

PHY 209 – INTRODUCTION TO TEACHING HIGH SCHOOL PHYSICS

Essay Requirements and Scoring Rubric

Why I (Don't) Want to be a Teacher
&
How I Will Implement the Democratic Ideal as a Teacher

You are required to develop, revise, and submit two essays that deal with you becoming a high school physics teacher. Each essay should be 3 - 5 pages in length, and should be double-spaced with 1-inch margins, and 12 pt. font such as Times or Times New Roman.

You should address, at a minimum, the following points in your *Why I (Don't) Want to be a Teacher* essay. Please number and head each of your responses in this essay with the points below. Feel free to include additional information and reflections by adding additional enumerated points.

1. Describe who and/or what first made you first think about becoming a teacher.
2. Describe what recent experiences have helped affirm your belief that you want to be a teacher (or have made you decide you don't want to be a teacher).
3. Describe what it takes to be a good teacher and explain whether or not you have what it takes to become a good teacher.
4. Describe how the NSTA standards discussed in this course have been displayed and/or not displayed during your PHY 209 experience, and how this makes you feel.
5. Describe any resolutions you have arrived at as a result of your PHY 209 Service Learning Project.

You should address, at a minimum, the following points in your *How I Will Implement the Democratic Ideal as a Teacher* essay. Please number and head each of your responses in this essay with the points below. Feel free to include additional information and reflections by adding additional enumerated points.

1. Describe how you have shown a commitment to teaching as expressed by actions (e.g., dedication, enthusiasm, responsibility, leadership, dynamism, inventiveness, etc.)
2. Describe how you have exhibited a willingness to work with all students, regardless of exceptionality (ethnic, racial, gender, language, religious, socioeconomic, etc.)
3. Describe how you have shown a willingness to work with all students, regardless of physical or mental disability or handicap.
4. Describe how you have shown a positive disposition toward and an ability to collaborate ethically and effectively with others.
5. Describe how you have shown reverence toward learning and a seriousness of personal, professional, and public service.
6. Describe how relate all the above to how you will implement the Democratic Ideal as a high school teacher.

You must submit each essay at least twice, maybe three times, to one of your PHY 209 peers. You may do so similarly with your PHY 209 instructor for a review according to the rubric below. Each essay, when completed and approved, should become a component of your professional teaching portfolio (PHY 353).

Scoring Rubric for PHY 209 Essay Assignments

Criteria	Weak (2 pts)	Acceptable (3 pts)	Strong (4 pts)
Completeness	The essay addresses some, but not all parts of the assignment.	The essay addresses all parts of the assignment in reasonable detail.	The essay addresses all parts of the assignment, and includes additional aspects as well.
Expression	The essay is poorly expressed; little attention has been paid to polishing the written word. Simple sentence structure only.	The essay is reasonably well expressed, and there is some evidence of skill in using the expressed word; intermediate reading level.	Extremely well expressed; great evidence of time spent word polishing and using phrasing; complex sentence structure.
Grammar & Spelling	Poorly composed; no evidence that grammar and spelling checkers have been used.	The essay is reasonably free from spelling, punctuation, and grammatical errors.	The essay is essentially completely free from spelling, punctuation, and grammatical errors.
Organization	The essay is disorganized; no evidence that the essay follows any sort of logical outline.	The essay is reasonably well organized around the writing cues listed above or another relevant organizational pattern.	The organizational structure of the essay is clearly evident, using both appropriate format and written structure.
Effort	Evidence of little effort to use reflection in such a way as to maximize learning from experiences and writing project.	The essay shows that the writer has made the effort to address teaching principles in a sincere – not superficial – manner.	The essay shows evidence of clear, well-reasoned reflection, and has been used to derive maximum benefit from experience.
Professionalism	The essay is written using professionally inappropriate language; fails to convey clear meaning; no use of appropriate references.	The essay is written using professionally appropriate language to convey clear meaning; one or two appropriate references.	The essay is written using professionally appropriate language to convey clear meaning; three or more appropriate references.
<p>Note: Teacher candidates must do well enough on both of these essays (e.g., Student exhibits dispositions consistent with <i>Realizing the Democratic Ideal</i>) to receive a positive recommendation from the teacher education program coordinator for admission to ISU's Teacher Education / Professional Studies program. Without a positive recommendation teacher candidates will not be admitted to Professional Studies.</p>			