

Governance Retreat

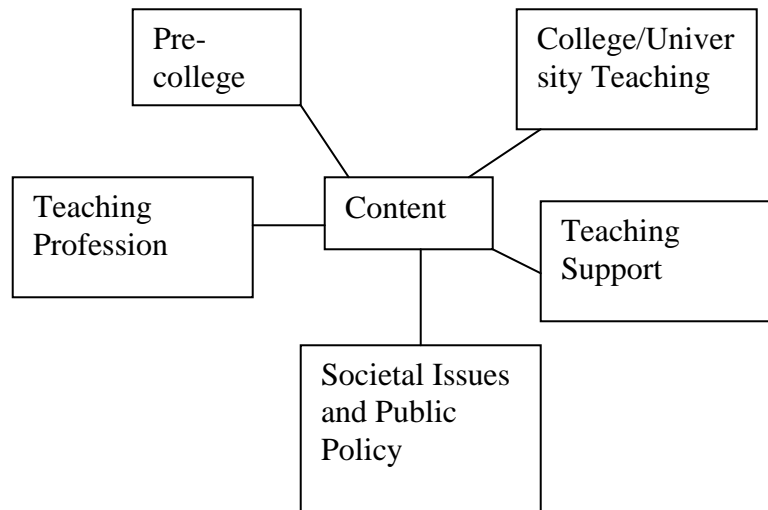
Group B: AC2/SR2/SR4/SR5

May 24, 2007

Begin by reviewing work from small groups. SR2 first.

One way to identify teachers is to follow BEDS codes (through the state departments of education) that allows you to find teachers of physical science (and their certifications); this would facilitate the development of regional/local programming for these teachers. Perhaps the regional coordinator proposed by SR2 would be responsible for this (a big job).

AC2: looked at the document by Harvey Leff (Models A, B, and C).



Committees could attach to one or more portions (flexible!).

Six advocates, one for each portion of this structure. The six advocates would gather information from subgroups (committees) for their portion and would program the meetings. Review each portion every 5 years (not all at once; on a rotating basis, perhaps one a year), so that a decision can be made about retaining the portion.

Definite responsibilities would be explicitly communicated (e.g., communication to sections, too, which could involve national office support of travel to sections for workshops/reports). Committee members could be assigned to each portion (shared responsibility for communications).

Should PER be a separate portion? – an open question. Should it be embedded explicitly in the Content portion? But that might give the impression that it is separated from the other portions.

Does Teaching Support merit a separate portion? Included in level portions (e.g., Pre-College, College/University)? PIRA could go to Teaching Support...

Members of committees would be designated as liaisons to other committees and the organization in general. E.g., a manual of PER ideas that could immediately be used by teachers in the classroom.

Central “Content Advocate” would ensure that physics content was present.

SR4:

Issues:

1. Getting more than one person to do the work
2. Intellectual domains information to/from the sections
3. Tiered membership, listservs
4. Accessibility of workshop materials at the section level
5. Two-way communication and action
6. How to get around geographical constraints

Organization should convince local administrators (superintendents) to give teachers release time/support to perform the various (or specific) functions (section business, outreach activities). It was noted that working through the teachers might be another way to approach local administrators. Suggested that attitudes about the cost to administrators or teachers have to be changed. Also suggested that we capture pre-college teachers as early as possible in their teaching careers...or even while they are finishing their UG degree (when they can join as students)...a coordinator could be tasked with doing this (one must take care that it isn't a hardship).

SR5:

See other Word file. Communications also noted here (e.g., that lists of AAPT members in a region could be obtained). \$3000/page for Physics Today advertising which could be content. Noted that the Advocates from AC2 model could help deliver information to local networks. Perhaps authors could be pushed to proposing articles for publication in Physics Today (but there is no guarantee that such articles will be accepted).

AC3:

Communications again! Would be happy to be able to call a go-to (knowledgeable) person at the national office who can help with/are interested in their (area committee) issue. So having people in the national office assigned to different committees would be helpful. Need to improve communications between sections and the national. Such people (liaisons) would be physics-knowledgeable. Can replace “committees” with

“sections” and we are hearing a recurring theme! Front page of the AAPT site should have information for people seeking answers to questions. The point is made that the communication problem is about specifically targeting the communication (instead of e-blasting, for example).

Would tiered membership lead to second-class membership? We must be careful to avoid this.

AAPT has New Faculty Workshop for college faculty...why not free dinner for finishing pre-service HS teachers (if we can't deliver a full workshop)...can (should) this be delivered at the section level? BEDS data could be useful here to identify people. We can also deliver materials to these new teachers at such a dinner meeting.

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2:00 – 3:30 PM

May 24, 2007

Re-charge for the PM session: an ideally structured AAPT?

We must keep an emphasis on students in whatever we develop.

The “eggshell”: the layer that prevents/hinders making (new) teachers comfortable with seeking/receiving help/mentoring/resources. Enhancing comfort is best done one on one.

Re-imagining, starting from the individual teacher. Getting the new teacher professionally engaged, returning us to the idea of New Teacher dinner/workshop/outreach. It can help new teachers to develop the ability to seek help. Dream: do this and add free year of membership.

Turnover of population/membership at the local level is greater than the national turnover. Need to encourage participation from central to local and local to central.

Could there be (reciprocal) affiliate memberships? (E.g., APS and AAPT together?)

Technology experts are required to handle the electronic communications and materials access to handle different kinds of membership. Also need personnel to facilitate central to local and local to central communications. Does this require a new structure within the central to handle these (labor intensive) duties? It is critical to maintain access to materials.

Multitiered structure: PODs (which can be quite active but may still require lots of effort; for participants, great, but some opt out because they’re stretched for time, think Detroit, St. Louis, Tucson) for very local needs, states or regions (depending on population density). Need to make incentives for teachers to attend (e.g., make during the week as in-service).

Recognize the workshop leaders as “AAPT Field Representatives”; gives some clout to people organizing in-service days. But why, if we already have PTRAs? Do we need more support from the central organization to better utilize these human resources? Is another structure needed to facilitate the use of PTRAs? (There are PTRAs in Canada and Puerto Rico.)

Now an extended exercise in explicitly identifying all parts of the education/training/development of a teacher in an effort to develop a structure that (neatly?) encompasses and organizes all those parts.

Why not specify what students should know when they enter HS, what physics they should learn in 9th, 10th, 11th, and 12th grades (and match expectations of college faculty)?