

Abstract Submitted
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Tracking the Development of Physics Teaching habits through reflections MARIANNE VANIER, EUGENIA ETKINA, Rutgers University Graduate School of Education — *abstract* The poster will show the patterns that emerged from our analysis of nearly 300 preservice physics teachers' reflections (PPTs) while they develop teaching habits* and skills in agreement with the NGSS teaching requirements. At Rutgers University, the teaching experiences in an ISLE-reformed introductory physics course are added to the usual mandatory student teaching in schools and the specific coursework in physics education. We are focusing on the changes in the PPTs' reflections content and specific teaching habits; stating that they can be reliable indicators of professional growth. Etkina, E., Gregorcic, B., and Vokos, S. (2017). *Physical Review, Physics Education Research*, **13**, 010107

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