

Abstract Submitted  
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**More and better prepared K-12 science teachers; How do we know?** JEAN DOCKERS, University of Arkansas, College of Education, DONNA OWEN, University of Arkansas, Teacher In Residence, GAY STEWART, University of Arkansas, Physics, PHYSTEC COLLABORATION<sup>1</sup> — In an effort to inform instruction and meet the varying needs of our students, the University of Arkansas Department of Physics and College of Education utilize many formal and informal assessments. The objective is to measure student achievement in physics and attitudes and beliefs concerning the nature of math and science. This poster will attempt to show the various assessment strategies that are currently utilized in the physics reform courses and teacher education courses at the University of Arkansas.

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