

Abstract for an Invited Paper
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Better prepared future teachers = better physics department!¹

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A more scientifically literate society benefits physics as a profession. It is best realized by better serving all undergraduate physics students. Arguably, the most important are future K-12 teachers. In better-serving all students, the department also benefits. University of Arkansas, Fayetteville has seen a drastic change in number of majors, the number of students active in research and the number of graduates pursuing graduate work while also increasing the number of majors who decide to teach. What works to build these numbers and strengthen these resources at Arkansas will be discussed, with additional examples from other members of the growing Coalition of institutions that are seeking to improve and promote physics and physical science teacher education within physics departments. This group, the Physics Teacher Education Coalition (www.PTEC.org), is bringing together innovative ideas and practices throughout the country to help meet the critical shortage of well prepared and actively supported teachers. The program will be described and information provided for those interested in taking advantage of these efforts.

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