

## SR2: Emerging Models/Structures/Processes

### ↓ Small groups (pods?) – local alliances

Contact person within section (section rep, sections officers, committee persons...?) and at national

Section (rep?) as middle-person, communication both ways - if group contacts national, national contacts section – if contact through section, section notifies national – so that a network of groups/individuals with similar goals and interests is developed

### ↓ Sections – can include multiple small groups and all individuals in section and members of area committees within sections

Section rep is means of communication between section, regional advocate and national office – need to build in responsibility for jobs/roles within sections - clearly defined roles – provide structure within section to address the 3 main areas of intellectual emphasis of the national organization – level (K-8, 9-12, TYC, FYC, R1) representative

Emerging role for sections: providing mentors for new teachers when identified

### ↓ Regional advocate – associated with national office, but located regionally

Acts as a resource person, organizing assistant, and communication facilitator among/between sections, local groups and national – helps gather information and find contacts so that information about membership/meetings – could be experienced long-term section rep, AAPT member, area chair... who is familiar with AAPT and willing to take on this responsibility – attend section meetings for sections they oversee

### ↓ National office

#### ↓ Division office (professional development, content, public policy)

Direct contact person (director) within national office, responsible for interactions within their “intellectual area” and between other “intellectual areas” – NSF rotator model – job description that includes researching and providing resources related to their area

#### ↓ Area (focus) chairs

Take on a more important role in the organization, carrying out the mission of each of the divisions; may require a redefinition/restructuring of committees

### ↓ Executive Board



## Local support processes

- The success of any structure utilized depends on *effective lines of communication*!!!!
- Templates for web pages; hosted nationally
- Member mailing lists; BEDS lists; Area committees; new teachers – maintained and sent from national
- Annual mailing to all schools, teachers about sections, PTRAs
- Meeting templates
- Recommend that section maintain resource person lists – people who can be contacted within section that have a special interest/skill who could be contacted if someone have questions – PER, demos, pedagogy, curriculum, PTRAs, whatever
- Access connections need to be moved forward and easily accessible on national web site
- Training/support for each person in chain of communication so that all know where to get resources/information
- Clear and effective transition mechanism at all levels
- Use regional advocate to identify new teachers and provide resource materials to new teachers and/or sections
- Go through regional advocate or divisional office for mentor training; tap into existing PTRAs when possible
- Orientation (packet?) for new section officers to inform them of AAPT structures and processes and to what section officer duties are
- Release time and travel support for regional advocates