



ANNUAL
REPORT

BUILDING A PRESENCE FOR SCIENCE

APRIL 2002 - APRIL 2003



*NSTA honors ExxonMobil with its 2003 Distinguished Partnership Award.
ExxonMobil Foundation President Edward F. Ahnert accepts the award from Carolyn Randolph, NSTA President, and
Gerry Wheeler, NSTA Executive Director, at the 2003 Building a Presence for Science breakfast.*

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To Our Supporters, Partners, Administrators, and Fellow Educators —

This was a critical year in Building a Presence for Science. With the completion of all Phase II state launches, we now have half the United States on board, and the potential to reach far more than half the nation's science teachers.

In 2002-3, we began to utilize the solid framework for providing professional development experiences via the Building a Presence for Science network. We took greater advantage of the power of BaP Online for informing science teachers about an array of inquiry-based resources and opportunities. Our partnerships increased, and our partners consistently reported to us that they benefited from being involved with Building a Presence for Science.

When we all get together as State Coordinators representing this program, the collective energy is powerful. The group's strength and knowledge is a substantial resource. And the fact that we help to lead a national network for the improvement of science teaching and learning is both invigorating and challenging.

Building a Presence for Science is, indeed, making a profound difference in how science teachers interact and communicate in our 25 states and the District of Columbia. We extend a sincere "Thank You" to everyone involved in this important program because we are making a difference in the ways science is taught in our nation's classrooms.

*Building a Presence State Coordinators
April 2003*



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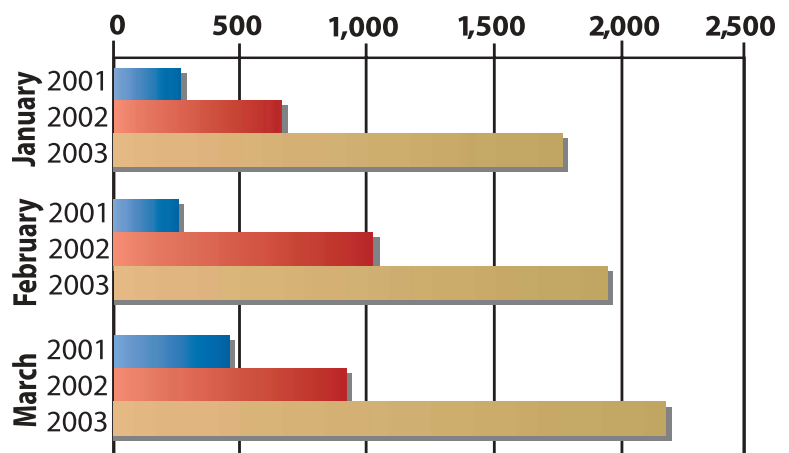
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Seventh Year of Building a Presence for Science Brings 39% Increase In Participation

In late spring of 2002, as the seventh year of Building a Presence for Science (BaP) began, several Phase II states were launching the program, and all Phase I states were starting to deliver a specially designed professional development package called the *Science as Inquiry Toolkit*. These activities, combined with ongoing growth in other Phase II states, resulted in a 39% increase in Building a Presence participation, bringing the total network to approximately 28,000 educators.

ONLINE SYSTEM

The BaP Network: The chart shows an enormous increase in monthly usage of the Building a Presence for Science online system, reflecting not only a larger number of program participants, but also significant improvements based on user requests that have made the system more effective.



New York State Coordinator Doug Reynolds explains features of the online system to Barbara Bellafatto, Science Coordinator and Key Leader from Queens, NY, at the NSTA National Convention.

National Partners and Special Contributors Reach 28,000 Educators Every Month

An increase in contributors to the monthly BaP e-blast is another important factor in the program's growth and strength. Monthly e-blasts offer information and resources to all BaP participants and their colleagues and motivate teachers to use BaP online. New contributors over the past year include Environmental Concerns, Intel Corporation, and the American Museum of Natural History. (A list of national partners is attached.)

State Partners Expand Program Resources

Within the past year, 20 organizations supportive of science education became state partners in Phase I

states. More than 40 such groups—departments of education, museums, universities, and regional teacher-leader groups—have become partners in Phase II states since these programs began.

Three states garnered outstanding partner strength this year. Louisiana brought on six new partners, bringing their total to 21. Tennessee attracted nine, making their total 13. Individuals representing the 15 Pennsylvania partners serve as resources for Key Leader trainings and offer a variety of standards-based teaching and learning experiences for Points of Contact. Many of these resource persons have attended BaP Key Leader trainings in order to better understand the program's goals and possibilities.

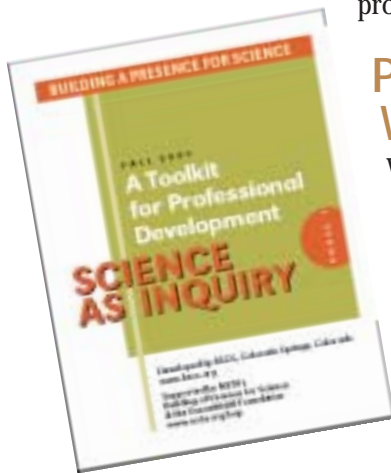
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BaP Leverages Donations!

For the second year, Texas Instruments sponsored the Building a Presence breakfast at NSTA's national convention and also provided door prizes. Meade Instruments Corporation is providing Building a Presence participants with 145 telescopes, an in-kind contribution valued at approximately \$22,000.

An example of leveraging the program comes from Alma Miller, Washington, DC, Coordinator. She secured a \$10,000 grant from Project Learning Tree to provide Points of Contact in ten District of Columbia schools with opportunities to extend their scientific inquiry in environmental programs by establishing indoor or outdoor gardens.



Phase I States Are Enriching Teacher Skills With the Inquiry Toolkit

Working together, NSTA and Biological Sciences Curriculum Study (BSCS) developed the *Science as Inquiry Toolkit*—the focus of Building a Presence professional development workshops for Key Leaders. Twelve of the fourteen Phase I states have begun training their Key Leaders in this three-day workshop experience. Alaska, New Jersey, South Carolina, Texas, and Washington, DC, have all trained more than 50% of their Key Leaders, with Texas leading at 85%—plus 25%, or approximately 1,400, of its 5,600 Points of Contact. Louisiana and Montana have trained just under 50%. After starting with a face-to-face program, North Carolina is using its state message board to conduct professional development follow-

up online. Several states plan to conduct summer and early fall *Toolkit* workshops. The

Science as Inquiry Toolkit has also been made available to the independent Phase I states (Minnesota, Oklahoma, and Mississippi) and to all of the Phase II states.

At the 2003 NSTA National Convention in Philadelphia, a *Science as Inquiry Toolkit* Short Course was presented by Vanessa Westbrook, Texas BaP State Coordinator. Of the 64 participants, 47 completed an evaluation. Eighty percent of all responses were in the excellent category. Many participants asked that the course be scheduled for a full day in the future. Plans are underway to host more *Toolkit* short courses at upcoming NSTA conventions.

Online Professional Development Option Developed

Working with Montana State University, Walt Woolbaugh, Montana's BaP State Coordinator, designed and facilitated an online pilot of the Inquiry Toolkit. Twenty BaP State Coordinators and Key Leaders took this five-week course in the summer of 2002.

Phase I Key Leaders Trained In Inquiry Toolkit

PHASE I STATE	% OF KEY LEADERS TRAINED	# OF KEY LEADERS TRAINED
Texas	85%	209
Washington, DC	71%	5
Alaska	61%	11
New Jersey	56%	15
South Carolina	55%	35
Montana	46%	11
Louisiana	44%	31
Alabama	36%	16
Oklahoma	31%	20
North Carolina	25%	23
Virginia	19%	25
Tennessee	10%	5

*Maryland and Minnesota, not listed here, will begin to offer the *Science as Inquiry Toolkit* to Key Leaders in the summer. Other states will continue to train Key Leaders in summer and fall of 2003.

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Phase II States Embed Professional Development in Key Leader Trainings

Phase II professional development consists of a variety of learning experiences embedded in the states' Key Leader trainings. Each of the ten states administers its own BaP program and designs appropriate professional development experiences based on national and state standards and other state-based priorities.

For example:

California's literacy and science program links activities in literature to an appropriate science standard.

Michigan is stressing leadership skills, encouraging teachers to be comfortable with their new roles as advocates for standards based teaching.

Florida is working with the National Research Council's book, *Classroom Assessment and the National Science Education Standards*, to create greater awareness of how the state's assessment requirements are connected to the national standards.

New York State has empowered regional science leaders called 'Section Liaisons' to adapt the BaP professional development component to the needs of their section's Key Leaders.

Pennsylvania is offering a variety of choices in its professional development component so that individual Key Leaders may select what they consider most valuable for themselves and their Points of Contact.



California Key Leaders practice inquiry at 2002 training in Stockton, CA.

Collaborations Within and Across States Help Strengthen and Expand the Program

Close in-state partner collaboration is illustrated by California's development of a BaP training opportunity that involves combining science and literature. Art Sussman, California State Coordinator, describes the process as follows:

The five core partners in California represent WestEd, the California Department of Education, the California Science Teachers Association (CSTA), the K-12 Alliance, and the California Science Project. We work closely with science coordinators in the larger California counties. When we learned that these science coordinators were designing a book linking literature, literacy strategies, California science standards, and the 5-E lesson design framework, we realized that this book would fill an important state need and could become a featured part of CA-BaP Key Leader and Point of Contact (PoC) trainings. However, upon seeing an early draft, we also concluded that we could improve the quality of the lessons.

Working together and with the county science people, we feverishly revised the draft in time for publication prior to our major Key Leader training at CSTA in San Francisco. This book, *Strategic Science Teaching*, has multi-day lessons at each grade level that connect a work of literature with the state science standards at that grade level. We have used this multi-discipline tool at all subsequent Key Leader trainings and are providing copies to all Key Leaders and PoCs.

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BaP works across state boundaries to enrich programs

Jean May-Brett, Louisiana BaP Coordinator and NSTA District VII Director, has conducted Key Leader workshops in Alabama, the District of Columbia, Mississippi and Arkansas. She has also assisted Arkansas, Kentucky, and Mississippi on BaP program development.

Vanessa Westbrook, Texas BaP Coordinator, gave BaP presentations at both the 2001 and 2002 Louisiana Science Teachers Association Annual Meeting, and presented the *Science as Inquiry Toolkit* short course at NSTA's National Convention in 2003.

Jim Collins, former Director of the Texas Education Agency and a strong supporter of Building a Presence, used the BaP network to disseminate training on new science safety regulations. He also assisted Alma Miller, DC Coordinator, with a week-long Institute for Key Leaders and Points of Contact in Washington, DC.

David Lopath, Connecticut BaP Coordinator, collaborated with New York Coordinators and with Massachusetts stakeholders as they designed their state programs.



Jean May-Brett, Louisiana State Coordinator, presents in Washington, DC.



BaP Phase II State Coordinators and NSTA staff share ideas at the National Convention in Philadelphia.

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Participants Attest that Building a Presence Lowers the Isolation of Science Teachers

"I am quite new to BaP but have already found it to be a goldmine of information and support. By connecting to Jean May-Brett, the LSTA, and the BaP program, I feel an enormous sense of professional support! Now I have direct access to current happenings in the science education world."

Polly Boudreaux
Curriculum Coordinator
St. Bernard Parish School Board Middle School
Louisiana

"Because of NSTA's Building a Presence for Science network of Key Leaders, Points of Contact, and its online information dissemination, the Challenger Learning Center booked 200 simulations for the 2002-03 school year. We've never before had that many simulations booked in advance for the following school year. I cannot thank you enough for inviting the Challenger Learning Center to become a state partner."

Gayle Glusman
Director, Challenger Learning Center
Louisiana Art and Science Museum

"We actually used the BaP program to initiate systemic reform in science in our district. We started by identifying one teacher to be the PoC and trained that person to deliver the science standards at their campus. . . . From this group, I have a truly dynamic science team. Science team members have a release day once a month to work with the teachers at their school or help at other schools in their district. They attend special programs and offer presentations at state conferences and local workshops; some help write curriculum. In short, I couldn't live without my Science PoCs."

Patsy Magee
Science Supervisor, PreK-12
Beaumont Independent School District
Texas

"I have received many new ideas and have grown professionally from interactions with Points of Contact and other Key Leaders. I've made new friends and professional contacts as a Key Leader, and I have learned how to accept change and work with others to develop good lesson plans that are standards-based. I feel I have a support group that I would not have had, had it not been for BaP."

Ruth Woodall
Science Teacher
Litton Middle School
Tennessee

"I am most proud of the BaP teacher network's assistance in developing and revising our science standards and teacher resource guide. We have forged excellent working relationships with the State Education Department, the Science Museum of Virginia, and, of course, with VAST. These and other relationships extended our professional development opportunities and initiated the Virginia Science Resources Network that electronically links scientists and mentors with teachers and students statewide."

Billie Reid
Project Manager, Title II, Part A
Virginia Department of Education

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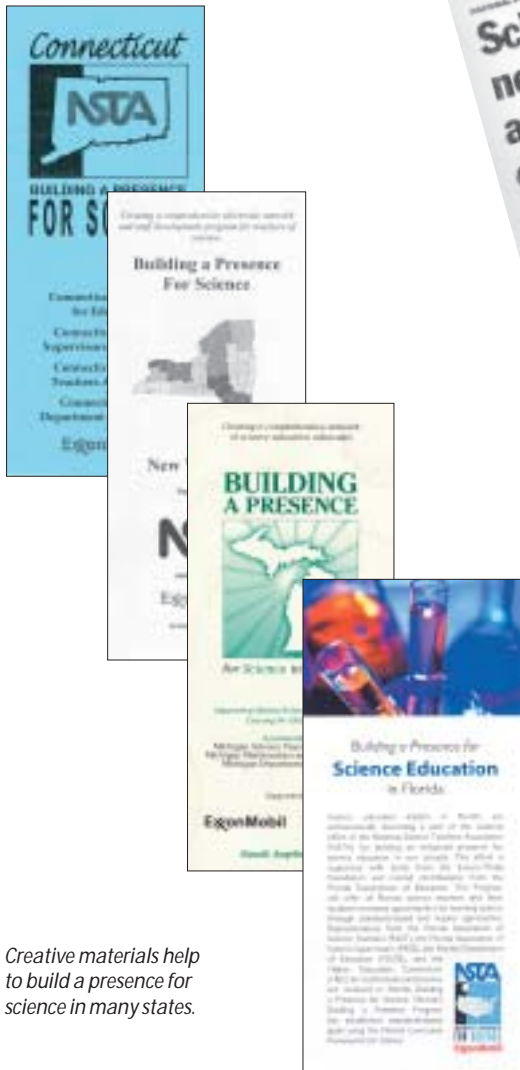
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Program Attracts Independent States

NSTA recognizes Mississippi as the 25th Building a Presence state. Mississippi is focused on reaching traditionally underserved schools and will expand the program as funds are secured. In addition, both Arkansas and Kentucky are interested in joining the program.

Communications

Building a Presence for Science made at least 14 million contacts on behalf of science education during 2002-03 via electronic communications, newspaper articles, television spots, and through meetings, trainings, and exhibits.



Creative materials help to build a presence for science in many states.



Elected officials and community, education, and business leaders participate in state events such as this Building a Presence for Science launch in Florida.

The program's ongoing presence for science is recognized by the media. Bernard White, ExxonMobil Senior Program Officer, discusses inquiry-based lessons with Mesa High School students at the Arizona launch on October 1, 2002.



Many states highlight Building a Presence for Science at their annual state science meetings, as shown by Arizona's 2002 program cover.



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Building a *Lasting* Presence for Science Education

The steady and significant growth of participants during the program's seventh year shows that Building a Presence is now well established as a multi-state program. The emphasis put on increasing state partnerships this year has not only provided the program with increased teacher resources, but it has also demonstrated the program's ability to link teachers and resources effectively.

Future plans are to:

- Continue to add schools in states already participating in the network
- Attract more partners and enhance the variety of resources available for teachers
- Increase financial and in-kind assistance to states and state coordinators
- Expand the number of states participating in the program

The ExxonMobil / NSTA partnership that supports this program, augmented by other contributors, is having a significant effect on science teaching and learning for millions of America's teachers and students.

Building a Presence for Science National Science Teachers Association

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