

PHYSTC19-2018-000015

Abstract for an Invited Paper
for the PHYSTC19 Meeting of
the American Physical Society

Induction Support and Teacher Community

JOHN STEWART, West Virginia University

This panel will discuss the support of early career teachers and the development of a supportive teacher community. The development of an active community of in-service teachers begins before the teacher enters the classroom by fostering a pre-service teacher community, a community that can be maintained after graduation. This in-service/pre-service community can be the key to providing high-quality student teaching placements. To thrive many communities require the support of the university community. To allow all in-service and pre-service teachers to participate, community events and professional development activities must have flexible entry points and the ability to complete professional development activities on a flexible schedule. The community should also welcome teachers asked to teach physics out of field. The panel will discuss community building approaches at Brigham Young University, Rutgers University, and the Knowles Teacher Initiative Fellowship. The Knowles Teaching Fellowship supports emerging teacher leadership traits utilizing a national interdisciplinary community of new high-school math and science teachers.

Panelists: Eugenia Etkina, Duane Merrell, Katey Shirey