TECP81C : Methods/Student Teaching for Middle/Secondary School Science Teachers

Prepares prospective teachers for teaching science at the middle/secondary school level. Developmentally appropriate content, strategies, and methods of instruction will be discussed with emphasis on the implementation in the student teaching placement. This course also requires a full-time placement in an educational setting appropriate for the intended certification area. Students work toward mastery of attitudes, techniques, and professional practices for successful teaching. A college supervisor and a field-based professional provide supervision. This course addresses specific N.H. state standards for certification in the following content areas: Biology, Chemistry, General Science, Earth Science, Physical Science, Physics, and Professional Education Standards (N.H. Standard Ed 610).

Credits 12

Lab/Practicum/Clinical Hours 30

Lecture Hours 2

Prerequisites

Students are required to pass prerequisite courses with a grade of C or higher. Exceptions apply; please consult your department chair.

Completion of previous coursework in TECP and permission of TECP director

Learning Outcomes

- Plan for learning facilitation, drawing upon knowledge of content area standards, cross- disciplinary skills, learners, the community, and appropriate pedagogy to plan learning experiences in science.
- Apply central concepts, tools of inquiry, and the structure of the discipline of science teaching.
- Ensure an inclusive Science learning environment that allows each learner to reach his or her full potential.
- Use multiple methods of assessment to engage learners in their own growth, document learner progress, provide learner feedback, and inform the educator's ongoing planning and instructional practices.
- Understand learning facilitation strategies by using of a variety of strategies and tools to encourage learners to develop deep understanding of the content areas and their connections to other disciplines.
- Reflect on professional practice as demonstrated by being a practitioner using evidence to continually evaluate his or her practice.