

Section Representative Group 5

9:00 – 10:30, 24 May

Premises: include explicit emphasis on students
question the use of “prestigious” at the end of premise #1

Why should local networks support the national organization?
membership should be more than just journals and meetings
published inclusion in Physics Today?

AAPT to serve as clearinghouse, the first place to turn for any physics teacher
AAPT to organize master database for section/national members, other local groups
AAPT should expect presence of national speakers at sectional meetings, support expenses
goal to have national officers/staff at one meeting per every other year for each section
AAPT should expect each section to present professional development workshop providing CEU

- need straightforward process for sharing information between sections
observations of shipped resources that arrived too late
 - noted other local groups, e.g., metro-based groups, physics teachers alliance (CHIC)
 - expectation that sections will identify all local groups working toward AAPT goals
seek to understand why non-AAPT groups exist
 - Database merging to identify physics educators
ability to get state-level lists of high school physics teachers (BEDS code)
ability to harvest names from AAPT membership list
 - Belief that less than 10% of AAPT members active at section level
though actual number of AAPT national members not known
often talked about by “number of copies of Physics Today”
 - How to get fullest participation at each level: H.S., 2-yr, university, graduate
- H.S.** – don’t identify primarily as physics teacher, also teach other science classes (NSTA)
AAPT can provide CEUs
Conversation about joint initiatives with NSTA
NSTA meeting format vs. AAPT meetings
- 2-yr** – not clear what value is gained by activity in AAPT
- Univ** – don’t identify primarily as physics teacher, also as researcher (APS)
dissemination for grant-required outreach/broader-impact work
- grad** – not clear what value is gained by activity in AAPT