



Career Education And The Elementary School Teacher

Frank R. Cross



Career Education And The Elementary School Teacher:

Career Education and the Elementary School Teacher Kenneth B. Hoyt, 1973 *Career Education in the Elementary School and Teaching Methods for Vocational Educators* ,1974 *Teachers and Career Education* Kenneth B. Hoyt, 1976

Concepts and Practices of Career Education in Two Elementary School Districts in Oregon John Harvard Baker, 1974 This study was conducted to discover whether two elementary school districts one committed to career education and the other not committed would show a significant difference in their response to 60 statements about career education and its practice The study was also designed to determine to what degree students and teachers would differ in their response Other important objectives were to ascertain whether the integration of academic and vocational education is perceived as a viable career education method of instruction Additional aims were discerning the characteristics which identify career education generally and career awareness specifically as well as identifying the various methodologies used for career awareness education A questionnaire refined by a jury panel of career educators and two field tests was administered to 140 sixth grade students and 12 sixth grade teachers from each district Responses were given on a five point Likert type of scale The readability level was set at early fifth grade using the Fry graph Means and standard deviations were computed for each item and the data were analyzed to test three hypotheses H1 There is no school effect H2 There is no personal effect and H3 There is no interaction effect The F statistic was the basis for computing the analysis of variance The critical significance level was set at alpha 05 Five H1 hypotheses were rejected twenty H2 hypotheses were rejected and four H3 hypotheses were rejected The data showed that the career education district teachers were much more in agreement with identified career education concepts and practices than were the teachers in the non career district However little congruity was indicated between all students and all teachers concerning career education concepts and practices while considerable agreement between students was indicated Both teacher groups showed less variability of response on their answers than did students The literature indicated a broad definition for career education Career awareness is defined with more agreement Work preparedness was presented by most career education authors as central to the career education movement An integration of various school disciplines was seen as an essential teaching method as was the assimilation of career education into all levels of the existing curriculum In a total school articulation career awareness is presented as the time to become aware of the variety and value of work and the awareness of self within the knowledge of the possibilities in the world of work It was recommended that this or similar studies be made on the elementary junior and senior high levels to determine to what extent the findings of this study might be duplicated The study also points out the need for teacher training institutions to provide more extensive pre and in service career education instruction dealing with both the concepts and practices methodology of career education

A Study of the Career Education Competencies Considered Needed by Elementary and Junior High School Teachers in Selected Schools in Oregon Richard Eugene Holloway, 1972 There

were six major objectives of this study. The first was to identify the common career education competencies that elementary and or junior high school teachers should have as they adopt and utilize the concepts of career education. The second purpose was to identify where in the professional preparation of the teacher it is best to include instruction centered around the development of career education competencies. The third purpose was to investigate the proficiency level that respondents now have for each competency identified. The fourth purpose was to determine if significant differences existed in the responses between schools. The fifth purpose was to determine if selected independent variables were influencing the responses to the questionnaire. The sixth purpose was to determine the extent to which the competencies clustered or grouped together based upon the respondents in the study.

Procedures: A 50 item career education competency questionnaire was developed for gathering the data for this study. The instrument was administered to 30 elementary and 45 junior high school teachers within the state of Oregon. Two five point scales were used which enabled respondents to judgmentally score 1 the level of proficiency now possessed by the respondent and 2 the level of proficiency a teacher should have. There was also a column for respondents to check as to where each competency should be initiated and completed in the teacher training program.

Analysis: Analysis of variance, analysis of covariance and factor analysis were utilized in analyzing the data. The differences and similarities in mean score rating of competencies between elementary and junior high respondents were noted and discussed.

Selected Findings: Selected findings were:

1. Both elementary and junior high school respondents felt that teachers should have at least moderate proficiency in 49 out of the 50 competencies investigated in the study.
2. There were 16 competencies that showed a large difference in mean scores between elementary and junior high school respondents as to the proficiency a teacher should have, eight of which were found to be significantly different. Except for two of these competencies the higher mean score was given by the junior high respondents.
3. The competencies centering around evaluation, manpower trends and theories of career development were ranked low by both elementary and junior high teachers.
4. The competencies centering around resources, dignity of work, life role concept, requirements of occupations, understanding total career education program and reason for education were ranked high by both elementary and junior high teachers.
5. Except for a few competencies no significant difference existed in the responses between elementary schools, junior high schools and between elementary and junior high schools.
6. The R mode factor analysis extracted 42 competencies with factor loadings of .50 or higher. These competencies were named career education competencies and divided into the sub factors: Resources, Evaluation, Instructional Planning, Teaching Strategies, requirements of career and Teaching Strategies, career relationships.
7. The majority of respondents felt that all 50 competencies should be initiated at the undergraduate level and with one exception completed at the graduate in service level.

Selected Conclusions: All 50 competencies investigated in the study can be identified as common career education competencies that elementary and or junior high school teachers should have. There are 14 competencies unique to the needs of junior high teachers and two competencies

unique to the needs of elementary teachers There are 34 competencies common to the needs of both elementary and junior high teachers The preferred place to initiate the development of each competency is at the undergraduate level The preferred place to complete the development of each competency with one exception is at the graduate in service level Selected Recommendations In view of the findings and conclusion of the study it is recommended that 1 instruction centered around the development of career education competencies be initiated in the undergraduate teacher training program 2 all 50 competencies investigated in the study be given consideration in the development of a performance based curriculum the developing of behavior objectives and curriculum material centering around career education concepts 3 a study of this nature be conducted in the near future which focuses upon a competencies of elementary teachers by grade level and b competencies of junior high teachers by subject matter taught Career Education in the Elementary School ,1974

Careers in Education Christopher Benson,1974 Describes the various careers in a school system including those of teacher dietician counselor speech therapist school board member teacher aide custodian bus driver and others

Assessing Teacher Attitudes in Relation to Career Education in the Elementary School Colleen J. Budde,1977

Elementary School Careers Education Frank R. Cross,1974 **Career Education: what it is and how to Do it**

Kenneth B. Hoyt,1972 Teaching for Career Development in the Elementary School Walter Wernick,1973 *Integrating Career Education Into Teacher Preparation* Brenda Braun Even,1976 The Relationship Between the Effects of a Career

Education Teacher Inservice Preparation Program and the Career Awareness of Upper Elementary School Students Myles Edmund Vallejo,1975 **Career Education** Kenneth B. Hoyt,1975 *Project TECE* ,1973 **A Career as a Teacher**

Annalise Silivanch,2010-08-15 Introduces the profession of teaching including its history tools education requirements and areas of specialization *Career Education in the Elementary School* Betty Barr,Jenne Garvey,Nebraska. State Department of Education,1977 **Career Education in the Academic Classroom** Garth L. Mangum,1975 tude des relations entre les

disciplines acad miques math matiques sciences sociales langues vivantes Les concepts d enseignement des professions

Resources in Education ,1977 *Career-long Teacher Education* Peter Burke,Robert G. Heideman,1985

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