

PTRA

Sacramento 2016

PTRA Discussion Points

- Why are you a PTRA and what do you hope to gain from the leadership workshop?
- What do you feel is the role of PTRA in Professional Development and in AAPT?
- What should be the focus of our efforts and money?
- What do you see as potential funding sources?
- Future leadership institutes (purpose, support, etc.)
- What are the barriers to presenting workshops and how can these be reduced or eliminated?

Goals

- Partner with TYC and 4Yr. Univ. to provide sustainable content focused institutes based on fee-for-service arrangements
- Edit, revise, and market current resources to comply with NGSS, STEM, and Common Core.
- Fulfill the AAPT Vision by providing activities to address the critical issues.
- Provide PD implementing NGSS Evidence Statements and alignment with district and state assessments.
- Provide PD in underserved content areas (i.e. quantum) or groups (i.e. elementary, composite science)
- Expand services to educators via online resources, blended PD opportunities, etc.

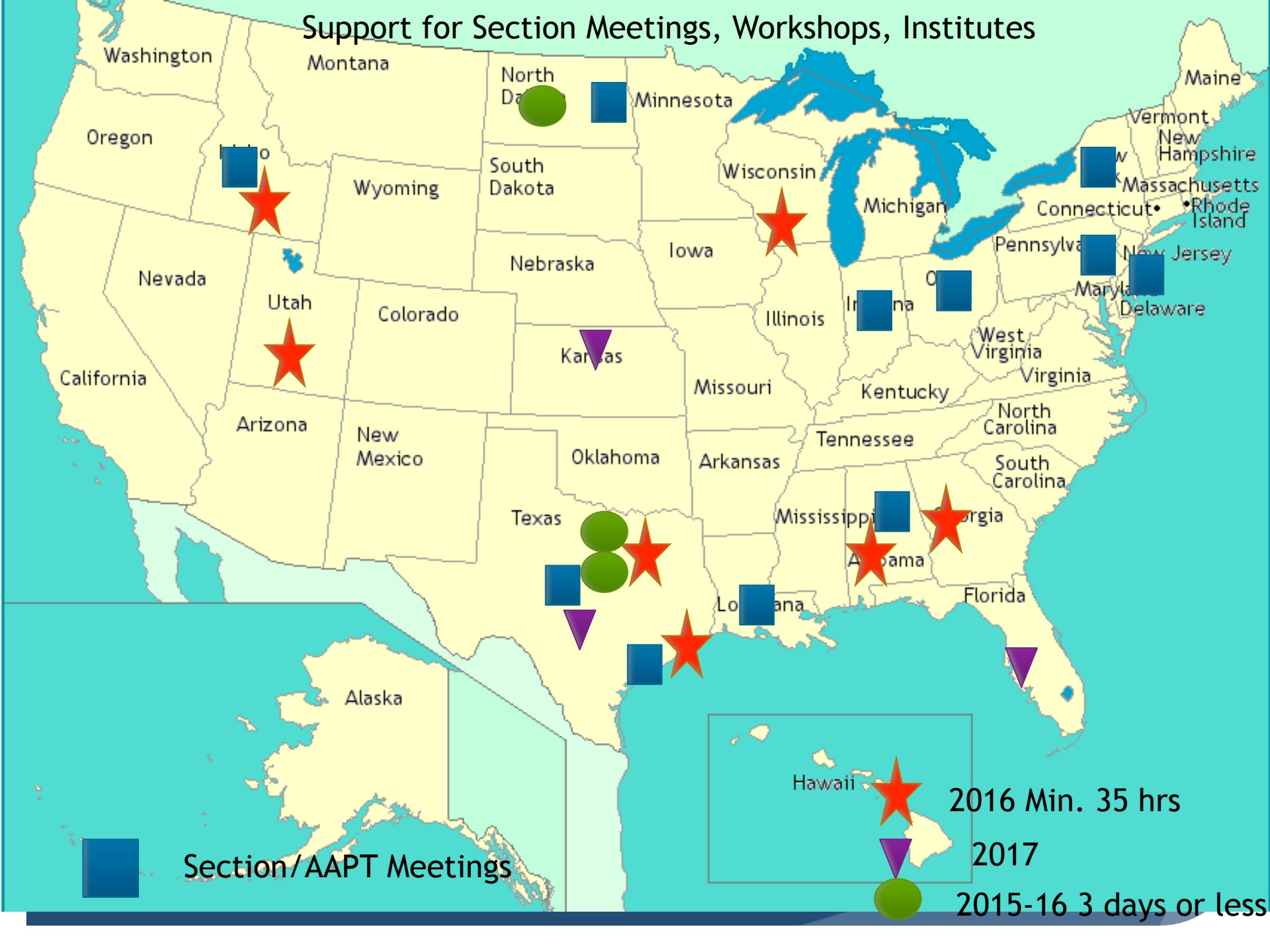
Alignment to AAPT Vision and ID of Critical Issues

- AAPT Vision: To be the leader in physics education. We are committed to providing the most current resources and up-to-date research needed to enhance a physics educator's professional development.
- AAPT Critical Issues To Guide Activities: “Improve pedagogical skills and physics knowledge of teachers at all levels. Increase our understanding of physics learning and ways to improve teaching effectiveness.

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Support for Section Meetings, Workshops, Institutes



Beta PD Model

Funded by AIP Meggers

- Quantum Physics
 - Black Holes, Dark Matter, Expanding Universe, Cosmology
 - Perimeter Institute for Theoretical Physics Materials
- Monday, Tuesday = teachers only (3 sites, 38 teachers)
- Wed-Fri PM = students (2 sites 32 students)
- Benefits
- Challenges
- Well received, 100% retention for students

2016 Leadership Workshop Focus

- K-12
- Modules that can be directly taken to section meetings or short workshops as way to become recognized as beneficial to educators
 - CASTLE Sections 7-12 (generators, semi conductors)
 - Perimeter Institute (Quantum Physics)
 - Chemistry and Physics in the Elementary Classroom
 - Technology updates (social media, networking)



PTRA has been recognized as the main provider for effective and research based professional development in physics. Mini sessions (one day or less) have been shown to be ineffective in sustaining change in classroom practice. Therefore, PTRA continues to seek ways to provide “**sustained**” professional development as a service to both **AAPT** and **non-AAPT** members, at an affordable cost to individuals or districts.

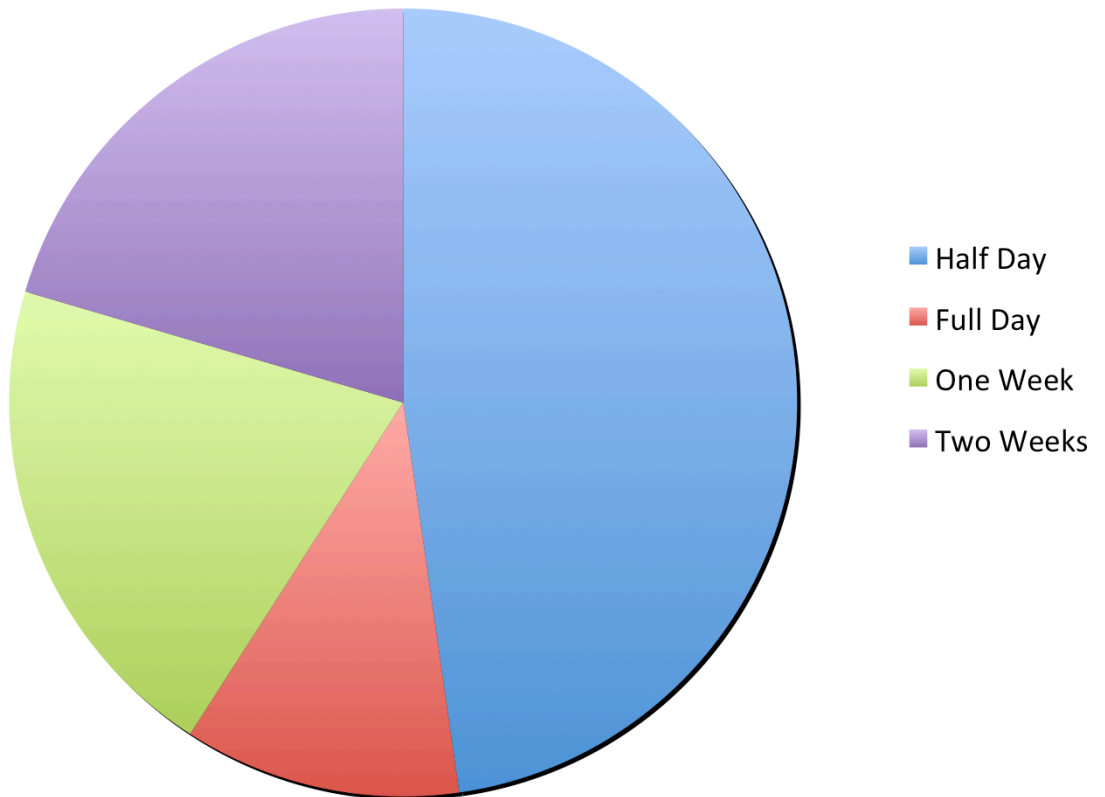
PTRA serves the AAPT community by providing workshops at AAPT conferences, section meetings, and NSTA conferences. All PD focuses on content and pedagogy with the integration of technology and modeling of best practices.

- Provided +35 hours PD to over 265 teachers in 2015
- Provided 2-6 hours PD to over 1350 teachers in 2015
- Provided +80 hours (2 weeks) to 216 teachers in summer 2016

2015-2016 Workshops

+ 600 contact hours

Over 1300 “known” potential or current AAPT members



Requests to the board

- Recognize PTRA as the primary professional development provider for AAPT
- Make the AAPT/PTRA program a priority when identifying or applying for grants and funding.
- Provide financial support to maintain the cadre of experienced master teachers and trainers.