

Abstract Submitted
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Sustaining the TIR JON ANDERSON, PhysTEC — PhysTEC has identified a Teacher-in-Residence (TIR) as one of the key components that is shared by successful teacher preparation programs across the country. Many PhysTEC sites have come to rely on a TIR as an integral part of their physics teacher preparation programs and many have also found methods to sustain the TIR position after PhysTEC financial support has ended. Using information provided by site leaders and TIRs from Boston College, Cal Poly-San Luis Obispo, Florida International University, Rowan University, University of Cincinnati, University of Minnesota, and Virginia Tech, I will detail some of the strategies that these sites have employed to sustain the position. Originally, PhysTEC envisioned the TIR position to be a one-year, full-time appointment of an accomplished, in-service, physics teacher. The TIR would fill multiple roles including recruiter, advisor, instructor, course and curriculum developer, LA/TA leader, and mentor to name a few. Over time, the role of the TIR has continually evolved. Factors such as local demographics, geographic location of the site, student population of the site, and availability of local teachers to work as TIRs are all factors in determining how the position has changed. I will present summaries of these changes at the sites surveyed.

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