

Recruitment & retention and other issues facing centers:

- Thinking about numbers - how do we consider teachers who are engaged with QuarkNet but might not attend a workshop in a given year?
- Helpful to always have the workshop in the same week every year (e.g. last week of July)
- Also helpful (whether consistent or no) to set the dates for the workshop early so that people can plan around it
 - Teachers are usually making summer plans by March
- For centers with a wide geographic reach - better to move the meetings around, or meet in a consistent place?
- Keeping people together by meeting during the school year – building community
 - Meeting during the year; difficult to consider school schedules and availability of substitutes
- Demonstrate how QN materials can be used in the classroom.
- Reaching out local/regional meetings to introduce QN (materials and the “QN way”)
 - Local/state science teacher assn., local section of AAPT, etc.
- Social media
 - Distribute FF, announcements, hashtags
 - Someone in charge - \$
- AP/IB and Modeling community
- AP teachers used to say they were less available to try new things because of need to teach to the test
 - Addition of modern physics in AP Physics 2 might help change that
 - Doesn't need to be an “addition”
- Need to manage expectations as centers
 - Always going to suffer significant attrition - that's healthy and okay
- Carrot: “clock hours” CPD, some states require an approval process
- Carrot: standard certificate
- Credits? - University of St Francis? ISU?
- What are you signing up for?
 - Being explicit about both rewards and expectations up front
- Focus on bringing in younger teachers
- Social hour to learn more about
- HS teacher room at AAPT
- QR code and short URL that brings teachers to interest from for teachers
- Advertise low barrier for entry point
- “Comfort” new teachers who may find it overwhelming
- Helping teachers with language to “sell” modern physics and QuarkNet to principals & department chairs
- Accessible “quick bite” activity or activities

Thoughts for future lead teacher camps (including thinking about what we might be able to do for new(er) Lead Teachers):

- SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis:
 - Could be a good initial or pre-camp activity to guide what we might plan for a given group
- Writing specific goals with the mentor prior to coming to the camp; focus on strategies for achieving goal at the camp
- Who is this for?
 - Experienced and newer lead teachers
 - Good to have different levels of experience for mutual learning
- Instructional document and timeline...a checklist or framework – direct instruction
 - List of tasks for preparation
 - List of deliverables
 - FAQs: How do teachers get paid/reimbursed/etc.?
 - Ensuring that quarknet.org has fully up-to-date information
- Experienced lead teachers providing information and advice to newer lead teachers to help them run a successful workshop / have a successful center
 - Ensuring maximum usefulness to ensure that participants have an experience they'll value and will return for
- Potential for two different lead teacher camps:
 - One that is “nuts-and-bolts” for newer lead teachers: How do I do this?
 - Might have a few lead teachers there to help offer their expertise
 - Another that is strictly for experienced lead teachers
 - **Could consider merging with the Fellows meeting in the fall**
- Not every center is the same when it comes to division of tasks between the mentor and the lead teacher
 - Could create a versatile checklist that lead teachers and mentors could use for organization