

Did You Know?

Did you know teachers can earn over \$100,000 in salary and many starting salaries for Boston area school districts hovers around \$50,000. Teachers typically have 12-weeks of vacation and an excellent benefits package. Bright young graduates that can teach physics are being heavily recruited by area school districts.

District (2012/13)	Salary x \$1000 BA/MA Year 1	Salary x \$1000 MA + 60 Year 10	Salary Maximum x \$1000 Years 11-16
Acton	45/48	77	81
Boston	50/53	87	101
Brookline	47/53	82	101
Cambridge (2011)	44/47	79	90
Concord	45/52	82	108
Lexington	45/48	80	96
Sudbury	44/48	77	96
Wellesley (2012)	44/49	81	101
Weston (2012)	45/50	84	99

Teaching: Expand Your Options

Pathway 1: Physics Major (*Interdisciplinary Option*) with education courses (B.A. and Initial License). ⁽¹⁾

Pathway 2: Physics Major and Additional Year for MAT (B.A., M.A.T. and Initial License). ⁽²⁾

Pathway 3: Education Major and Physics Minor (B.A. and Initial License).

Pathway 4: Physics Major (B.A. and Preliminary License). ⁽²⁾

⁽¹⁾ Eligible for a full 1-year Undergraduate Senior BU Robert Noyce Teacher Scholarship.

⁽²⁾ Eligible for full 1-year MAT BU Robert Noyce Teacher Scholarship.

Teach Physics

Teachers Matter!

People talk about changing the world.

You can make a difference!



Explore the world of physics teaching



- ✓ *Physics Learning Assistant*
- ✓ *Photon Group Outreach Program*
- ✓ *BU Community Service Wizards*
- ✓ *Tutor at the Educational Resource Center*
- ✓ *Teaching Experiences at Local HS*
- ✓ *Physics Teacher Network (BU-PTN)*

Contact Information

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PhysTEC at Boston University: Boston University is the first University in New England to be awarded a PhysTEC (Physics Teacher Education Coalition) multiyear grant. Principal Investigator Andrew Duffy leads a partnership between the Department of Physics and School of Education (SED) to support changes to pedagogy in the physics undergraduate curriculum, provide early teaching experiences for future teachers, and to develop a network of local physics teachers.

**BOSTON
UNIVERSITY**

Boston University Noyce Scholarship Program

You've Done the Science Now Teach It!

The Boston University Noyce Urban Science Scholarship (BoNUSS) program provides a **full 1-year scholarship** support for students preparing to be science teachers. Our first cohort of BoNUSS Noyce Scholars consists of eight students in the Master of Arts in Teaching (MAT Program) and one undergraduate physics major committed to physics teaching.

You may be eligible for a full 1-year scholarship during your senior year (application process begins during fall semester of junior year) or for a 1-year Master of Arts in Teaching upon graduating with your BA in physics (application process begins during fall semester of senior year). See contact information below for additional information.



BU Noyce Scholars 2013: Billy, Ali, Michael, Amy, Jessica, Rachel, Jeff, Elaine, Karl

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Become a Learning Assistant

A Learning Assistant (LA) is a high-performing undergraduate student who is hired to help teach a course which they have successfully completed. Learning Assistants help in transforming the class to focus on active and collaborative learning.

Learning Assistant Benefits:

- LAs are paid a modest stipend (at least ~\$700/semester) to work 10-12 hours per week in various aspects of course transformation. But more importantly, LAs themselves benefit in many ways from being LAs.
- In helping teach a class they've already taken, LAs deepen their understanding of foundational concepts.
- By learning about science pedagogy, LAs experience a shift in their approach to their own learning. This is reflected in higher GRE and MCAT scores.
- LAs experience the challenges and rewards of teaching, **opening the door to potential careers in science education.**

The Three Key Elements of the LA Program:

1. SED course on STEM education: New Learning Assistants take a 2-credit course with weekly meetings offered through the School of Education (SED). The LAs read and discuss articles relevant to STEM (science, technology, engineering, and mathematics) education pedagogy, as well as specific discipline-based (biology, chemistry, or physics) techniques, to aid in their teaching.

2. Course integration and structured staff interaction: At the same time that LAs are taking the STEM education course, they use this knowledge to help teach discussion or lab sections. The LAs meet weekly with the professor and Teaching Fellows for the course during which they share their knowledge of science pedagogy as well as their own experiences as students in the course.

3. Teaching alongside Teaching Fellows in discussion, lab sections or in the new physics studio classroom: Working alongside a TF, the LA offers students a unique perspective as someone who “has been in their shoes” as a student in the course. Students often find it easier to approach LAs for help. By enhancing interaction and inquiry among students, LAs promote active learning in a student-centered, small-group class environment.



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www.bu.edu/laprogram/