

Abstract Submitted  
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**Lessons Learned from the Mines-UNC STEM Teacher Preparation Program** VINCE KUO, KRISTINE CALLAN, Colorado School of Mines, WENDY ADAMS, CHRISTINE MOROYE, University of Northern Colorado, STEVEN DECALUWE, Colorado School of Mines, MINES-UNC STEM TEACHER PREPARATION PROGRAM COLLABORATION — To help battle the shortage of highly qualified physics teachers, Colorado School of Mines and University of Northern Colorado have recently created a unique partnership that plays on each institution's strengths to produce highly qualified STEM teachers: One is a highly-selective, public applied sciences and engineering research university and the other is the state's premier teacher preparation institution. The first cohort of Mines students enrolled in the fall semester of 2015, and we are quickly learning how to adapt this innovative program to meet their needs. We have also assembled a team of Teachers in Residence (TIRs) and a Teacher Advisory Group (TAG). In this poster, we will describe our recruiting efforts and results, the experiences of our first cohort, the roles of our TIRs, goals and results of our TAG meetings, and our future plans for the administration of the program.

Kristine Callan  
Colorado School of Mines

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