

Abstract Submitted
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The Development of Productive Habits as the Cornerstone of Physics Teacher Education¹ STAMATIS VOKOS, Cal Poly San Luis Obispo
— The literature on the professional preparation of teachers has identified several programmatic features that teacher education programs can aspire to instantiate. These features are usually presented as lists of evidence-based practices that have been noticed and/or researched by thought leaders. Is there an overarching framework that allows one to account for such features, that is, is there a conceptual model that predicts, in a causal sense, these features? In a recent paper, Eugenia Etkina, Bor Gregorčič, and I argue that the need for *productive habit formation* can explain the knowledge, skills, and dispositions that the literature has identified as important, as well as serve as a guiding principle for the design and improvement of physics teacher education programs. In this talk, I will offer representative examples of physics teacher habits that are to be developed during the program, propose programmatic approaches for the development of such habits, and outline possible future research agendas around habits.

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