

PTEPA Rubric items with strong TIR influence

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February 2019

Purpose: To see a list of areas a TIR can help your program improve.

Measures of TIR engagement

	Items	Your rubric ratings	Why this can help rubric ratings
Standard 1: Institutional Commitment.	1C-1. Engaged Staff.		By definition.
Standard 2: Leadership and Collaboration	2A-3. Teacher in Residence (TIR).	.	By definition, plus establishing a TAG can be an important role of a TIR.
	<i>2A-4. Teacher Advisory Group (TAG).</i>		
	2B-5. Integration of TIR		

Main benefits of TIR

Ones that are less likely to be an influence are in italics.

	Items	Your rubric ratings	Why this can help rubric ratings
Standard 2: Leadership and Collaboration	2B-4. Personal motivation.		A TIR is likely to have strong personal motivation to improve PTE, and will provide a connection to K12 teachers. They often also serve as the PTE mentor and university supervisor.
	2B-6. Connection to K-12 teachers.		
	<i>2C-4. Collaboration with PTE mentor.</i>		
	<i>2C-5. University supervisor collaboration.</i>		
Standard 3: Recruitment	<i>3A-3. Physics teaching advisor.</i>		The TIR serves as a strong ambassador for the profession and promotes the program, though they may or may not correct misperceptions about the profession. If they are a member of the
	3B-1. Physics teaching ambassador.		
	<i>3B-2. Accurate information.</i>		
	3B-3. Program promotion.		

			physics department, they may also serve as a teaching advisor.
Standard 4: Knowledge and Skills for Teaching Physics	4C-1. Number of cooperating teachers.		The TIR often provides a connection to local teachers, and may be able to be more selective about which ones are high quality, potentially affecting the number and quality of teachers for field placement. They often act as the university supervisor, and if they teach the pedagogy course they may be able to provide microteaching experience.
	<i>4B-4. Physics microteaching</i>		
	<i>4C-2. Quality of cooperating teachers.</i>		
	<i>4C-4. Quality of university supervisor</i>		
Standard 5: Mentoring, Community, and Professional Support	5B-2. PTE mentor.		The TIR often serves as the PTE mentor (though not usually the formal advisor). They can play a role in building community given their time and engagement with teacher candidates, and will often serve as a mentor for new teachers or support an alumni community. In some cases, they will organize professional development opportunities from the physics department (such as Modeling instruction workshops or QuarkNet).
	<i>5B-4. Community of teacher candidates.</i>		
	<i>5C-1. Alumni community.</i>		
	<i>5C-3. PTE mentor for beginning teachers.</i>		
	<i>5C-4. Professional development for in-service teachers.</i>		

Main benefits of a TAG

Ones that are less likely to be an influence are in italics.

	Items	Explanation	Why this can help rubric ratings
Standard 2: Leadership and Collaboration	2B-6. Connection to K-12 teachers.		A TAG provides strong connections with local teachers.
Standard 3: Recruitment	<i>3C-5. Exposure to K12 teaching environments.</i>		Having a TAG may enable early teaching experiences to occur within those teachers' K12 classes.
Standard 4: Knowledge and Skills for Teaching Physics	4C-1. Number of cooperating teachers.		The TAG typically provides better access to cooperating teachers for field experiences and student teaching, who are likely to be of high quality. While this may not affect the licensure program itself, it may affect the quality of available field experiences.
	<i>4C-2. Quality of cooperating teachers.</i>		
	<i>4C-3. Field experiences.</i>		
Standard 5: Mentoring, Community, and Professional Support	5B-5. Community with in-service teachers.		The TAG provides a set of teachers to provide community with pre-service and in-service teachers, which may be an alumni community as well. The TAG members may also lead professional development experiences through the PTE program.
	5C-1. Alumni community.		
	5C-2. Local physics teachers group.		
	<i>5C-4. Professional development for in-service teachers.</i>		