



AAPT/AIP Master Teacher Policy Fellowship

A 13 month, funded fellowship opportunity

Leadership Workshop: 21-28 July 2018, Washington, DC

Plan Implementation: 2018-2019 Academic Year

Concluding Workshop: July 2019



Apply now through February at

https://www.aapt.org/k12/Aspiring_to_Lead.cfm

The American Association of Physics Teachers (AAPT) and the American Institute of Physics (AIP) seek applicants for the “AAPT/AIP Master Teacher Policy Fellowship,” recently funded by the AIP Venture Partnership Fund. The purpose of this fellowship is to engage K-12 classroom teachers of physics and physical science physics (including elementary teachers) as agents of change in physics education. Funding will be provided for travel, meals, and accommodations necessary for two summer workshops in Washington, DC. Following the first summer workshop, participants will be expected to carry out their strategic plans for policy engagement during the 2018-2019 academic year.

Description: This program will bring together a dozen Fellows with experience in high school physics and K-8 physical science teaching who are eager to develop strategic plans to positively impact policy as it relates to elementary and secondary physics education. The program aims to empower and support teacher-driven efforts to improve educational policy at the state and/or large district level as it pertains to the teaching and learning of physics. This 13-month program will bring together cohorts of K-12 teachers of physics during an 8-day workshop experience in Washington, DC. During the workshop, participants will learn about the resources and policy supports that can be provided by the AAPT and AIP for district and/or state-level work. Using a “problem-based learning” approach, Fellows will use the workshop to explore solutions to their identified policy issue, learn about case studies in science policy from experienced science policy leaders, and receive constructive feedback from high-profile “critical friends” in local, state, and national science education policy. During the academic year, Fellows will be supported to engage in policy in their local and/or state context. The following summer, participants will return to Washington, DC for three days to share their experiences and to support the induction of a new group of 12 Fellows.

Physics Education Policy: Physics education policy includes—but is not limited to—legislative action. Policy can include district guidelines for professional practice, the state-level implementation of standards for learning, and norms for teacher professional development. Relevant policy issues at the state level might include topics such as the following: physics teacher certification requirements, the availability and quality of physics teacher preparation programs, recruitment and retention of physics teachers, the availability of funds for discipline-specific professional development for content growth and standards-alignment, and physics-related assessments. Relevant policy issues at the district-wide level might include topics such as equitable access to physics and physical science across all schools or across all grade levels, and the adoption of curricular materials and instructional resources.

Special mention should be reserved for the many policy issues that have arisen as a result of curricular and instructional alignment to the *Framework for K-12 Science Education* and the adoption or adaptation of the *Next Generation Science Standards*. The inclusion of both new content and skills presents a challenge to teachers who teach it, curriculum developers and professional development providers who support it, and to assessors who work to evaluate both teacher instruction and student learning. For those who have formally

adopted the NGSS, the physical sciences have been placed on equal footing with the life and Earth and space sciences. Learn more about physics in the NGSS by reading [Physics in 21st Century Science Standards](#).

Individuals who apply to this fellowship should have a desire to impact science education policy in at least one of the domains above. Eligibility and selection criteria are below.

Eligibility: Interested individuals must meet the following criteria:

- Have a minimum of 5 years of K-12 physics/physical science teaching experience in the United States of America.
- Demonstrate evidence of Emerging or Transformative Policy Leadership (see page 19 of [Aspiring to Lead](#)).
- Be a U.S. citizen.

Selection Criteria: While not requirements, the following criteria will be used to select individuals for the fellowship:

- Evidence that the policy issue selected by the candidate is relevant to physics education and the role of the American Association of Physics Teachers and the American Institute of Physics.
- Evidence of interest, engagement, and/or leadership in policy.
- Evidence of knowledge about the local and/or state science education policy issues.
- Evidence of commitment to collaboration between colleagues (partner fellowship applicants) to learn about and work on the identified policy issue.
- Evidence of commitment to collaboration between other stakeholders, including district and/or state administrators, private industry, professional societies, etc., to work on the identified policy issue. (Optional letters of commitment from other collaborators/stakeholders may be included in the application).
- Brief interview with the leadership team of AAPT/AIP.

Selection Procedures: Candidates from around the nation who are eager to learn more about the interactions between local, state, and federal-level policy, and who have identified a state-level policy issue on which they would like to work are welcome to apply. Upon the close of the application period, the AAPT and AIP will identify groups of Fellows from up to three different states. Because policy work benefits from collaborative efforts, applicants may elect to “link” their application to others’ applications, demonstrating collaborative commitment within a school district or state are strongly encouraged. Selections of candidates will be dependent upon both the eligibility of individual candidates and the selection criteria associated with the individual candidate, evidence of collaborative commitments, the nature of the policy issue, and the opportunity for change within the policy context.

FAQ:

I am a prior K-12 teacher, and am no longer in the classroom. Can I apply? Yes! So long as you have evidence of at least 5 years of prior K-12 physics/physical science teaching in the last 10 years, and an awareness of and desire to impact current policy issues, you are welcome to apply. Prior K-12 teachers of physics who have moved into administration, higher education, industry, formal policy, etc., or who have recently retired, are welcome to apply. This program aims to build the policy leadership capacity of K-12 teachers of physics in their various forms and career stages.

For additional information, please contact Rebecca Vieyra, AAPT K-12 Program Manager, at rvieyra@aapt.org

The American Institute of physics is a federation of physical societies, including the American Association of Physics Teachers (AAPT). The AAPT is a professional membership association of scientists dedicated to enhancing the understanding and appreciation of physics through teaching. One Physics Ellipse College Park, MD, 20740. aapt.org