

*National Science Resources Center*

THE NATIONAL ACADEMIES



Smithsonian Institution



**NSRC NATIONAL K-12  
SCIENCE EDUCATION  
LEADERSHIP DEVELOPMENT  
AND STRATEGIC PLANNING  
INSTITUTE**

**July 11-16, 2010  
Washington, DC**

**REGISTRATION FORM**

*The LASER Center  
Leadership and Assistance for Science Education Reform*

## NSRC NATIONAL K-12 SCIENCE EDUCATION LEADERSHIP DEVELOPMENT AND STRATEGIC PLANNING INSTITUTE

- What:** An intensive working institute to guide leadership teams through the process of preparing strategic plans for improving their science education programs.
- Why:** American students in grades K-12 do not keep pace in science learning with their counterparts throughout the developed world, and their interest and achievement in science begin to wane in middle school. An effective science education program is the bridge to science literacy for all students—and ultimately for all citizens. Will your students measure up?
- Who:** To ensure a return on your investment, the NSRC recommends a five- to seven-person leadership team composed of two administrators (superintendent, assistant superintendent, curriculum coordinators, etc.) Three science teachers (one elementary, one middle school, one high school) Two scientists, engineers or community leaders representing a corporation, academic institution, museum, science technology center, foundation, government, or other nonprofit organization committed to the improvement of science education.
- Where:** The Westin Alexandria Hotel, Alexandria, Virginia
- When:** July 11-16, 2010

### REGISTRATION PROCEDURES

**Send your check, purchase order with registration form to the address below.** Please make all checks and purchase orders payable to “National Science Resources Center.” Registration fees are nonrefundable. Space is limited. Early registrants will receive priority placement. **Online registration may be used for credit card payment only.**

Direct all inquiries to:

Mary Raucci  
Strategic Planning Programs Manager  
The LASER Center  
National Science Resources Center  
202.633.3002  
202.287.2070 fax  
Email: [rauccim@si.edu](mailto:rauccim@si.edu)

# 1—LEADERSHIP TEAM

Name of School System (District / Region or State) \_\_\_\_\_

City, State \_\_\_\_\_

Enter the requested information on the members of your team in the table below. Recommended leadership team composition for a school district team includes school district administrators, science teachers, and scientists or engineers representing a corporation, academic institution, museum, science technology center, foundation, government, or other organization committed to the improvement of science education. The participation of the Superintendent is critical to the success of district leadership teams. If the Superintendent is not able to participate, include a letter of support providing the following:

- Reason(s) for not attending
- Explanation of how he/she will support science education reform
- Rationale used to select the designee who will replace the superintendent
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Name	Position Title	Organization	Phone Number	E-mail Address	Mailing Address

Which of the above individuals will serve as point of contact or team leader?

\_\_\_\_\_

# 1—LEADERSHIP TEAM (CONTINUED)

Each team member should fill out this section with their own information and submit with the whole registration.

**Name of School System (District / Region or State) :** \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

School, Department, or Program: \_\_\_\_\_

School District, Company, or Organization: \_\_\_\_\_

Work Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Work Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

*Alternative contact information:*

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

As outlined below, summarize your experience on a separate sheet of paper. **Do not exceed two (2) pages, typed.** You may attach a professional resume instead. Do not include a cover page or any extra materials.

**Formal Education.** Institution, type of degree, major, minor, and dates degrees were granted.

**Employment Experience.** Please include teaching and other assignments that will provide an accurate portrayal of your experience.

**Professional Activities.** Examples: (1) membership in professional organizations, (2) publications, (3) research interests, or (4) grants awarded.

**Related Activities.** Examples: (1) outreach to the community, (2) liaison with local/regional businesses, (3) involvement with special youth programs, or (4) other collaborations or involvement in team efforts.

Please answer the following two questions on a separate sheet and return your response with your application.

What do you anticipate your role will be in implementing the plan your team will develop at the institute?  
How do you expect the school system to benefit from your participation in this institute?

Signature: \_\_\_\_\_

# 1—LEADERSHIP TEAM (CONTINUED)

Name of School System (District / Region or State) \_\_\_\_\_

Race/Ethnicity of Leadership Team

The NSRC gathers statistical data of the race / ethnicity of leadership team members.

Your voluntary submission of this information would be greatly appreciated, but it is not required. Should you choose not to provide this information, please check the box below marked "Decline to Provide."

## Race/Ethnicity of Persons Participating in Strategic Planning Institute

	African American (not of Hispanic origin)		American Indian or Alaska Native		Asian American or Pacific Islander		Hispanic		Caucasian (not of Hispanic origin)		Other (Foreign/Unknown)	
	#Male	#Female	#Male	#Female	#Male	#Female	#Male	#Female	#Male	#Female	#Male	#Female
<b>Team Members</b>												

Decline to Provide.

## 2—STUDENT DEMOGRAPHICS

Please answer the following questions about your leadership teams' Science Education Program (District / Region or State)

### Name of Science Education Program (District / Region or State)

If a school district, Please use the name in the National Center for Educational Statistics database: <http://nces.ed.gov/ccd/districtsearch/>.

How many schools are considered elementary schools? \_\_\_\_\_

How many schools are considered middle schools? \_\_\_\_\_

How many schools are considered high schools? \_\_\_\_\_

How many students are in elementary school? \_\_\_\_\_

How many students are in middle school? \_\_\_\_\_

How many students are in high school? \_\_\_\_\_

How many middle and high school students in your school system are eligible to receive free or reduced-price lunch? \_\_\_\_\_

How many teachers in your school system are assigned to teach science in elementary school? \_\_\_\_\_

How many teachers in your school system are assigned to teach science in middle school? \_\_\_\_\_

How many teachers in your school system are assigned to teach science in high school? \_\_\_\_\_

Race/ethnicity of students in the school system:

	African American (not of Hispanic origin)	American Indian or Alaska Native	Asian American or Pacific Islander	Hispanic	Caucasian (not of Hispanic origin)	Other (Foreign/Unknown)	Total
1. Number of students by race/ethnicity							

Characterize Your school system:                      Urban      Suburban      Rural

## 3—SCIENCE PROGRAM SELF-ASSESSMENT

*This section contains self-assessments of the current status of the science education program. The information will help both you and institute planners better understand the current state of science education in your school, including needs for improvement.*

**1. Write your school's mission statement here.**

**2. Describe your goals** for strengthening your elementary school science program over the next five years.

**3. Describe what you hope to learn** at this institute that will help you achieve your goals.

# 3—SCIENCE PROGRAM SELF-ASSESSMENT (CONTINUED)

## 2. Describe how your school currently does the following:

Selects and/or develops K–12 science curriculum materials

Provides professional development in science to teachers and administrators

Supplies teachers with science apparatus and supplies

Assesses student learning in science

Develops administrative and community support for new instructional programs

**Indicate the amount of time** per week that students are currently required to engage in science in your school system.

Elementary: \_\_\_\_\_ minutes \_\_\_\_\_ times per week

Middle School: \_\_\_\_\_ minutes \_\_\_\_\_ times per week

High School: \_\_\_\_\_ minutes \_\_\_\_\_ times per week

# RUBRICS FOR ELEMENTARY SCIENCE EDUCATION

For each rubric below, check the stage that best describes your school system's elementary school science program.

## Curriculum

<b>Level 0</b>	No research-based science education curriculum materials being used to provide inquiry-centered approach to teaching and learning.
<b>Level 1</b>	Some research-based, inquiry-centered science curriculum materials based on individual teacher decision.
<b>Level 2</b>	School system piloting research-based, inquiry-centered science curriculum units/program(s) in some schools
<b>Level 3</b>	School system-wide plan exists to introduce, research-based, inquiry-centered science curriculum into entire school and/or early stage of implementation.
<b>Level 4</b>	Considerable progress in implementing research-based, inquiry-centered science curriculum in entire school system.
<b>Level 5</b>	School system-wide implementation of research-based, inquiry-centered science program.

## Professional Development

<b>Level 0</b>	No plan or evidence of professional development for supporting the implementation of a research-based, inquiry-centered science program.
<b>Level 1</b>	Professional development program limited to introduction of research-based, inquiry-centered science curriculum materials to some teachers.
<b>Level 2</b>	A plan for professional development for all teachers and/or beginning of development of teacher leaders. Evidence of other activities (workshops, museums, and/or college connections).
<b>Level 3</b>	Implementation of first-level workshops for most or all teachers in school. A plan for advanced professional development for all teachers. Evidence of systematic connection between school activities and opportunities at other institutions (museums, colleges, etc.). Ongoing classroom support for up to one-half of teachers in school.
<b>Level 4</b>	Implementation of first-level activities for all teachers and provision for advanced professional development for all teachers. Evidence of systematic connection between school activities and opportunities at other institutions (museums, colleges, etc.). Ongoing classroom support for most teachers.
<b>Level 5</b>	Funded, coherent, continuous system for professional development articulated with developmental needs of all teachers, curriculum implementations, assessment, and other professional activities.

## Student Assessment

<b>Level 0</b>	No change, no plan for change.
<b>Level 1</b>	Studying issue, planning, changes driven by outside forces (new state mandates, ex.).
<b>Level 2</b>	Some use of alternative assessment strategies in individual schools, or by teachers using research-based, inquiry-centered curriculum materials. Policy of acquiring curriculum materials that incorporate active assessment strategies.
<b>Level 3</b>	Systematic professional development on assessment and/or teachers developing active assessments.
<b>Level 4</b>	Initiating implementation of active assessment tied to grading practices and substituting for traditional, test-based grading.
<b>Level 5</b>	Complete implementation of school system-wide active science assessment and/or new science assessment is part of larger school-system wide assessment plan.

## Materials Support System

<b>Level 0</b>	No plans for a materials support system.
<b>Level 1</b>	Recognized need for a materials support system for science, determined by individual teacher responsibility, or began planning for center launched, but not executed.
<b>Level 2</b>	Temporary system with ordering and refurbishing of materials and supplies for pilot classrooms, or planning stage for school system-wide system.
<b>Level 3</b>	Beginning to implement school-wide materials support system, but current system only partial.
<b>Level 4</b>	Established school system-wide materials support system.
<b>Level 5</b>	Integrated math/science/technology materials support system connected to teacher professional development

## Administrative and Community Support

<b>Level 0</b>	No stakeholders from the community, including scientists or engineers, are working with the school system for the sole purpose of supporting the science program.
<b>Level 1</b>	Some stakeholders (scientists, engineers, parents, etc.) have been identified and individual relationships initiated between them and teachers or administrators. Their purpose may vary, or their involvement may be short-term or event-specific.
<b>Level 2</b>	Through a formal structure, school system seeks to coordinate existing disparate efforts or to involve new institutions as partners to support research-based, inquiry-centered science programs.
<b>Level 3</b>	Partial plan for school system/corporate/university partnerships created; first steps initiated.
<b>Level 4</b>	School system develops comprehensive plan with partners to secure community support and financial assistance for systemic improvement.
<b>Level 5</b>	Funded, coherent, continuous program being maintained and periodically evaluated.

# RUBRICS FOR MIDDLE SCHOOL SCIENCE EDUCATION

For each rubric below, check the stage that best describes your school system's middle school science program.

## Curriculum

<b>Level 0</b>	No research-based science education curriculum materials being used to provide inquiry-centered approach to teaching and learning.
<b>Level 1</b>	Some research-based, inquiry-centered science curriculum materials based on individual teacher decision.
<b>Level 2</b>	School system piloting research-based, inquiry-centered science curriculum units/program(s) in some schools
<b>Level 3</b>	School system-wide plan exists to introduce, research-based, inquiry-centered science curriculum into entire school and/or early stage of implementation.
<b>Level 4</b>	Considerable progress in implementing research-based, inquiry-centered science curriculum in entire school system.
<b>Level 5</b>	School system-wide implementation of research-based, inquiry-centered science program.

## Professional Development

<b>Level 0</b>	No plan or evidence of professional development for supporting the implementation of a research-based, inquiry-centered science program.
<b>Level 1</b>	Professional development program limited to introduction of research-based, inquiry-centered science curriculum materials to some teachers.
<b>Level 2</b>	A plan for professional development for all teachers and/or beginning of development of teacher leaders. Evidence of other activities (workshops, museums, and/or college connections).
<b>Level 3</b>	Implementation of first-level workshops for most or all teachers in school. A plan for advanced professional development for all teachers. Evidence of systematic connection between school activities and opportunities at other institutions (museums, colleges, etc.). Ongoing classroom support for up to one-half of teachers in school.
<b>Level 4</b>	Implementation of first-level activities for all teachers and provision for advanced professional development for all teachers. Evidence of systematic connection between school activities and opportunities at other institutions (museums, colleges, etc.). Ongoing classroom support for most teachers.
<b>Level 5</b>	Funded, coherent, continuous system for professional development articulated with developmental needs of all teachers, curriculum implementations, assessment, and other professional activities.

## Student Assessment

<b>Level 0</b>	No change, no plan for change.
<b>Level 1</b>	Studying issue, planning, changes driven by outside forces (new state mandates, ex.).
<b>Level 2</b>	Some use of alternative assessment strategies in individual schools, or by teachers using research-based, inquiry-centered curriculum materials. Policy of acquiring curriculum materials that incorporate active assessment strategies.
<b>Level 3</b>	Systematic professional development on assessment and/or teachers developing active assessments.
<b>Level 4</b>	Initiating implementation of active assessment tied to grading practices and substituting for traditional, test-based grading.
<b>Level 5</b>	Complete implementation of school system-wide active science assessment and/or new science assessment is part of larger school-system wide assessment plan.

## Materials Support System

<b>Level 0</b>	No plans for a materials support system.
<b>Level 1</b>	Recognized need for a materials support system for science, determined by individual teacher responsibility, or began planning for center launched, but not executed.
<b>Level 2</b>	Temporary system with ordering and refurbishing of materials and supplies for pilot classrooms, or planning stage for school system-wide system.
<b>Level 3</b>	Beginning to implement school-wide materials support system, but current system only partial.
<b>Level 4</b>	Established school system-wide materials support system.
<b>Level 5</b>	Integrated math/science/technology materials support system connected to teacher professional development

## Administrative and Community Support

<b>Level 0</b>	No stakeholders from the community, including scientists or engineers, are working with the school system for the sole purpose of supporting the science program.
<b>Level 1</b>	Some stakeholders (scientists, engineers, parents, etc.) have been identified and individual relationships initiated between them and teachers or administrators. Their purpose may vary, or their involvement may be short-term or event-specific.
<b>Level 2</b>	Through a formal structure, school system seeks to coordinate existing disparate efforts or to involve new institutions as partners to support research-based, inquiry-centered science programs.
<b>Level 3</b>	Partial plan for school system/corporate/university partnerships created; first steps initiated.
<b>Level 4</b>	School system develops comprehensive plan with partners to secure community support and financial assistance for systemic improvement.
<b>Level 5</b>	Funded, coherent, continuous program being maintained and periodically evaluated.

# RUBRICS FOR HIGH SCHOOL SCIENCE EDUCATION

For each rubric below, check the stage that best describes your school system's high school science program.

## Curriculum

<b>Level 0</b>	No research-based science education curriculum materials being used to provide inquiry-centered approach to teaching and learning.
<b>Level 1</b>	Some research-based, inquiry-centered science curriculum materials based on individual teacher decision.
<b>Level 2</b>	School system piloting research-based, inquiry-centered science curriculum units/program(s) in some schools
<b>Level 3</b>	School system-wide plan exists to introduce, research-based, inquiry-centered science curriculum into entire school and/or early stage of implementation.
<b>Level 4</b>	Considerable progress in implementing research-based, inquiry-centered science curriculum in entire school system.
<b>Level 5</b>	School system-wide implementation of research-based, inquiry-centered science program.

## Professional Development

<b>Level 0</b>	No plan or evidence of professional development for supporting the implementation of a research-based, inquiry-centered science program.
<b>Level 1</b>	Professional development program limited to introduction of research-based, inquiry-centered science curriculum materials to some teachers.
<b>Level 2</b>	A plan for professional development for all teachers and/or beginning of development of teacher leaders. Evidence of other activities (workshops, museums, and/or college connections).
<b>Level 3</b>	Implementation of first-level workshops for most or all teachers in school. A plan for advanced professional development for all teachers. Evidence of systematic connection between school activities and opportunities at other institutions (museums, colleges, etc.). Ongoing classroom support for up to one-half of teachers in school.
<b>Level 4</b>	Implementation of first-level activities for all teachers and provision for advanced professional development for all teachers. Evidence of systematic connection between school activities and opportunities at other institutions (museums, colleges, etc.). Ongoing classroom support for most teachers.
<b>Level 5</b>	Funded, coherent, continuous system for professional development articulated with developmental needs of all teachers, curriculum implementations, assessment, and other professional activities.

## Student Assessment

<b>Level 0</b>	No change, no plan for change.
<b>Level 1</b>	Studying issue, planning, changes driven by outside forces (new state mandates, ex.).
<b>Level 2</b>	Some use of alternative assessment strategies in individual schools, or by teachers using research-based, inquiry-centered curriculum materials. Policy of acquiring curriculum materials that incorporate active assessment strategies.
<b>Level 3</b>	Systematic professional development on assessment and/or teachers developing active assessments.
<b>Level 4</b>	Initiating implementation of active assessment tied to grading practices and substituting for traditional, test-based grading.
<b>Level 5</b>	Complete implementation of school system-wide active science assessment and/or new science assessment is part of larger school-system wide assessment plan.

## Materials Support System

<b>Level 0</b>	No plans for a materials support system.
<b>Level 1</b>	Recognized need for a materials support system for science, determined by individual teacher responsibility, or began planning for center launched, but not executed.
<b>Level 2</b>	Temporary system with ordering and refurbishing of materials and supplies for pilot classrooms, or planning stage for school system-wide system.
<b>Level 3</b>	Beginning to implement school-wide materials support system, but current system only partial.
<b>Level 4</b>	Established school system-wide materials support system.
<b>Level 5</b>	Integrated math/science/technology materials support system connected to teacher professional development

## Administrative and Community Support

<b>Level 0</b>	No stakeholders from the community, including scientists or engineers, are working with the school system for the sole purpose of supporting the science program.
<b>Level 1</b>	Some stakeholders (scientists, engineers, parents, etc.) have been identified and individual relationships initiated between them and teachers or administrators. Their purpose may vary, or their involvement may be short-term or event-specific.
<b>Level 2</b>	Through a formal structure, school system seeks to coordinate existing disparate efforts or to involve new institutions as partners to support research-based, inquiry-centered science programs.
<b>Level 3</b>	Partial plan for school system/corporate/university partnerships created; first steps initiated.
<b>Level 4</b>	School system develops comprehensive plan with partners to secure community support and financial assistance for systemic improvement.
<b>Level 5</b>	Funded, coherent, continuous program being maintained and periodically evaluated.





# 5—PAYMENT & CONFIRMATION

## Payment Information:

Name:

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Address:

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Country, if other than US:

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Company Name:

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City, State, Zip:

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Telephone, Fax, Email Address:

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## Registration:

Registration Fee before May 1, 2010:

\$6,000 per five-person team (\$1,200 per participant)

Registration Fee after May 1, 2010:

\$7,000 per five-person team (\$1,400 per participant)

Materials, continental breakfast and a full lunch each day plus one dinner is included in the registration fee. Transportation and lodging expenses are not included in the registration fee.

Payment (non-refundable) Enclosed \$ \_\_\_\_\_

Form of Payment:

- Check payable to: National Science Resources Center
- Purchase Order No: \_\_\_\_\_ (attach copy of purchase order)
- Credit Card (check one)  Mastercard  Visa  AMEX

Card No: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Name on Credit Card:

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Please be advised that members of the team on this registration form plan to participate in the NSRC National K-12 Science Education Leadership Development and Strategic Planning Institute to be held in Alexandria, Virginia. Through this confirmation we acknowledge that we understand that the registration fee for our team is non-refundable. This notice serves as our confirmation to attend this Institute and confirms our legal responsibility for paying the registration fees.

Authorized Signature:

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## Mail this Form to:

National Science Resources Center  
Attn: Mary Raucci  
901 D Street SW  
Suite 704-B  
Washington, DC 20024

## Fax this Form to:

202-287-2070 (Attn: Mary Raucci)