

Service Learning Project
ISU Physics Teacher Education Program

Physics 209 – *Introduction to Teaching High School Physics*

Coordinator/Consultants:

Carl J. Wenning, Physics Teacher Education Program

Jim Kinsella, University High School

Lawrence McBride, ISU Department of History

Chuck Lormis, ROE Regional Alternative School

As part of the orientation, induction, and quality-control process for teacher education at Illinois State University, physics teacher education majors are required to participate in and successfully complete a 25-clock-hour Service Learning Project. Students will receive twenty-five (25) clinical experience hours for full and successful participation. Additional hours are credited if they are appropriately documented.

Teacher candidates will “work collaboratively with other candidates and clinical faculty to critique and reflect on each others’ practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates’ exploration of their knowledge, skills, and dispositions related to all students. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups in classrooms and schools” (NCATE Standards, Chapter 2, page 27).

Experiences of the Service Learning Project will include but are not restricted to the following structured activities taken from the *Clinical Experiences and Student Teaching Handbook* and the *Illinois Professional Teaching Standards*.

- Interviewing and observing teacher practice
- Tutoring students
- Constructing grading rubrics
- Grading of homework, labs, quizzes, exams, etc.
- Setting up or taking down of demonstrations/labs
- Assisting with demonstrations/labs
- Researching new demonstrations/laboratory activities
- Learning/teaching new computer software/hardware
- Teaching minor components of class and/or laboratory activities.
- Working with students with exceptionalities and from diverse ethnic, racial, gender, and socioeconomic groups.
- Assessing the efforts of student peers
- Assisting with extracurricular duties
- Self-assessment of personal practice on student learning.
- Demonstrate required teaching competencies (knowledge, skills, dispositions) outlined in national, state, and professional standards.

Assessment of teacher candidate practice will include the following components: NCATE Standards 1 and 2, and the ISU Teacher Education's conceptual framework *Realizing the Democratic Ideal*. Students are expected to demonstrate a sense of responsibility, reliability, commitment, and interest in teaching all students. Daily reflections will be required of each student in the form of a journal entry, one per hour of SLP work. Teacher candidates will critique and reflect upon their own and each others’ practice and their effects on student learning with the goal of improving practice. Personal reflections will be required in the form of a daily work log and journal, bi-weekly reports, and essays relating to “Realizing the Democratic Ideal” and “Why I Want to Become a Teacher.” All Physics Teacher Education majors enrolled in the required course Physics 209 must successfully complete this *Service Learning Project*. Failure to do so will prevent the student’s enrollment in ISU’s Teacher Education program. Students not enrolled in Teacher Education are barred from enrolling in the following required courses: Curriculum & Instruction 216, Physics 311, and Student Teaching in Physics 399.72.