



Post Fellowship Reporting - Project Summary

Report Title: SEPUP Academy 2011 - Teacher Leadership Conference
Name: Veronica Hernandez

Other Team Members: Conor Klaus, Stephen Quella Jr, Lisa Wissert

Program: Chicago Program

Trip Dates: 06/27/2011 - 07/01/2011
Location Visited: Flagstaff, United States

Post Fellowship Reporting Template: PFR Template 01

Project Summary: During our five day trip to Flagstaff, AZ we attended the Science Education for Public Understanding Program (SEPUP) Leadership Academy. During this intensive program we collaborated with science educators from across the country to develop core skills and strategies focused on implementing issue-oriented learning in science education, developing meaningful assessments of student progress, strategies to support literacy, and promoting the essential elements of inquiry in the science classroom. After this training we explored the use of technology in the science classroom, integrating writing into the science curriculum, using research to effectively monitor student progress, and planning and leading SEPUP training for local workshops. Our inspiration for attending this conference was a desire to answer the questions: 1. How can we most effectively lead and model the benefits of issues-based science education to our fellow educators? 2. How can we develop critical thinking skills in our students through the use of inquiry and issues-based instruction?

Career Impact: The challenges we faced were how to create science professional learning communities (PLC) in our schools and how to help science and other content area teachers see the relevance of SEPUP pedagogy in their approach to teaching students effectively. After attending this leadership workshop we have learned that teaching issue and inquiry based science is something that we need to analyze and reflect upon regularly with our PLC. We developed increased confidence in designing and leading science professional development in our own schools.

Classroom/Community Impact:*Students are effectively using science notebooks to integrate literacy strategies, science process skills, and reflective thinking.

*Students are participating in after school clubs to work on projects that are extensions of the curriculum, and other school-wide science initiatives (school garden).

*Family Science Nights are being held throughout the school year.

Open Response: * SEPUP user groups for developing student portfolios

* Use of student fall garden for integration with 6th-7th curriculum

* Acting as PD leaders for SEPUP curricula at local universities

* More success with SEPUP inspired student science projects

* Advocacy for the SEPUP curriculum and supports with district leadership team

* Mentoring new Science teachers

* Family Science night planning, implementation

Quote: "SEPUP, molding minds and motivating students to learn through the integration of scientific inquiry and within the context of issue-based science."

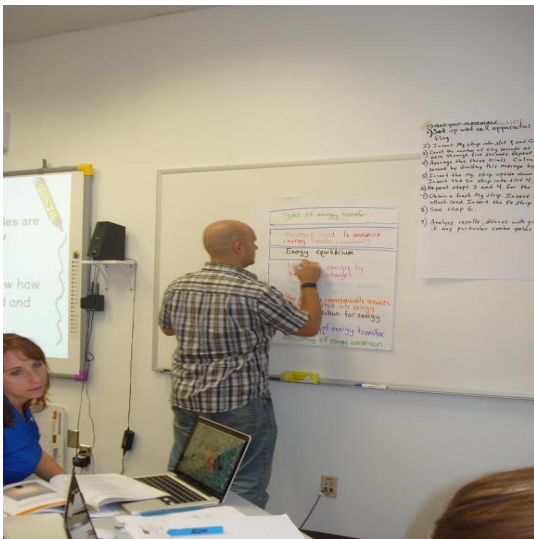
Photos:



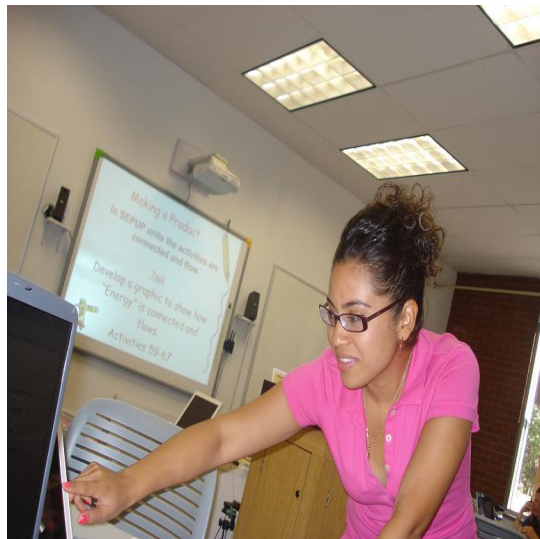
Preparing for SEPUP presentation



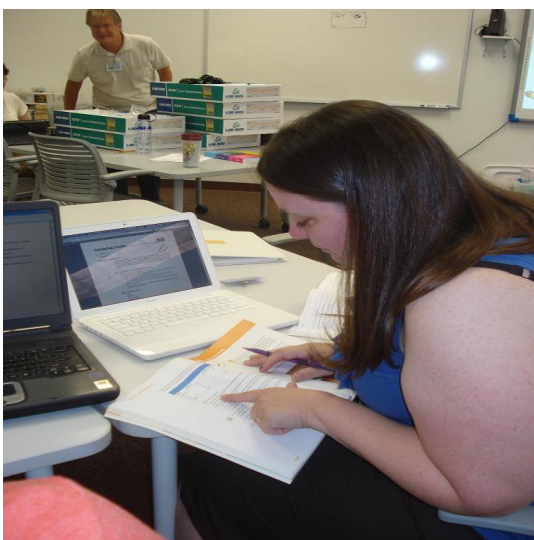
Lisa and Conor analyzing work



Steven presenting



Veronica working on presentation



Lisa, writing in science



Visit to the Grand Canyon



SEPUP Academy group shot



SEPUP Academy final day