

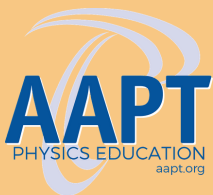
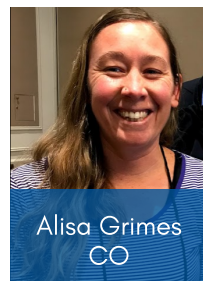
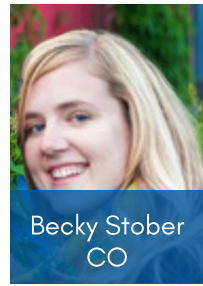
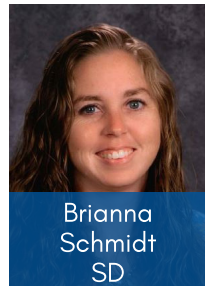
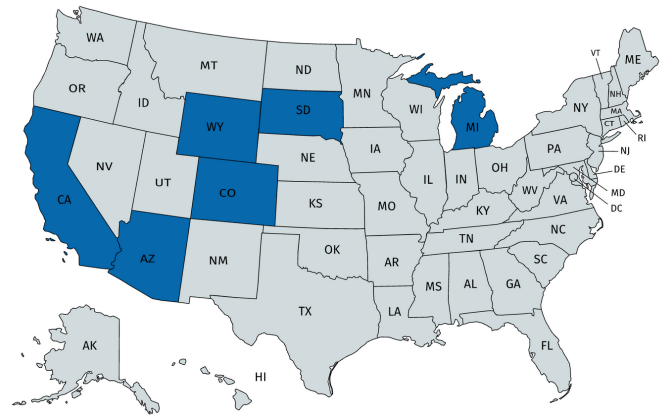
2019 AAPT/AIP Master Teacher Policy Fellowship

The American Association of Physics Teachers and the American Institute of Physics is pleased to announce the 2019-2020 AAPT/AIP Master Teacher Policy Fellowship.

This fellowship brings together a dozen **K-12 teachers of physics and physical science** to Washington, DC to develop and revise their own plans for effecting change in policy that relates to physics education. The program aims to support and empower teacher-driven efforts to improve education policy on topics including, but not limited to, standards for learning, instructional resources, assessments, recruitment and retention of physics teachers, professional development, and teacher preparation.

Across eight days in July, these fellows will work to learn about how federal, state, and local government interact, and take home a plan to implement for the 2018-2019 school year.

Looking for your local Fellow? Pages 2-4 have details on each Fellow's project proposal. See <https://www.aapt.org/k12/> for further details.



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 | 301-209-3311 | aapt.org



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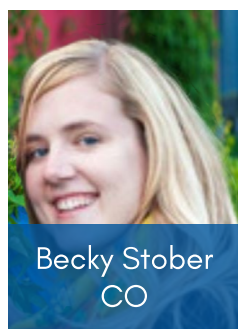
"Currently at least half of my best high school physics students are female. However, only a small percentage of these students will study physics in college. **I would like to inspire more female and underrepresented students to continue their success in college and beyond.** I look forward to meeting teachers from across the country to promote physics education to underrepresented students."



"I am personally motivated by our policy focus because as a 2nd grade teacher, I see the innate desire for children to be involved in hands on science education. It is absolutely vital for today's learners to be involved in science learning to not only boost their questioning skills and knowledge but also to open up a world to them that they might not otherwise be exposed to. I'm looking forward to sharing information and resources with my community members and colleagues on implementation of science education and also **finding ways to advocate for science education at the lower elementary level.**"

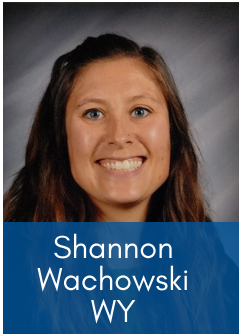


"My heart is in early science education. It is one of the few areas that young learners can relate to naturally and extends to almost every other aspect of learning. I look forward to finding **tools and resources to educate my colleagues and community about the importance of teaching science specifically in K-2.**"



"The lack of highly qualified physics teachers within secondary education personally motivates me because it leads to misunderstanding and unfounded dislike of the subject as a whole. Additionally, I think **it is important the teachers are treated as professionals with expertise to share.** Creating **research-based, professional development teams would provide that opportunity and compensation to honor the time of such teachers.** I am excited to learn more about the policy side of education and how I, as a teacher, can help share and influence future policies that better support student success."

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"As a science teacher in a rural high school **I was the only physics teacher in the district.** Finding a community of educators through a professional development program called Streamline to Mastery helped me grow as an educator. I want to help create programs like this for other physics educators. I want to be involved in making real, lasting change that will **create opportunities for physics educators.** I'm also looking forward to meeting others who are passionate about education, being a part of a strong community and learning from the other participants."



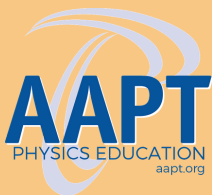
"As a K-4 principal, it is always amazing to observe teaching and learning that our students are engaged in and excited about. This is oftentimes the case during science lessons. **As a school leader, I am continually looking for ways to make learning relevant and engaging, and I believe that this could be accomplished partly through the addition of more science content incorporated throughout our day.** As part of this team, I look forward to working with science educators that have similar goals, and I am hopeful that our team can offer support and ideas for how science education may be prioritized in elementary schools across South Dakota."



"The number of physics teachers in Arizona has dwindled over the past decade, meaning our students are missing out on the opportunity to take this valuable foundation course. As someone who chose her career path after taking physics in high school, **I know that Arizona is missing the chance for future physics teachers and other STEM professionals by not providing access to high school physics.** I am looking forward to the opportunity to learn from my colleagues and the organizations and agencies we visit. This fellowship will build my network of physics teacher nationwide and give me the policy knowledge to further our progress here in Arizona."



"I think of the possibilities of more students being exposed to the wonders of learning through science. Just imagine what could be if all students had more opportunities and more experience with science at the elementary level. **The idea of science being a priority in elementary education is exciting and something to strive for.** I'm looking forward to working with my cohort from South Dakota. The collaboration with leaders in science and education who can make a difference and meeting our state congressional leaders is something I am looking forward too. This is how change can occur."



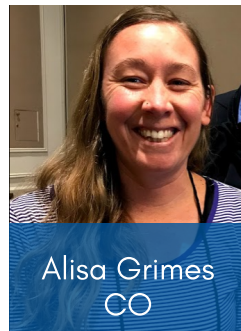
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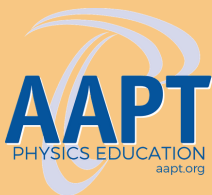
"I want more teachers to have a say in what happens in the local and state governments. These policies directly affect us in the classroom. **I want more focus to be on the support systems to educate children and graduation requirements that are realistic to the 21st century workforce.** I am so excited to meet likeminded people in education who also want to give a voice to teachers. I am also looking forward to being in Washington, DC and meeting so many people (such as representatives and government departments) that directly affect education who I can share my story with."



"One in six Colorado teachers will leave the field within their first 5 years; this is why I am interested in **working on policy around ways to create a community to support physics teachers.** The AAPT master teacher policy fellowship program will continue to help me grow as an educator. I look forward to making a significant contribution to the field of education through my work on science education policy."



"I want everyone to have access to a scientific education and to become scientifically literate, but more importantly I want everyone to enjoy and to be inspired by science like I am. **My policy focus will give every student the opportunity to experience physics for themselves.** To meeting new people who are as passionate and as excited about physics education as I am and to learn new ways in how I can improve physics education for others."



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