



Steps in elaborating the E. B. C. Test

Constanța DUMITRIU, Liliana MĂȚĂ, Iulia Cristina TIMOFTI, Gh. DUMITRIU - University of
Bacău

The issue of developing and evaluating professional competences of beginning teachers is of present interest within Bologna Process. Our study is based on present theories and paradigms regarding initial and continuous training of teachers and it puts a good use of the psycho-pedagogical experience among authors and of our own researches undertaken within the field. The specialty literature doesn't include operational models regarding the development of professional competences by referring to professional standards and to their correlation to the strategies of training. Also, there are no standardized tests to evaluate the competences. This is why our model starts with a redefinition of the general concept of professional competence and specific competences: methodological, communication, career management, technological, evaluation. The model develops and grounds the taxonomy of competences for beginning teachers by referring to their professional standards and roles.

The evaluation test of professional competences among beginning teachers (E.B.C.) is centred upon categories of specific competences and the items evaluate the level of their development among beginning teachers. The elements of novelty and originality for this evaluation test are:

- it has an innovator and integrative character because articulates all categories of specific competences for teachers;
- it has an operational character because it offers different types of items in order to measure each specific competence;
- it has a normative character since it refers to professional standards for didactical career and it allows the evaluation of assimilated competences.

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