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ABSTRACT

Groups of teachers in and around Ann Arbor, Michigan identified 143 characteristics a competent elementary school teacher should have in order to teach science. When teacher educators were asked to rate these competencies major discrepancies became obvious. Teacher educators placed a very important value on competencies which were rated low or as having no value by practicing teachers. Such differences in perception become critical when practicing teachers evaluate the performance of student teachers whose goals are more likely to be those advocated by teacher educators. Further, teachers and teacher educators differed significantly in their estimations of when a competency should be attained. Three conclusions can be drawn from this preliminary research: (1) Teacher educators appear to attach less importance to classroom discipline and record keeping and more importance to working with students; (2) Teacher educators appear to believe that competencies should be attained earlier in the student's career; and (3) The differences found between teachers and teacher educators indicate that assessment of the competencies themselves is as important a task as assessing student's attainment of the tasks and should be included in any competency based program. The 143 competencies are included in the Appendix. (EH)

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CBTE: A Critical Look

Evaluating and Assessing Competencies
for Elementary Science Education

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Evaluating and Assessing Competencies
for Elementary Science Education.

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The evaluation and assessment of competencies has two large components. The first is the evaluation of the competency itself, the second is the evaluation of students to find how well they have obtained the stated competency. This paper addresses the former.

Under a grant from the Michigan State Department of Education, the University of Michigan in cooperation with the elementary school teachers in the Ann Arbor, Michigan area developed a list of 230 competencies. The competencies were chosen as "Characteristics a competent elementary teacher should have in order to teach science."¹ Four teams of four to five teachers each were formed to develop the competencies. To first evaluate the competencies, similar competencies from each group were edited to obtain a single competency statement. Then the competencies were ranked by the teachers as to importance for elementary science teaching and how much involvement the University of Michigan should have in developing the competency. Teachers rated the competencies from 1 to 7 in importance and 1 to 4 in University involvement. The ratings of 14 teachers and 4 teacher educators were analyzed. Means and standard deviations were generated

for all competencies. Competencies were removed if two conditions were met. The competency had to be rated less than average in importance and also be rated in the lower quartile for University involvement. Of the 230 competencies, 50 met both conditions and were considered for dropping. Analysis of those competencies considered for rejection indicated a difference in ratings between teachers and teacher educators. To find if the difference in rating was significant, data about the 230 competencies were run through the MIDAS computer program system where a Mann Whitney U Test was performed.² The Mann Whitney U Test was performed because it allows relaxation of parametric assumptions of normality necessary for a small N.³ Of the 230 competencies, 44 (approximately 20%) were significantly different at the $\alpha = .05$ level in either importance for science teaching or University of Michigan involvement. A list of the 44 competencies showing such differences is shown in Appendix I. Competencies which occurred on this list and were included in the list of 50 competencies which were selected for removal were reinstated for purposes of future research.

Independent consensus and editing was done during this time by assessment specialists. The project staff synthesized the products and further reduced the list to a final list of 143 competencies. This list may be found in Appendix II. The impact of differences between teachers in the field and teacher educators to a teacher education program cannot be overstated. As an example, supervising teachers in the field may place a very important value on competencies which have received low or no value by teacher educators. Such differences in perception may create critical problems for student teachers who may not be aware of the source of such problems.

To further explore differences between teachers and teacher educators as they ranked competencies, the sample was increased. The resulting data base consisted of 22 teachers and 18 teacher educators. Analysis of variance indicated that more differences occurred when teachers in areas around Ann Arbor were included (8) and teacher educators not directly involved in science education were included (11). Differences in ratings occurred in 66 of 143 competencies (approximately 46%).

Of interest was the distribution of differences comparing when a competency should be attained. Using modes of the entire sample the competencies were categorized as to when the competency should be obtained. The categories and differences in ratings between teachers and teacher educators are shown in Table 1.

Table 1

Categories and Differences between Teachers and
Teacher Educators on Ratings of Competencies

<u>Category</u>	<u>Differences in Percent</u>
1) Before entering an education program.	40%
2) Initial field experience (observation).	30%
3) Undergraduate education courses.	45%
4) Student teaching.	41%
5) In-service experience.	73%
6) In-service workshops, professional meeting and education courses.	100%

The 66 competencies which indicated a difference in ratings between teachers and teacher educators are shown in Appendix III. Numbers appearing beside each competency indicate the category. The direction of difference is indicated by an asterisk beside each of those competencies rated as more important or should be attained earlier by teacher educators. Note that 25 of 33 competencies (75%) were rated as should be attained earlier by teacher educators. Note also that 22 of 31 competencies (71%) were rated as more important by teacher educators

As can be concluded from this preliminary research, teacher educators appear to attach less importance to classroom discipline and record keeping and more importance to working with students. Teacher educators appear to believe that competencies should be attained earlier in the student's career.

Finally, the differences found between teachers and teacher educators indicate that assessment of the competencies themselves is as important a task as assessing student's attainment of the tasks and should be included in any competency based program.

References Cited

- (1) Berger, C., Roderick, S. and Latz, M. 1975. The Development of a Competency Based Teacher Preparation Model for Elementary Science Education. University of Michigan, Ann Arbor.
- (2) Fox, D. and Guire, K. 1973. Michigan Interactive Data Analysis System. University of Michigan, Ann Arbor.
- (3) Siegal, S. 1956. Nonparametric Statistics for the Behavioral Sciences. McGraw Hill, New York.

APPENDIX I

COMPETENCIES WITH SIGNIFICANT DIFFERENCES
BETWEEN TEACHERS
AND
TEACHER EDUCATORS

18500 UTILIZE FREE AND INEXPENSIVE MATERIALS
18764 UTILIZE PROCESS OF MEASURING (METRIC)
20404 ESTABLISH WITH CHILDREN IMPORTANCE OF APPLYING SCIENCE KNOWLEDGE IN CE
21203 SELECT AND INVOLVE COMMUNITY RESOURCES
22603 PARTICIPATE IN INSERVICE WORKSHOPS
22904 RELATE SCIENCE TO DAILY LIFE
23102 MAINTAIN ROOM CLEANLINESS AND ORGANIZATION WITH CHILDREN
23702 LOCATE AND EVALUATE NEW MATERIALS
24004 EVALUATE ACTIVITY AND REORGANIZE WHEN UNSUCCESSFUL
24404 INCORPORATE ORGANIZATION IN PREPARATION AND ARRANGEMENT OF MATERIALS
25402 SYNTHESIZE RELEVANT MATERIAL INTO THE CURRICULUM
25502 PLAN CHILD-CENTERED ACTIVITIES
25802 MAINTAIN EFFECTIVE CLASSROOM CONTROLS
26023 INCORPORATE FEEDBACK FROM STUDENTS
26604 RESPOND TO UNEXPECTED SITUATIONS EFFICIENTLY AND WITH COMMON SENSE
26803 PREPARE LESSON PLANS AND MATERIALS
28202 EVALUATE PROGRESS ON GOALS WITH INDIVIDUAL CHILDREN AND GROUPS OF CHILDREN
28304 DESIGN SCIENCE MATERIALS FROM TRASH OR JUNK
30944 DEMONSTRATE PROPER CLASSROOM CARE FOR LIVING THINGS
31202 RECOGNIZE POSITIVE STUDENT INFORMATION AND SHARE IT WITH OTHER TEACHERS
31304 UTILIZE MEASURING SYSTEMS WHICH ARE RELEVANT TO STUDENTS
31502 USE LIBRARY RESOURCES OF SCHOOL OR COMMUNITY
31801 PROVIDE ATMOSPHERE FOR RESPECT
32002 UTILIZE IN-SERVICE TRAINING OPPORTUNITIES
32203 ASK DIFFERING COGNITIVE QUESTIONS
32703 ESTABLISH MEDIA CENTER FOR INDIVIDUAL RESEARCH
32902 DEMONSTRATE ABILITY TO EFFECTIVELY COMMUNICATE WITH VARIOUS TYPES OF CHILDREN
33704 DEVELOP IN STUDENTS EXCITEMENT AND ENTHUSIASM FOR SCIENCE
34103 USE A VARIETY OF CLASSROOM OBJECTIVES
34502 VISIT OTHER CLASSROOMS
34704 REGAIN POSITIVE EQUILIBRIUM AFTER DISCOURAGING EVENTS
35504 DEVELOP LESSONS WHICH RELATE TO THE STUDENTS
36804 CONTROL EXPERIMENTAL VARIABLES

36902 USE VARIETY OF AUDIO-VISUAL MATERIALS
37102 DESIGN REALISTIC TESTS AND WORKSHEETS
37201 SELECT COLLECTION MATERIALS CRITICALLY
37804 IDENTIFY VALUE FOR MAINTAINING LIVING THINGS IN THE CLASSROOM
39434 UTILIZE PROCESS OF HYPOTHESIS TESTING
39601 KEEP RECORDS OF MATERIALS
39802 PERFORM DEMONSTRATIONS
40423 FORMULATE ACCURATE UP-TO-DATE RECORDS OF STUDENT ACHIEVEMENT
40803 DEVELOP VOCABULARY OPERATIONALLY (THROUGH USE)
41300 CONSTRUCT SIMPLE EQUIPMENT
41400 UTILIZE PROFESSIONAL JOURNALS FOR INSTRUCTION AND RESEARCH

APPENDIX II

MASTER LIST OF ELEMENTARY SCHOOL
SCIENCE TEACHING COMPETENCIES
BY CATEGORY

MASTER LIST OF ELEMENTARY SCHOOL SCIENCE TEACHING COMPETENCIES
BY CATEGORY

ACADEMIC BACKGROUND

- 193 DEMONSTRATE UNDERSTANDING OF CONSTANT CHANGE
- 197 DEMONSTRATE UNDERSTANDING OF ECOSYSTEMS
- 220 KNOW DEVELOPMENTAL STAGES
- 223 DEMONSTRATE ABILITY TO RESEARCH AND ORGANIZE FACTS
- 239 KNOW CONTENT ENOUGH TO RESPOND TO STUDENT QUESTIONS
- 252 KNOW METHODS OF SCIENTIFIC INQUIRY
- 257 KNOW MICHIGAN MINIMAL PERFORMANCE OBJECTIVES
- 277 DEMONSTRATE UNDERSTANDING OF SPACE AND TIME CONCEPTS
- 298 DEMONSTRATE UNDERSTANDING OF STRUCTURAL PATTERN CONCEPTS
- * 309 DEMONSTRATE PROPER CLASSROOM CARE FOR LIVING THINGS
- 353 DEMONSTRATE UNDERSTANDING OF GEOLOGICAL CONCEPTS
- 375 UTILIZE LOGIC IN SCIENTIFIC INVESTIGATION
- 382 DEMONSTRATE UNDERSTANDING OF CONSERVATION OF MATTER AND ENERGY
- 387 DEMONSTRATE UNDERSTANDING OF INTERDEPENDENCE OF LIVING OBJECTS
- 399 DISCRIMINATE PROPERTIES OF LIVING AND NONLIVING OBJECTS AND CLASSIFY
- 405 DEMONSTRATE UNDERSTANDING OF ENERGY CONCEPTS
- 406 DEMONSTRATE UNDERSTANDING OF INTERACTION CONCEPTS

ASSESSMENT

- 189 EVALUATE APPROPRIATENESS OF MATERIALS AND ACTIVITIES RELATIVE TO THE &
- 210 EVALUATE SCIENCE PROGRAMS
- 230 EVALUATE LESSONS AND TEACHING PROCEDURES
- * 240 EVALUATE ACTIVITY AND REORGANIZE WHEN UNSUCCESSFUL
- 250 ANALYZE SITUATION TO DETERMINE APPROPRIATE ASSESSMENT MODES
- * 260 INCORPORATE FEEDBACK FROM STUDENTS AND PARENTS
- 273 GENERATE CONSTANT FEEDBACK TO STUDENTS
- 281 APPLY CONTINUOUS SELF-EVALUATION PROCEDURES
- * 282 EVALUATE PROGRESS ON GOALS WITH INDIVIDUALS AND GROUPS
- 287 FORMULATE REALISTIC GROUP AND INDIVIDUAL EXPECTATIONS
- 292 EVALUATE USE OF MEDIA
- 356 EVALUATE INTERACTION OF SELF AND STUDENTS
- 367 INVOLVE CHILDREN IN SELF-EVALUATION
- 395 EVALUATE HOW WELL EACH CHILD'S NEEDS HAVE BEEN MET
- * 396 KEEP RECORDS OF MATERIALS
- * 404 FORMULATE ACCURATE UP-TO-DATE RECORDS OF STUDENT ACHIEVEMENT

* Those competencies with significant differences in ratings among teachers and teacher educators.

CLASSROOM MANAGEMENT

- 191 DEMONSTRATE ABILITY TO MANAGE GROUPS OF VARIOUS SIZES
- 216 ORGANIZE CLASSROOM WITH CHILDREN TO PROVIDE LEARNING VARIETY
- 222 ESTABLISH A CREATIVE AND ATTRACTIVE LEARNING ENVIRONMENT
- * 231 MAINTAIN ROOM CLEANLINESS AND ORGANIZATION WITH CHILDREN
- 233 FORMULATE ROUTINES AND CLASSROOM LIMITS WITH CHILDREN
- * 258 MAINTAIN EFFECTIVE CLASSROOM DISCIPLINE
- * 266 RESPOND TO UNEXPECTED SITUATIONS EFFICIENTLY AND WITH COMMON SENSE
- 288 ESTABLISH ENVIRONMENT TO ENCOURAGE ORGANIZATION AND SHARING
- 366 ESTABLISH AN OPEN, RELAXED CLASSROOM ENVIRONMENT
- 370 DEMONSTRATE SENSE OF FAIRNESS THROUGH CONSISTENCY
- 402 ESTABLISH CLASSROOM ENVIRONMENT WHICH DEVELOPS INDIVIDUAL LEARNING

CURRICULUM

- * 187 INVOLVE STUDENTS IN UTILIZING THE PROCESS OF MEASURING (METRIC)
- 192 INVOLVE STUDENTS IN UTILIZING THE PROCESS OF COMMUNICATING
- * 229 ADAPT MATERIAL RELATING TO DAILY LIFE INTO THE CURRICULUM
- 246 UTILIZE VARIOUS SUB-GROUPS OF SOCIETY AND OF THE LOCAL COMMUNITY
- * 254 SYNTHESIZE RELEVANT MATERIAL INTO THE CURRICULUM
- 259 INVOLVE STUDENTS IN UTILIZING THE PROCESS OF OBSERVING
- 284 INVOLVE STUDENTS IN UTILIZING THE PROCESS OF INTERPRETING DATA
- 285 INVOLVE STUDENTS IN UTILIZING THE PROCESS OF CLASSIFYING
- 286 SELECT CONTENT WITH SUFFICIENT DEPTH FOR MULTIPLE ACTIVITIES
- 289 INVOLVE STUDENTS IN UTILIZING THE PROCESS OF PREDICTING
- 294 DEVELOP CONCEPT OF INTERRELATIONSHIP OF ORGANISMS AND THEIR ENVIRONMENT
- * 313 UTILIZE MEASURING SYSTEMS WHICH ARE RELEVANT TO STUDENTS
- 334 DEVELOP AND USE CLEARLY DEFINED PERFORMANCE OBJECTIVES
- 363 INVOLVE STUDENTS IN UTILIZING THE PROCESS OF RECORDING
- * 378 PROVIDE GUIDANCE IN STUDENT MAINTAINANCE OF ORGANISMS IN CLASSROOM
- 381 INCORPORATE READING AND MATH SKILLS
- 392 ESTABLISH CONTENT BACKGROUND APPROPRIATE TO TEACHING LEVEL
- 393 INVOLVE STUDENTS IN UTILIZING THE PROCESS OF FORMULATING HYPOTHESIS
- * 394 INVOLVE STUDENTS IN UTILIZING THE PROCESS OF HYPOTHESIS TESTING

MATERIALS

- *185 UTILIZE FREE AND INEXPENSIVE MATERIALS
- *237 LOCATE AND EVALUATE NEW MATERIALS
- 243 SELECT AND USE APPROPRIATE MEDIA, MATERIALS, AND RESOURCES
- *244 INCORPORATE ORGANIZATION IN PREPARATION AND ARRANGEMENT OF MATERIALS
- 263 PREPARE LIVING MATERIALS FOR CLASSROOM USE
- 276 OPERATE SCIENCE EQUIPMENT
- *283 DESIGN SCIENCE MATERIALS FROM TRASH OR JUNK
- 303 USE RELEVANT PRINTED MATERIALS
- 323 MODIFY MATERIALS FOR CLASSROOM ACTIVITIES
- *327 ESTABLISH MEDIA CENTER FOR INDIVIDUAL RESEARCH
- 332 CONSTRUCT AND CARE FOR AQUARIA AND TERRARIA
- 346 LOCATE SCIENCE EQUIPMENT SOURCES FOR A SPECIFIC CLASSROOM/TEACHER
- 357 FIND APPROPRIATE REFERENCE MATERIAL
- *369 USE AND OPERATE A VARIETY OF AUDIO-VISUAL MATERIALS AND/OR EQUIPMENT
- *372 SELECT COLLECTION MATERIALS CRITICALLY (E.G., ROCKS AND MINERALS)
- 385 PLAN AND ORGANIZE FOR USE OF MANIPULATIVE MATERIALS
- 390 USE A VARIETY OF MATERIALS
- *413 CONSTRUCT SIMPLE EQUIPMENT

PERSONAL DEVELOPMENT (PUPIL OR TEACHER)

- 209 GUIDE CHILDREN IN MAKING REALISTIC GOALS AND CHOICES
- 214 EXPAND PROFICIENCY IN SCIENCE EDUCATION BEYOND PRESERVICE
- *226 PARTICIPATE IN INSERVICE WORKSHOPS
- 290 ORGANIZE EXPERIENCES WHICH WILL GIVE CHILDREN POSITIVE RELATIONSHIPS &
- 308 RECOGNIZE ASSET OF HUMOR AND UNPLANNED DISCOVERY IN CLASSROOM EXPERIENCES
- *318 PROVIDE ATMOSPHERE FOR RESPECT
- *320 UTILIZE IN-SERVICE TRAINING OPPORTUNITIES
- 326 DEVELOP CONTINUING INTEREST IN NEW SCIENCE FINDINGS
- *329 DEMONSTRATE ABILITY TO EFFECTIVELY COMMUNICATE WITH VARIOUS PEOPLE
- 344 APPRECIATE VALUE IN STUDENT RESPONSE
- *345 VISIT OTHER CLASSROOMS
- *347 REGAIN POSITIVE EQUILIBRIUM AFTER DISCOURAGING EVENTS
- 354 DEMONSTRATE FOLLOW THROUGH ON COMMITMENTS
- 359 BE TACTFUL WITH STUDENTS
- 384 SHARE MUTUAL RESPECT FOR SELF AND OTHERS
- 397 RECOGNIZE INDIVIDUAL CHILD'S GOALS, STRENGTHS, WEAKNESSES, NEEDS

PHILOSOPHY

- 321 CREATE AN APPRECIATION FOR THE BEAUTY, WONDER AND OPENNESS OF SCIENCE
- 271 DISTINGUISH BETWEEN VALUE JUDGMENT AND POINT OF VIEW

RESOURCES

- * 217 SELECT AND INVOLVE COMMUNITY RESOURCES
- 232 USE STUDENTS AS RESOURCE
- * 315 USE LIBRARY RESOURCES OF SCHOOL OR COMMUNITY
- 342 USE ENVIRONMENT AS A SCIENCE LABORATORY
- * 414 USE PROFESSIONAL JOURNALS FOR INSTRUCTION AND RESEARCH

SAFETY

- 202 RECOGNIZE AND EVALUATE SAFETY HAZARDS IN EVERYDAY EXPERIENCES
- 251 USE SAFETY PROCEDURES IN SCIENCE EXPERIMENTS AND DEMONSTRATIONS
- 306 KNOW STATE AND SCHOOL SAFETY RULES
- 325 STRUCTURE ACCIDENT PROCEDURES FOR CHILDREN
- 333 DEVELOP SAFETY CONSCIOUSNESS IN THE STUDENTS

TEACHING STRATEGIES

- 186 UTILIZE GAMES AND SIMULATIONS
- 201 PLAN AND CONDUCT FIELD TRIPS
- * 204 ESTABLISH WITH CHILDREN IMPORTANCE OF APPLYING SCIENCE KNOWLEDGE
- 217 USE POSITIVE REINFORCEMENT TECHNIQUES
- 228 USE VARIOUS QUESTIONING TECHNIQUES, COGNITIVE AND AFFECTIVE
- 235 INCORPORATE SPONTANEOUS CLASSROOM CHANGES INTO LESSONS
- * 255 PLAN CHILD-CENTERED ACTIVITIES
- 261 PROVIDE FOR ACTIVE STUDENT PARTICIPATION AND DISCUSSION
- 264 PLAN ACTIVITIES APPROPRIATE TO AVAILABLE TIME
- * 268 PREPARE LESSON PLANS AND MATERIALS
- 275 USE INDUCTIVE AND DEDUCTIVE REASONING
- 279 USE STUDENT'S IDEA TO DEVELOP LOGICAL SOLUTION TO A PROBLEM
- 299 UTILIZE TEACHING BEHAVIORS WHICH MOTIVATE STUDENTS
- 300 DEVELOP QUESTIONING OF CONCLUSIONS
- 310 ASK QUESTIONS APPROPRIATE TO CONTENT AND AGE LEVEL
- 311 FORMULATE MEANINGFUL EXPERIENCE FROM EXPERIMENTAL FAILURE
- 314 INCORPORATE AN ATMOSPHERE OF SCIENTIFIC CURIOSITY AND CONDUCT
- 319 REFRAIN FROM FORCING CONCLUSIONS
- * 322 ASK DIFFERING COGNITIVE QUESTIONS
- 331 ESTABLISH OPEN-ENDED DISCUSSIONS
- 336 USE PUPIL-TEACHER AND PUPIL-PUPIL PLANNING
- * 337 DEVELOP IN STUDENTS EXCITEMENT AND ENTHUSIASM FOR SCIENCE
- 338 USE EXPERIMENTS WHICH UTILIZE THE SCIENTIFIC PROCESSES
- 343 PROVIDE INDIVIDUAL AND GROUP INSTRUCTION
- * 355 DEVELOP LESSONS WHICH RELATE TO THE STUDENTS
- 361 DEVELOP SELF-DIRECTIVE SMALL GROUPS
- * 368 CONTROL EXPERIMENTAL VARIABLES
- 373 PROVIDE A VARIETY OF LEARNING SITUATIONS
- 383 PROVIDE FOR FURTHER STUDENT INQUIRY
- 386 USE PROBLEM APPROACH
- * 398 PERFORM DEMONSTRATIONS
- 401 IMPLEMENT A VARIETY OF ACTIVITIES CONCURRENTLY
- 403 INVOLVE STUDENTS IN OPEN EXPLORATION
- * 408 DEVELOP VOCABULARY OPERATIONALLY (THROUGH USE)

APPENDIX III

COMPETENCIES IN WHICH THERE WERE
SIGNIFICANT DIFFERENCES BETWEEN RATINGS
OF
TEACHERS AND TEACHER EDUCATORS

When the Competency should be First Attained

Before entering an education program

- Develop concept of interrelationship of organisms and their environment. (1*)
- Demonstrate ability to effectively communicate with various people. (1*)
- Regain positive equilibrium after discouraging events. (1*)
- Respond to unexpected situations efficiently and with common sense. (1-)

Initial field experience (observation)

- Use library resources of school or community. (2*)

Undergraduate education courses

- Use professional journals for instruction and research. (3-)

Student teaching

- Use student's idea to develop logical solution to a problem. (4*)
- Develop questioning of conclusions. (4-)
- Guide children in making realistic goals and choices. (4*)
- Involve students in utilizing the process of hypothesis testing. (4*)
- Develop safety consciousness in the students. (4*)
- Develop in students excitement and enthusiasm for science. (4-)
- Develop lessons which relate to the students. (4*)
- Involve students in utilizing the process of measuring (metric). (4*)
- Control experimental variables. (4*)
- Select and involve community resources. (4*)
- Formulate accurate up-to-date records of student achievement. (4*)
- Provide atmosphere for respect. (4-)
- Establish open-ended discussions. (4*)
- Use various questioning techniques, cognitive and affective. (4*)
- Formulate meaningful experience from experimental failure. (4-)
- Incorporate spontaneous classroom changes into lessons. (4*)
- Demonstrate proper classroom care for living things. (4*)
- Provide guidance in student maintenance of organisms in classroom. (4*)

In-service experience.

- Establish with children importance of applying science knowledge. (5*)
- Structure accident procedures for children. (5*)
- Locate science equipment sources for a specific classroom/teacher. (5*)
- Utilize various sub-groups of society and of the local community when planning instruction. (5*)
- Adapt materials relating to daily life into the curriculum. (5-)
- Analyze situation to determine appropriate assessment modes. (5*)

In-service experience con't.

Apply continuous self-evaluation procedures. (5*)

Establish media center for individual research. (5-)

In-service workshops, professional meetings and education courses

Develop continuing interest in new science findings. (6*)

Competencies in which there were Significant Differences
between Ratings of Teachers and Teacher Educators

Importance for Science Teaching

Before entering an education program

- Recognize and evaluate safety hazards in everyday experiences. (1*)
- Demonstrate follow through on commitments. (1*)
- Share mutual respect for self and others. (1*)
- Distinguish between value judgment and point of view. (1*)
- Know methods of scientific inquiry. (1*)

Initial field experience (observation)

- Utilize free and inexpensive materials. (2*)
- Visit other classrooms. (2*)

Undergraduate education courses.

- Plan child-centered activities. (3*)
- Select collection materials critically (e.g., rocks and minerals). (3*)
- Design science materials from trash or junk. (3*)
- Incorporate organization in preparation and arrangement of materials. (3-)
- Construct simple equipment. (3*)
- Use problem approach. (3*)
- Use and operate a variety of audio-visual materials and/or equipment. (3-)
- Prepare lesson plans and materials. (3*)
- Locate and evaluate new materials. (3*)

Student teaching

- Maintain effective classroom discipline. (4-)
- Perform demonstrations. (4-)
- Maintain room cleanliness and organization with children. (4-)
- Evaluate progress on goals with individuals and groups. (4*)
- Utilize measuring systems which are relevant to students. (4*)
- Construct and care for aquaria and terraria. (4*)
- Evaluate activity and reorganize when unsuccessful. (4-)
- Develop vocabulary operationally (through use). (4-)
- Ask differing cognitive questions. (4*)

In-service experience

- Keep records of materials. (5-)
- Incorporate feedback from students and parents. (5*)
- Synthesize relevant material into the curriculum. (5*)

In-service workshops, professional meetings and education courses

Participate in in-service workshops. (6*)

Utilize in-service training opportunities. (6*)

Expand proficiency in science education beyond pre-service. (6*)