THE ALL-PURPOSE SCIENCE TEACHER:

AN ANALYSIS OF LOOPHOLES IN STATE REQUIREMENTS FOR HIGH SCHOOL SCIENCE TEACHERS





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. NCTO'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.

We aren't arguing that it is impossible for a talented teacher to be proficient in all scientific subjects. And we certainly aren't arguing that more paper credentials are the needed fix. If teachers were truly evaluated based on their effectiveness, how they acquired their subject-matter knowledge would be irrelevant. No matter what their majors or paths into teaching, if teachers were required to pass rigorous tests of content knowledge in the specific fields of science they are tasked to teach, there might not be reason for alarm. But more often than not, this is not what happens and not what states require.

As a result, it is necessary to examine preparation and credentialing requirements, which, as we show, include some pretty big loopholes for secondary science educators. NCTO 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.

The All Purpose Science Teacher National Council On

Yan Bai

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Examining the Phenomenon of "Teaching Out-of-field" Linda Hobbs, Günter Törner, 2019-01-01 This book identifies and surveys the major themes around out of field teaching that is teaching subjects or year levels without a specialization This has been an issue in many countries for some time yet until recently there has been little formal research and poor policy responses to related problems This book arises out of collaborations between members of an international group of researchers and practitioners from Australia Germany Ireland England South Africa Indonesia and the United States Cross national comparisons of ideas through case studies descriptions of practice and research data interrogates the experiences practices and contexts relating to out of field teaching In particular the book considers the phenomenon of out of field teaching in relation to national policy contexts local school leadership practices professional development The book represents an essential contribution on a highly topical issue that has implications for quality and equitableeducation around the globe The Art of Teaching Science lack Hassard, Michael Dias, 2013-07-04 The Art of Teaching Science emphasizes a humanistic experiential and constructivist approach to teaching and learning and integrates a wide variety of pedagogical tools Becoming a science teacher is a creative process and this innovative textbook encourages students to construct ideas about science teaching through their interactions with peers mentors and instructors and through hands on minds on activities designed to foster a collaborative thoughtful learning environment This second edition retains key features such as inquiry based activities and case studies throughout while simultaneously adding new material on the impact of standardized testing on inquiry based science and explicit links to science teaching standards Also included are expanded resources like a comprehensive website a streamlined format and updated content making the experiential tools in the book even more useful for both pre and in service science teachers Special Features Each chapter is organized into two sections one that focuses on content and theme and one that contains a variety of strategies for extending chapter concepts outside the classroom Case studies open each chapter to highlight real world scenarios and to connect theory to teaching practice Contains 33 Inquiry Activities that provide opportunities to explore the dimensions of science teaching and increase professional expertise Problems and Extensions On the Web Resources and Readings guide students to further critical investigation of important concepts and topics An extensive companion website includes even more student and instructor resources such as interviews with practicing science teachers articles from the literature chapter PowerPoint slides syllabus helpers additional case studies activities and more Visit http www routledge com textbooks 9780415965286 to access this additional material

What are the Needs in Precollege Science, Mathematics, and Social Science Education?, 1980 What are the Needs in Precollege Science, Mathematics, and Social Science Education? National Science Foundation (U.S.). Directorate for Science Education. Office of Program Integration, 1980 The All-Purpose Science Teacher National Council on Teacher Quality, 2010 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 National Science Education Standards National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, National Committee on Science Education Standards and Assessment, 1996-01-07 Americans agree that our students urgently need better science education But what should they be expected to know and be able to do Can the same expectations be applied across our diverse society These and other fundamental issues are addressed in National Science Education Standards a landmark development effort that reflects the contributions of thousands of teachers scientists science educators and other experts across the country The National Science Education Standards offer a coherent vision of what it means to be scientifically literate describing what all students regardless of background or circumstance should understand and be able to do at different grade levels in various science categories The standards address The exemplary practice of science teaching that provides students with experiences that enable them to achieve scientific literacy Criteria for assessing and analyzing students attainments in science and the learning opportunities that school science programs afford The nature and design of the school and district

science program The support and resources needed for students to learn science These standards reflect the principles that learning science is an inquiry based process that science in schools should reflect the intellectual traditions of contemporary science and that all Americans have a role in improving science education This document will be invaluable to education policymakers school system administrators teacher educators individual teachers and concerned parents **Vocational Education** ,1979 **Resources in Education** ,1999 Historical Outlook ,1921 **Professional** Development Jack Rhoton, Patricia Bowers, 2001 There s got to be more to professional development than in service workshops This thoughtful book paves the way to change It shows the circumstances under which professional development has the most impact on student learning reviews programs that work and offers practical ideas about how professional development can sustain science education reform Research in Education ,1974 Hearings, Reports and Prints of the Senate Committee on Labor and Human Resources United States. Congress. Senate. Committee on Labor and Human Resources.1979 Resources in Education .1990 **Proceedings of the ... Annual Meeting of the National** Council of Education National Council of Education. Meeting, 1896 The Science Teacher ,1967 Some issues are accompanied by a CD ROM on a selected topic Federal Register ,1981-02-17 The High School Teacher, 1927 Physical Science Teacher's Desk Reference Prentice-Hall Staff,1993 National Education Goals, 1990 Nios Summary Deepak Meena,

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