OF INTEREST TO TEACHERS

Policy Change for Continuing Education Credit

Because of the seeming inequity and confusion created by allowing only .25 Professional Activity Credits (PAC's) instead of .5 Continuing Education Units (CEU's) of credit for each continuing education test taken by teachers, the North American Division Office of Education is recommending that unions reinstate the practice of conferring 5 contact hours (.5 PAC's) credit for study of continuing education articles offered by THE JOURNAL OF ADVENTIST EDUCATION.

New Standards for Industrial Arts and Technology Education

Comprehensive standards for industrial arts education in SDA schools are now available. Developed and validated during a series of regional workshops attended by more than 400 industrial arts supervisors, teacher educators, and consultants, these standards were field-tested by the participants in their school systems or colleges. As a result of the workshops, Drs. P. John Williams and L. L. Reinholtz, directors of the project, added some standards and deleted others.

The 222 proposed standards were later modified, pilot-tested, and rated by a validation panel, which included teachers, teacher educators, and administrators. Those standards not receiving a 75 percent acceptance standard were considered invalid, and were deleted. The remaining 214 statements are divided into ten major areas: philosophy, instructional program, student populations, instructional staff, administration and supervision, support systems, instructional strategies, public relations, safety and health, and evaluation.

A copy of "Standards for Seventh-day Adventist Industrial Arts Programs" is available from the Technology Education Department at Andrews University (Berrien Springs, MI 49104) for $3.

Pediatricians Say Schools Should Accept AIDS Pupils

"The American Academy of Pediatrics has recommended that most school-age children and adolescents with acquired immune deficiency syndrome and related diseases be allowed to attend school 'in an unrestricted manner.'

"The only exceptions, the A.A.P. said, would be children with AIDS who 'lack control over body secretions, display behavior such as biting, or have open sores that cannot be covered.' These children should not remain in school, the pediatric physicians said. . . .

"Like the Center for Disease Control, the physicians' group opposes mandatory screening of all children for detection of AIDS and AIDS-related diseases.

"The group released the guidelines 'in part to help reassure parents that the problem of AIDS, particularly in children, is not a significant threat,' said Susan Nowicki, the A.A.P.'s director of communications.

" 'Of the more than 13,500 cases of AIDS reported to date, none are known to have been transmitted in the school, day-care, or foster-care setting,' the A.A.P. said in releasing its recommendations.

"The group also recommended that every school adopt 'routine procedures for handling blood and body fluids,' whether or not children with AIDS attend the school."—*Education Week*, vol. V, No. 9, October 30, 1985. Used by permission.

National Task Force Urges Technology Training for Teachers

"Teachers at all levels, from kindergarten through college, should be trained to use technology where appropriate, and each state should have at least one school-based demonstration site to display the best applications of technology, according to a series of recommendations by the National Task Force on Educational Technology.

"The group of 25 industry and education leaders was selected [in 1984] by former Secretary of Education Terrel H. Bell to explore ways that collaboration between the public and private sectors could help improve American education through the use of technology. . . .

"The group agreed that:

• "All current and prospective teachers need to be trained to use technology as a tool for instruction, classroom management, and their own continuing education.

• "Teacher training has to be a cooperative effort among school districts, schools of education, state departments of education, and model centers.

• "Technology should be used to create 'flexible environments that will allow students to move through the curriculum at varying speeds to mastery.'

• "Educators should 'explore changes in basic curriculum made possible by present and emerging technologies and the needs of an information society.'

• "Technology in education means more than computers; it also includes 'old technologies,' such as film-strip projectors, overhead projectors, and other audio-visual aids, and 'emerging technologies,' such as the networking of computers, the convergence of video and computing capabilities, and the use of satellites to

transfer information.

• "Educators must plan for the integration of technology and create budgets that reflect the full cost of that integration, including staff training, software, maintenance, and infrastructure, such as telephone lines for telecommunication.

• "Careful forecasting of technology-driven expenditures should be encouraged 'ensuring that the forecasts and resulting budgets recognize the relatively short life of most hardware, software, and technological training.'

• "The development of software should be a collaborative effort between the public and private sectors, including curriculum specialists, methodology experts, graphic artists, and programmers.

• "Instructional software should be packaged for both school and home use.

• "Extensive field-testing should be conducted before software is marketed.

• "Software-licensing agreements should be developed that address the concerns of industry officials, who complain of illegal copying, and education officials, who contend they cannot afford to buy copies of software programs for every student.

• "The government ought to offer incentives to companies involved in the school market."— *Ibid.*, vol. IV, Nos. 40, 41, August 21, 1985.

Out of Field No Longer
Out of Sight

In a recent study released jointly, the American Federation of Teachers and the Council for Basic Education have emphatically condemned the "misassignment of teachers," or teachers assigned classes out of the field for which they are certified.

"The problem, they admit, is not new, but they contend it threatens the success of education reform. Drawing attention to it, however, also challenges schools and policymakers to consider difficult choices. Should flexibility in assignments be maintained for the sake of efficiency, or should the practice be ended as a way of assuring quality instruction to students?"

AFT President Albert Shanker, saying " 'it is impossible to exaggerate the extent of the issue,' estimates 200,000 teachers currently are assigned to teach courses for which they are not certified. However, this is a calculated guess, because the study emphasizes the lack of data.

"Three-fourths of the states declare such practices pedagogically unsound, but six permit out-of-field teaching without restriction and 15 limit it to a percentage of the school day. Only two states collect reliable data on misassignments (Rhode Island and West Virginia), and only one seems to have penalized districts for the practice (Oregon).

"From the teachers' viewpoint, misassignments are unwise, says Shanker. For one, they make a sham of teacher competency testing. A teacher might be deemed competent in one field, then wind up teaching in another, he points out.

"Also, the practice undermines evaluations. 'There is an unwritten understanding between a supervisor and a teacher that evaluations will not be rigorous when the teacher is out of field. The process of accountability and evaluation is destroyed,' he says.

"While acknowledging the flexibility in state regulations frequently reflects the need to bend circumstances for rural schools, Virginia Robinson, author of the report, says this is only part of the problem. Rural schools are trying to solve their dilemma by sharing teachers and/or using technology, she says. . . .

"The real losers are students, contends [Graham Down, executive director of the Council for Basic Education]. 'A teacher needs to be knowledgeable in a field in order to be a questioning, coaching teacher, not just a talking teacher,' he says. . . .

"Misassignments 'account for a substantial amount of the failure we have in schools,' Shanker believes. And he suggests parents should have to sign permission forms for an out-of-field teacher to instruct their children."— *Education U.S.A.*, September 30, 1985. Reprinted by permission from *Education U.S.A.* Copyright 1985, National School Public Relations Association.

Computer Technology
Reshaping Instruction

By the end of the sixth grade, students should be able to write simple computer programs, concludes a recent report by the National Council of Teachers of Mathematics.

The report, "The Impact of Computing Technology on School Mathematics," looks at the effect of new technology on mathematics instruction and provides guidelines for teachers on how to incorporate new technology into the mathematics curriculum.

The report also recommends that calculators should be routinely available to elementary students in all activities associated with learning, including tests. It suggests that students learn programming and simple programming in Logo or BASIC as early as kindergarten to convey both mathematical and computer concepts.—From *Report on Education Research*, vol. 17, 1985. □