measures, some of them as other-report measures, but some of them can apply in the both situations.

Spitzberg and Cupach (1989) offer a summary of measures and measuring instruments for evaluating communication competence (81 measures), first of all in the field of interpersonal and group communication. Spitzberg and Cupach emphasize measures which are relevant for domains and skills which are closely related to communication competence or which are considered to be its components, and are necessary in teacher career (assertiveness, empathy, motivation).

Rebecca Rubin et al. (2004), systematically select, describe and analyze applicability of 62 measures for observing and measuring various aspects of communication competence. Grouping the measures in four categories (measures of instructional communication, measures of interpersonal communication, measures of mass communication and measures of organizational communication); they direct our choice of measures for observing, measuring and evaluating the development of teacher communication competence during and after various courses in education and trainings of communication science and skills.

Based on these two representative accounts, the aspects (table 2) of communication competence have been selected and they are relevant for teacher professional practice. For every aspect of communication competence, it is stated how many measures have been shown and analyzed by the above mentioned authors and for every aspect, one measure is given. Some instruments are adapted to use as self-report measurement and other-report measurement in different social context.

Table 2: Review of communication competence measures and measurement instruments

Communication competencies – measures of competence: Spitzberg and Cupach, 1989; Rubin, Palmgreen and Sypher, 2004.	Number of instruments	Self-report	Other-report (observation, horizontal evaluation)
Communication competence (nonspecified)	8	2	6
Interpersonal competence	25	16	9
Communication skills	2	0	2
Conversation dimension of communication competence, speech, verbal, written	11	5	6
Communication satisfaction	2	2	0
Communication adaptiveness and effectiveness	2	2	0
Social intelligence	1	1	0
Social skills	5	5	0
Self-esteem, assertiveness and conflict resolution	7	5	2
Social anxiety, and shyness	4	4	0
Motivation communication competence, affective dimension and empathy (there isn't special instrument for empathy in these reviews)	4	4	0
Interaction awareness, interaction involvement, listening skills	4	3	1
Behavioral component of communication competence	15	7	8
Group and team communication	3	3	0
Teacher communication	3	3	0
Communication competence in specific groups (organizational, intercultural, family, gender, age), heterosocial skills, marital social skills	23	14	9
Role-play communication competence and situational analyses	10	6	4
Biographical measures	1	1	0
Mass and media communication	13	13	0
N	143	96	47

3.3. The methods and instruments of evaluating communication competent teachers education

The evaluation of program for improving communication competence of students-prospective teachers and current teachers requires a differentiated approach because learning communication knowledge and skills during pre-service education and in-service education is very specific. In the both situations, evaluation experiment is applicable.

During student- prospective teacher education, the horizontal evaluation by fellow student is more applicable, restricted situational evaluations. During education- professional enhancement of current teachers, a systematic observing of behavior in real teaching situations is more applicable, the horizontal evaluation in the classroom by the use of report scales, student evaluation, self-report scales etc.

Self-report is probably best used for global judgments of performance, ratings of confidence in one's own abilities, and research into the role of the self-perception in social interaction. However,

self-report doesn't reliable procedure to measure developing of the communication competence domains and components in training procedures (especially in short-term). Thus, self-report is limited in evaluation of the teachers' communication competence pre-service and in-service training and education.

Other-report measures are suitable to monitoring effects of teaching communication in teachers' education. Partner reports are especially appropriate for context-specific or relationship-specific evaluations of behavior. Partner reports are also useful in situation where the interactants acquainted. Example: students, as teachers' social partners, can assess the change in teachers' behaviour after the training by the special assessment scales, by the changes in own social interaction in the class, by the changes in course motivation etc. When the students report about the better communication in the class after the teachers' training, it is one indicator of the communication competence education effects.

Behavioral observation may be most appropriate when the focus is on several microscope behaviors, when complex a priori criteria are being used to evaluate performance, or when social appropriateness of behavior is the exclusive concern of the researcher.

Based on the consideration of the applicability of these instruments in evaluating teachers' communication competence education, comparative studies and ours researches and empirical analyses, we selected the following instruments to monitoring and measuring changing in teachers' communication competence development (students-teachers in pre-service CE and active teachers in in-service CE):

- Self-report instruments: Communicator Style Measure – teacher's (Norton, in Rubin et al. 2004: 134); Communication Anxiety Inventory (Booth-Butterfiels and Gould, in. Rubin et al. 2004: 109-113); Interaction Involvement Scale (IIS by Cegala et al. 1982); Interpersonal Communication Motives Scale (Rubin, Perse and Barbato, in Rubin et al. 2004: 211-216); Interpersonal Communication Satisfaction Inventory (Hecht, in: Rubin et al. 2004: 217-222); Rahim Organization Conflict Inventory (ROCI-II, Rahim, 2001; Pokrajac and Kardum, according to Bjekic and Zlatic, 2006); Team Attitude Inventory;
- Other-report instruments by the supervisors, social partner, colleagues, peers-evaluators, pupils/students: Verbal Immediacy Behaviours Scale (Mehrabian, in: Rubin et al. 2004: 393), Nonverbal Immediacy Behaviours Instrument (Richmond, Gorham and McCroskey, 1987, in: Rubin et al. 2004: 238-241), General assessment of teacher's communication (Zlatic and Bjekic, 2004); Communicative Competence Scale (Wiemann, 1977, in: Rubin et al. 2004: 125-129);
- Indirect measures of changing communication in the classroom only for active teachers: Students/pupils' course motivation scale (Brkovic et al, 1997), Student Motivation Scale (Beatty and Payne, in: Rubin et al. 2004: 343-346); Students/pupils' satisfaction of social interaction, Students/pupils' evaluation of teaching process and teachers; the students/pupils results in instruction etc.

4. Conclusion

It is necessary to teach teachers' communication skills both at the initial education level for the teaching work, and continually in the professional domain. Teachers should develop adequate social skills, conduct wide repertoire of communication strategies, learn and understand causes and consequences of their communication actions. Diagnosis of their communication knowledge, skills and attitudes, is the first step in systematic modelling of communication curricula and training, accordingly to their educational needs and communication competence improvement. At the same time, it is the evaluation measurement of the curricula and training activities. However, measuring effects of communication skills, knowledge and attitudes development in teachers' education curricula is a complex and multilevel process.

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