

# Teacher-Perceived Availability of Curriculum to Teach Electricity

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## Introduction

A planned curriculum ensures organized, efficient teaching, but it must adapt to stay relevant. Within CTE programs, limited resources and training make this difficult, emphasizing the need for professional development.

## Purpose and Objectives

- Identify teachers' availability of curriculum to teach electrical safety and tool usage
- Identify teachers' availability of curriculum to teach electrical switches and receptacles
- Identify teachers' availability of curriculum to teach making electrical connections
- Identify teachers' availability of curriculum to teach electrical testing



## Results!

### Grand Mean Construct Scores for tools and equipment available to teach electricity

<u>Construct</u>	<u>Pre (n = 80)</u>	<u>Post (n = 80)</u>
<u>Safety Organization</u>	1.73; SD=1.03	3.44; SD=1.12
<u>Receptacles Making Electrical Connections</u>	1.59; SD=0.99	3.36; SD=1.26
<u>Electrical Testing</u>	1.59; SD=0.93	3.16; SD=1.56

1 = None/ Very Poor; 2 = Little; 3 = Good; 4 = Above Average; 5 = Excellent

## Theoretical Framework

Guskey's model of teacher change serves as the theoretical framework for this study (1986). Gueskey's model highlights the effect that professional development has on educators.

## Conclusion

The study found that a day-and-a-half electricity workshop significantly improved SBAE teachers' perceived availability of curriculum for all constructs. This aligns with prior research by Norris et al. (2024) evaluating the value of STEM integration in AFNR pathways. Future research should assess teachers' perceptions after a year of classroom application to better understand the workshop's long-term impact.