

The All Purpose Science Teacher National Council On

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this book provides an evidence based response to how classroom readiness translates into the preparation of future teachers of science it juxtaposes contemporary understanding of programming and practices in initial teacher education in an australian context against international narratives through this this book shifts the understanding of primary science education from a deficit model to one that critically examines challenges and contest what is happening in this space and why it proposes problems of practice in primary science teacher education and then draws on these provocations to provide insights into possible solutions

the basic story line of the stem science technology engineering and mathematics crisis is at this point well known in an increasingly interdependent and technology driven economy america is falling behind a substantial number of students cannot perform basic math u s students lag behind peers in international comparisons of science and math knowledge and skills fewer american students than ever are graduating from college with math and science degrees and there is a shortage of k 12 teachers in stem fields in this paper the national council on teacher quality nctq shows that the problem is deeper still the u s suffers not only because of the math and science teachers we don t have in many cases we also set unacceptably low expectations for the stem teachers we do have based on their high school science licensure requirements many states seem to presume that it is all the same to teach anatomy electrical currents and newtonian physics nctq s analysis of state policies regarding these requirements finds that many states fail to guarantee that biology chemistry and physics teachers have mastered the content they teach most states cling to a loose definition of science teacher ultimately treating specialized science teachers as interchangeable as a result it is necessary to examine preparation and credentialing requirements which as this report shows include some pretty big loopholes for secondary science educators nctq finds in fact that all but 11 states allow secondary science teachers to obtain general science certifications or combination licenses across multiple science disciplines in most cases these teachers need only pass a general knowledge science exam that does not ensure subject specific content knowledge having reviewed each state s secondary school science certification policies this report divides the states into three categories a green light indicates that a state has adequately ensured that its high school teachers possess the content knowledge necessary to teach specific scientific subjects yellow means the state combines subject area science certification with general knowledge science assessments thus allowing teachers to teach specific courses without the requisite content knowledge finally this report exposes states with catch all science certification requirements including some that make no demands on teachers to demonstrate specific content expertise by giving them red lights

this comprehensive book written in an easy to understand language covers the entire syllabus of teaching of biological sciences in particular and science teaching in general in so doing it takes into account the needs of teacher trainees and in service teachers

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this groundbreaking handbook offers a contemporary and thorough review of research relating directly to the preparation induction and career long professional learning of k 12 science teachers through critical and concise chapters this volume provides essential insights into science teacher education that range from their learning as individuals to the programs that cultivate their knowledge and practices each chapter is a current review of research that depicts the area and then points to empirically based conclusions or suggestions for science teacher educators or educational researchers issues associated with equity are embedded within each chapter drawing on the work of over one hundred contributors from across the globe this handbook has 35 chapters that cover established emergent diverse and pioneering areas of research including research methods and methodologies in science teacher education including discussions of the purpose of science teacher education research and equitable perspectives formal and informal teacher education programs that span from early childhood educators to the complexity of

preparation to the role of informal settings such as museums continuous professional learning of science teachers that supports building cultural responsiveness and teacher leadership core topics in science teacher education that focus on teacher knowledge educative curricula and working with all students and emerging areas in science teacher education such as stem education global education and identity development this comprehensive in depth text will be central to the work of science teacher educators researchers in the field of science education and all those who work closely with science teachers

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