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## Science Teacher Competency Test

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# SCIENCE TEACHER COMPETENCY TEST

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In recent years the nation has shown renewed interest in the quality of its schools. Although concern has been devoted to all phases of education, it is agreed that the skill of the teacher is the key ingredient. Some states have implemented testing programs to weed out incompetents. As yet, little attention has been paid to the specific needs of science teachers. The following competency test is submitted in an effort to remedy this shortcoming. Experienced teachers will be familiar with these situations and will have no trouble selecting the correct answers. A new teacher is not ready for the classroom until he or she has learned how to deal with these routine events. This is a matching test. The candidate should select the correct response from the second list for each student question or comment presented in the first list.

## Student Question or Comment

- |   |   |
|---|---|
| 1. "Is this the hydrochloric acid?"                               | 14. "May we have the answers in advance?"                       |
| 2. "Will this be on the test?"                                    | 15. "Why didn't I get my paper back?"                           |
| 3. "How do you find room temperature?"                            | 16. "What will the test be on?"                                 |
| 4. "Do we have to take notes?"                                    | 17. "How long is the test?"                                     |
| 5. "How are we supposed to know <i>that</i> ?"                    | 18. "Can you drink that?"                                       |
| 6. "Where's the sodium hydroxide?"                                | 19. "Is the test hard?"   |
| 7. "Did you know that the principal is visiting classes today?"   | 20. "Can we go outside today?"                                  |
| 8. "I didn't show my work. I did it in my head!"                  | 21. "Do we <i>really</i> have to do <i>that</i> ?"              |
| 9. "I was absent all last week. Did I miss anything?"             | 22. "Didn't you just make a mistake?"                           |
| 10. "I can't see why you want us to use the factor-label method." | 23. "Mr. Smith's class doesn't have homework over the weekend!" |
| 11. "Will we need our books for the test?"                        | 24. "May I go to the washroom?"                                 |
| 12. "Can we blow something up today?"                             | 25. "Why can't we do it by the honor system?"                   |
| 13. "Is this the same test the other class took?"                 | 26. "I don't have a pencil."                                    |

## Teacher Response

- A. "It's in the sodium hydroxide bottle labeled sodium hydroxide."
- B. "His students aren't as capable as you are."
- C. "It will be *on* your desk first thing tomorrow."
- D. "No. Since you weren't here we decided to cancel class."
- E. "Yes, but I did it on purpose to see if you were paying attention."
- F. "That's a good idea. Let's meet at 3:30."
- G. "If he comes in here and I ask a question, raise your right hand if you know the answer, your left hand if you don't."
- H. "Because you didn't hand one in. It's against school policy to return papers to those who don't turn them in."
- I. "We'll let the class vote on it."
- J. "You probably will. . . but you can't use them."
- K. "Yes, of course." (Hand student a balloon.)
- L. "How are you supposed to know your name?"
- M. "No. You can just memorize everything as we go along if you prefer."
- N. "No. It's really quite soft. You can tear it easily. . . but please don't."
- O. "Yes, but the answers are different."
- P. "That's perfectly all right. Just be sure to staple your head to the paper when you turn it in."
- Q. "No. We cover some material in class and introduce the rest of it on the test. This avoids wasteful duplication."
- R. "Yes, of course you can. . . but I wouldn't advise it. It's a deadly poison."
- S. "Yes."
- T. "It's about 28 centimeters."
- U. "*You* have a problem."
- V. "Did it occur to you to read the label?"
- W. Demonstrate this, with aplomb: Step into the hallway. Insert the thermometer through the doorway into the room.
- X. "Because the teacher has the honor and the students have the system."
- Y. Convince the student by using the method to solve a familiar problem from everyday life. The following is suggested: If one man can jump across a five foot ditch, how many men does it take to jump across a fifteen foot ditch?
- Z. "Yes, here they are: A, B, C, D, and E."

### ANSWERS

- |      |       |       |
|------|-------|-------|
| 1. V | 10. Y | 19. N |
| 2. Q | 11. J | 20. F |
| 3. W | 12. K | 21. S |
| 4. M | 13. O | 22. E |
| 5. L | 14. Z | 23. B |
| 6. A | 15. H | 24. I |
| 7. G | 16. C | 25. X |
| 8. P | 17. T | 26. U |
| 9. D | 18. R |       |

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