

Volume 4, No. 1

January 10 , 2007 - Building a Presence for Science: Ohio eBlast

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1. **K-12: Final Call for proposals for the Detroit NSTA Regional Conference**

<http://www.nsta.org/sessions>

Deadline: January 15, 2007

The conference is October 18 – 20, 2007, in scenic and nearby Detroit, MI. You still have time to get your proposal in, but delay no longer! Onscreen directions are clear and easy to follow, so you should be able to prepare and submit a Session Proposal without difficulty. The site even tells you how session proposals are evaluated – so you know what the target is:

The program committee will be looking at the following:

- * Does the proposal clearly describe the session?
- * Is the information provided in the proposal complete?
- * Is the proposed session topic timely/appropriate?
- * Is the proposed session based upon recommended practices?
- * How does the proposed session address the National Science Education Standards?
- * If identified for a particular strand, does the proposed session address the corresponding criteria?

Strands for Detroit include Technology, Science and Literacy, and Engineering.

2. **K:12: Let's get BaP Ohioans connected online through the Ohio message board!**

<http://www.nsta.org/bap>

NSTA has a number of listserves for its members. Surely Bap Ohio can provide a forum for such conversations as well: post your questions on the Ohio Message Board on the NSTA/BaP web site, and let's get our own Ohio specific dialogues started! The first of Ohio's registered BaP Points of Contact to post a request for ideas or suggestions will receive a copy of Elizabeth Hammerman's 2006 book: *Becoming a Better Science Teacher* (Corwin Press).

In a recent thread on the NSTA list, the exchanges went like this:

Subject: Substitutes

From: Bill (location unknown):

“I thought I remembered this discussed once before, but couldn't find it in the archive, so am bringing it up again. Does anyone have suggestions for a couple of plans to be kept in a substitute folder for emergency situations? I need some ideas of things that are middle school level and not time sensitive.”

Here is a selection from the replies:

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A) David, MO:

“I go to NPR news on line every once in a while and just print off copies of some of the summaries of some of their science stories. I keep them in a file along with instructions. The kids choose a story (one page), read it and write a reflection paper (about a page) about what they learned, how they feel, perhaps an opposing point of view if they wish to do so. I model this with my students the first week of school where we do one together in class and they keep it in their science binder. Then when it happens, I just leave a note to tell the sub that there is a sample in the front of each of their binders, along with more detailed instructions about what I am expecting. Then they choose from the dozen or so stories that I have on file, read, reflect and write.”

--

B) Brittany, UT

“I use the site Science News for Kids www.sciencenewsforkids.com. The website has a lot of science articles that are at the middle school reading level. There are also reading questions for a lot of the articles and other activities as well. I keep a classroom set of a few different articles and the reading questions on hand for when I have a sub.”

--

C) Elizabeth, MO:

“I often keep science magazines with questions that go with the magazines. Like the magazines Current Science, or Science World. It's easy for any sub and keeps the flow of science going.”

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D) Meaghan, location unknown:

“I have the good fortune of having a DVD player and TV always in my classroom so I've taken a couple of episodes of MythBusters from the Discovery channel and cut out individual stories to show when I have a sub in the classroom. I have the students fill out a worksheet explaining what steps from the scientific method were demonstrated and how they were explained in the show.”

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3. K-12: COSI Overnight for Pre-Service and New Science Teachers

<http://www.cosi.org/educators/professional-development/>

COSI has a fun and exciting program for pre-service and new science teachers!

Join us for an overnight experience on February 23 and 24, 2007, to learn from experts about science and teaching topics. Graduate credit is available.

New This Year!

A session led by the Ohio Department of Education on preparing your students to answer short-response questions on the Ohio Achievement Test.

Additional topics include:

- Chemical & Physical Change
- Exploring the Soil Tunnel
- Healthy Water
- Healthy People
- Project Wet (classroom lessons related to water)
- Tour of the Universe
- Animal Adaptations
- Odd Pets
- Teaching in Urban Settings
- How Do I Get A Job?
- Rocks & Minerals

Concurrent sessions will run Friday, February 23, from noon to 10pm, and Saturday, February 24, from 8:30am to noon. "Brave" participants can spend Friday night at COSI for the full COSI experience!

The cost is \$70 and includes COSI admission, workshops, materials, dinner, breakfast, and a place to sleep.

Receive one semester graduate credit from Ashland University for an additional \$157. Arrangements can be made for Ohio State University credit.

4. K-12: Submit your grant application and become another Ohio WILD School Site.

<http://www.ohiodnr.com/wildlife/resources/wildschools/default.htm>

The application period for WILD School Sites grants is now open. The grants are \$500 each and there are twenty grants total. The grant period runs January 1st--May 31st, or until we run out of grants. Last year's grant recipients are listed below so that you can get an idea of what has been funded. Please be sure to carefully read the grant guidelines if you are interested in applying.

There are also a series of WILD School Sites workshops coming up across the state. These workshops are open to the public and last from 9am-4pm. Each workshop will go over activities you can use with your site, different types of habitat improvement projects you and your students can try on your school property, as well as grant opportunities, how to design a WILD School Site committee to help with your site, and lots more useful information. These workshops are designed to help you, your fellow teachers and your students get the most out of your WILD School Site. So if you are thinking of beginning a site and don't know where to start, check out one of our workshops!

http://www.ohiodnr.com/wildlife/workshops/projectWILD_workshops.htm

If you have questions about a project or its eligibility for the WILD school sites grants, or you want more information about the WILD workshops, contact:

Jen Dennison:

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 2045 Morse Rd., Bldg G, Columbus, OH 43229
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 jen.dennison@dnr.state.oh.us
www.ohiodnr.com/wildlife

2006 WILD School Sites:

1. Amanda Clear-Creek Elementary School, Amanda-Butterfly garden.
2. Columbus Montessori Education Center, Columbus-Tree planting, bird feeding station.
3. Gahanna Middle School South, Gahanna-Prairie grass area.
4. Ohio Wesleyan University, Early Childhood Center, Delaware-Bird and butterfly garden area.
5. Mechanicsburg Library, Mechanicsburg-Butterfly/Bird Garden
6. Park Avenue Elementary, Mt. Gilead-Bird Observation Blind
7. Our Lady of Lourdes School, Toledo-Wildflower Garden
8. Beaver Local High School, Lisbon-Bird Feeding Station
9. Campbell Middle School, Campbell-Bird Sanctuary
10. Clearmount Elementary School, North Canton-Tree planting, butterfly garden.
11. West Geauga Local Schools, Chesterland-Planting bird habitat areas
12. Bundy Elementary School, Wellston-Planting trees, shrubs, butterfly plants
13. Elizabeth L. Evan's Outdoor Ed. Center, Jackson-Hummingbird/butterfly garden, nest boxes
14. Lawrence Elementary School, Marietta-Bird observation blind
15. O.O. McIntyre Park District, Gallipolis-Plantings for habitat area for outdoor programs.
16. Roosevelt Middle School, Zanesville-Stream and habitat restoration project
17. Union Scioto Elementary School, Chillicothe-Courtyard planting area.
18. Beverly Branch of Washington County Library, Beverly-Bird and butterfly garden.
19. Cline Elementary School, Centerville-planting for a meadow area.

5. K-12: Marine Ecology of Southern Florida Workshop

www.TLCLearningConsultants.org

Dates: June 24-29, 2007

TLC Learning Consultants is offering Marine Ecology of Southern Florida (MESF), an exciting and intense six day workshop focusing on the biology, ecology, geology, geophysics, and earth systems of the Everglades and the Florida Keys. Participants will experience first hand the beauty and diversity of Southern Florida while learning how to best share their encounters with students.

Cost: \$650. Topics include: Everglades Ecology; Mangrove Swamps; Coral Reef Health; Florida Bay and Sea Grasses; GPS Orienteering; Data collection and analysis; Exotic and Invasive Species; Water Drainage Management; Biotic and Abiotic Factors

6. K-12: NEA Learning and Leadership Grants

http://www.neafoundation.org/programs/Learning&Leadership_Guidelines.htm

Deadline: February 1, 2007

Educators can receive up to \$5,000 for professional development! The NEA Foundation for the Improvement of Education Grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes. Grants to 1) individuals fund participation in high-quality professional development experiences, such as summer institutes or action research, and 2) grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment. All professional development must improve practice, curriculum, and student achievement.

7. K-12: Want information about what 's going on in your county?

<http://www.oplin.org/page.php?Id=63-16>

Ohio County Connections is the place to go for links to individual Ohio city, town, county, and other community-related websites. Choose any one of Ohio's 88 counties from the clickable Ohio map or from the alphabetical list below the map. Ohio County Connections has over 5000 links, and it's still growing!

To help you get started, check out OPLIN's Ohio County Connections Quickstart Guide (in PDF format).

8. K-12: National Public Radio has a new feature: "Science out of the box"

<http://www.npr.org/templates/story/story.php?storyId=6735420>

Since the end of October, 2006, NPR science reporters have been explaining the basic science underlying groundbreaking discoveries. And they'll answer questions that nag at many of us, such as "Why does the curtain stick to me when I'm in the shower?" and "How do I get that Garlic Smell off my Hands?". The current clip is about utility poles.

Listen to the stories, and if they correlate with what you are teaching, you might even be able to have your students listen to these entertaining clips as well. The files require Microsoft Media Player or RealPlayer, both of which are probably already on your computer waiting for this moment!

9. K-12: "Living In a Material World" \$500 Grants for K-12 Teachers

http://www.asm-intl.org/Content/NavigationMenu/ASMFoundation/K-12TeacherGrants/Living_Material_World.htm

deadline: May 25, 2007

Here's a fun and rewarding way to exercise your creativity as a teacher – and be recognized for it! The ASM Materials Education Foundation's mission is to excite young people worldwide in materials careers. Members of ASM International visit schools and frequently observe that students are fascinated by materials, but rarely have an opportunity to learn anything about them. To help teachers like you bring the "real world" of materials science into your classroom, the ASM Materials Education Foundation is awarding 10 grants of \$500 each to teachers, K-12.

10. Gr7-12: DuPont Challenge Science Essay Competition

<http://www.glcomm.com/dupont/index.htm>

Deadline: February 12, 2007

The DuPont Center for Collaborative Research and Education will give out more than \$20,000 in total award prizes for winning science-oriented essays! Students in grades 7 – 12 are eligible to submit an original essay of 700 to 1,000 words, in which she or he discusses a scientific discovery, theory, event, or technology application that has captured her or his interest. Over the years, the judges have noted that winning essays reflect the several attributes, including creativity, originality, readability, thorough research, and appropriate choice of subject matter. Awards are given in junior, senior, and teacher divisions; the science teacher who sponsors the winning student receives a prize.

11. Gr 7-12: Get your students to enter the second Annual DNA Day Essay contest!

http://www.genednet.org/pages/k12_dnaday.shtml

Deadline: March 16, 2007

Of course you know that National DNA Day is held every April 25th, right? There are multiple different opportunities in which to get involved ... this essay contest is just one. Read on...

The American Society of Human Genetics is sponsoring the second Annual DNA Day Essay contest. Teachers around the country are encouraged to add this as an "assignment" during their genetics unit and then to submit the best student essays to the contest. Three winning students for each essay are selected each year and the teacher of the "First Prize" winners receive \$2000 to spend on classroom science equipment.

There are two essay questions this year:

1. If you could be a human genetics researcher, what would you study and why?
2. In what ways will knowledge of genetics and genomics make changes to health and health care in the US Possible?

If you have any questions, do not hesitate to contact Dr. Shaw (contact information below).

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12. Gr 9-12: Harvard Study of Women's Persistence in Science Needs Your Help

<http://mo-www.cfa.harvard.edu/prise/teacherssurvey.html>

Is your science classroom hospitable to female students? What do you do in your classroom that gets young women to consider majoring in science, math, or engineering? A great variety of activities and approaches are being tried out across the nation. We would like to hear about them and, in a scientific study, find out which ones work. You can support this research by filling out a very brief web survey.

On the path toward science careers, a critical transition point lies between high school and college where disproportionate numbers of young women abandon an initial interest in science, mathematics, engineering, or technology. The Science Education Department at the Harvard Smithsonian Center for Astrophysics, Cambridge, MA, recently received a grant from the National Science Foundation to study this important issue in a systematic way. A 3-year project, titled “Persistence Research in Science and Engineering (PRiSE)” and headed by Dr. Philip Sadler, will collect and analyze data from approximately 4,000 college freshmen at 20 institutions, with the goal of identifying the factors that strengthen the interest in pursuing science in college, particularly for female students.

In the initial phase of the project—where we generate testable hypotheses about factors influencing young women’s persistence in the sciences—we wish to look beyond the hypotheses that we find in the scholarly literature. We believe that high school teachers, practitioners with extensive professional experience with high school students, have a tremendous amount of insight into this issue and have developed innovative and potentially beneficial initiatives. Hence we turn to you, asking you to respond to our web-based survey, which will take only a few minutes of your time [<http://mo-www.cfa.harvard.edu/prise/teacherssurvey.html>].

Thanking you very much for your consideration and help,

Sincerely yours,

Gerhard Sonnert, Ph.D., Project Manager
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