The Physics Teacher Education Program Analysis (PTEPA) Rubric
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**PTEPA Rubric Standards and Components**

- **Characterizes the practices and structures** observed at thriving physics teacher education programs.*
- **Provides a specific, objective, and reliable guide** for physics teacher educators seeking to improve their programs.
- **Supports research** on physics teacher education programs.

**DEVELOPMENT OVERVIEW**

Early drafts informed by existing instruments, especially:
- the Teacher Education Program Assessment (Coble et al, 2012)
- the PhysTEC Key Components (phystec.org/keycomponents)
- the report of the Task Force on Teacher Education in Physics (T-TEP) (Meltzer, Plisch, & Vokos, 2012)
- several reports on strong physics programs and career preparation

Shaped to represent what researchers observed at the eight diverse thriving* programs in the study:

- phystec.org/thriving

**RECOMMENDATIONS FOR PHYSICS TEACHER EDUCATION PROGRAMS**

- Complete the PTEPA Rubric
- Consider aligning features with thriving programs
- Engage in continuous improvement

**QUESTIONS FOR RESEARCHERS**

- Are different PTEPA Rubric results associated with different rates of physics teacher production?
- Does improving a program’s PTEPA Rubric results lead to an increase in its number of teacher graduates?
- Are there missing elements in the PTEPA Rubric?
- Do certain elements of the PTEPA Rubric tend to appear together?
- Are there common patterns of PTEPA Rubric results?
- What should particular physics teacher education programs prioritize in order to support the highest possible teacher graduation rate?

* Thriving programs are defined as large-university programs that frequently graduate five or more physics teachers per year.