

2012 NATIONAL RECOGNITION REPORT

Initial Preparation of Science Teachers

NCATE recognition of this program is dependent on the review of the program by representatives of the National Science Teachers Association.

COVER PAGE

Name of Institution

Date of Review

MM DD YYYY

 / /

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Condition

Program Covered by this Review

Grade Level⁽¹⁾

(1) e.g. Early Childhood; Elementary K-6

Program Type (First Teaching License or Unspecified)

Title for State License for which candidates are prepared, including science areas licensed to teach.⁽²⁾

(2) i.e., Single Field -Biology; Dual Field -- Biology and Chemistry; Broad Field, Integrated Science, etc.

Degree or Award Level

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Not nationally recognized

If decision is "nationally recognized with conditions," list all conditions to recognition here.

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes
- No
- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

PART B - STATUS OF MEETING SPA STANDARDS

NSTA Standard 1

Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

Preservice teachers will:

1a) Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

1b) Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.

1c) Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

Met

Met with Conditions

Not Met

Comment:

NSTA Standard 2

Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

Preservice teachers will:

2a) Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.

2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

2c) Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Met

Met with Conditions

Not Met

jm

jm

jm

Comment:

NSTA Standard 3

Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

Preservice teachers will design a Unit of Study that:

3a) Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.

3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

3c) Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

3d) Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Met

Met with Conditions

Not Met

Comment:

--

NSTA Standard 4

Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

Preservice teachers will:

4a) Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

4b) Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

4c) Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

Met

Met with Conditions

Not Met

jñ

jñ

jñ

Comment:

--

NSTA Standard 5

Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

Preservice teachers will:

5a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

5b) Provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

5c) Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Met Met with Conditions Not Met
jn jn jn

Comment:

NSTA Standard 6

Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Preservice teachers will:

6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

Met Met with Conditions Not Met
jn jn jn

Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

NSTA standards addressed in this entry could include (but are not limited to) Standards 1, 2, 3, and 4. Information from Assessments #1 and #2 should provide primary evidence in this area.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge and skills

SPA standards that could be addressed in this entry include Standards 3, 5, and 6. Information from Assessments #4, #5, and #6 should provide primary evidence in this area.

C.3. Candidate effects on P-12 student learning

SPA standards that could be addressed in this entry include but are not limited to Standards 4 and 5. Information from Assessments #4 and #5 should provide primary evidence in this area.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

PART E - AREAS FOR CONSIDERATION

Areas for consideration

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the Board of Examiners:

Please click "Next"

This is the end of the report. Please click "Next" to proceed.