

1972

## NSTA to Interpret NAEP Science Findings - A First

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### Recommended Citation

(1972) "NSTA to Interpret NAEP Science Findings - A First," *Iowa Science Teachers Journal*: Vol. 10: No. 1, Article 9.

Available at: <https://scholarworks.uni.edu/istj/vol10/iss1/9>

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thinking about becoming a teacher, then today is the right time to start looking at classrooms and teachers. Which kind of teacher do you want to emulate? Teaching is one of the hardest and most rewarding careers in which any man or woman can ever become involved. Are you ready to share yourself with others, face new challenges every day and work with interesting colleagues? If you are, then you may be on your way to becoming a GREAT teacher.

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#### INFORMATION NEEDED

Milbert Krohn

One of the current fads spreading through the schools of Iowa is the attention being given to mysticism. The science teacher can do a great deal to give the youth of our schools the proper attitude to deal with the technics of the occult. One of the sessions of the Science Teaching Section of the spring meeting of the Iowa Academy will be related to dealing with the problems of the occult.

Anyone who has had the experience in dealing with this problem and its effect on the adolescent mind is urged to respond to this article by informing Milbert Krohn of Spirit Lake, Iowa, of the resources that can be used to give our science teachers the armentarium to deal with the occult in the setting that the adolescent will find it. For the more erudite and scientifically inclined, whiff and poof if you will, the concern is the here and now for the kids. RSVP. Maybe we can whip up a seance!

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#### METRIC MAXIMS --

Give a man 2.54 centimeters and he'll take 1.609 kilometers.

28.350 grams of prevention is worth 453.592 grams of cure.

Peter Piper picked 8.810 liters of pickled peppers.

A mile is as good as 1.609 kilometers.

Spare the 5.0292 meters and spoil the child.

A journey of 1.609 kilometers begins with a single step.

Let him who is without sin cast the first 6.35 kilograms.  
Put your best 0.3048 meter forward.

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#### NSTA TO INTERPRET NAEP SCIENCE FINDINGS - A FIRST

National Assessment  
October, 1972, p. 3

The first in-depth interpretation of National Assessment findings is being carried out by the National Science Teachers Association (NSTA). A representative study team of scientists and science educators will attempt to answer the question: "NAEP findings in Science: what do they mean?"

State school officials, legislators, and professional educators are increasingly asking what the classroom and curriculum implications of National Assessment data are. This is the first serious effort to look at the first assessment findings in one subject area (findings reported in three basic Science volumes) and to come up with a report of their significance for education and teaching.

Heading the team will be Dr. James D. Rath, Chairman, Department of Elementary Education, University of Illinois, Urbana. Dr. J. David Lockard, Director of the Science Teaching Center, University of Maryland, College Park, will be associate director of the study. The study team will be made up of representatives of the total science teaching profession, giving representation to large cities, suburbia, black and white communities, science disciplines, elementary education, precollege education, science supervisors, curriculum coordinators, and teacher education.

The high-level panel of students will focus their study on such concerns as:

1. What NAEP findings are of crucial importance to the science teaching enterprise in the United States?
2. What are some probable explanations for the variances observed in the findings deemed significant to science teachers?
3. What data are relevant for testing the credibility of the explanations identified in response to question 2?



4. What recommendations are relevant for the science teaching enterprise when each of the credible explanations advanced in response to question 2 is assumed to be valid?

5. What steps are needed to facilitate the implementations of the suggestions advanced in response to question 4?

6. What are the educational and scientific merits of the NAEP project in terms of its providing assessments of science teaching in the public schools of the United States?

Two conferences are scheduled. The Phase I conference will review the NAEP Science data. The data to be studied in-depth will be outlined and specific questions will be developed for dealing with the material. Working subgroups will be set up (such as elementary level, urban and so on) to pursue the examination. Other material, such as the NAEP findings in Reading and the Coleman report, will be examined for possible relevance to the science study.

Products of the Phase I conference are expected to include: a collection of findings deemed especially relevant to science teachers, an annotated bibliography of references of the NAEP project, and a history of NAEP.

The Phase II conference has as its objective interpreting the information for educational purposes and making suggestions and recommendations based on the interpretation.

Two reports are expected from the conferences. They will be written to be useful to classroom teachers. The reports will include a comprehensive report and a synopsis to be issued as a supplement. The reports will be released early in 1973. The summary report or synopsis will be sent to secondary school science department chairmen listed in the NSTA registry, local and state supervisors, editors of science/science education journals, state science teacher association newsletters, members of the National Association for Industry-Education cooperation, and the American Book Publishers. It will also appear in Science and Children, The Science Teacher, and Journal of College Science Teaching.

The Phase I conference was scheduled to meet in late September, and the Phase II conference will meet after an interval of a month to six weeks.

Members of the team are: Dr. Julian R. Brandou, Director of the Science and Math Teaching Center at Michigan State University, Fred D. Johnson

from the Shelby County (Tennessee) Board of Education; Richard Kay, consultant in Science and Mathematics for the Idaho State Department of Education; Morris R. Lerner, Chairman of the Science Department at Barringer High School in Newark, New Jersey; Dr. Richard J. Merrill, consultant in Secondary Curriculum for the Mt. Diablo Unified School District in Concord, California; Dr. Joseph A. Struthers from the Boulder Valley Public Schools in Colorado; Dr. James R. Wailes, Professor of Science Education at the University of Colorado; Charles N. Wilson, Chairman of the Science Department at New Dorp High School in Staten Island, New York; Wilmer M. Cooksey, Chemistry teacher at Woodrow Wilson High School in Washington, D.C.; and Dr. Leslie W. Trowbridge, Chairman of the Department of Science Education at the University of Northern Colorado.

#### COUNCIL TO EXPLORE NAEP RESULTS

The Council of Great City Schools will conduct meetings this month for the purpose of acquainting directors of research and supervisors of curricula with the nature of National Assessment reports.

The Council will explore areas of mutual interest with two objectives in mind. First, it is hoped that the discussions will lead to the design and implementation of more relevant assessment mechanisms for large urban school districts. Second, the discussions could lead to the use of National Assessment results to identify topics for related research by the Council members.

Membership in the Council consists of superintendents of schools from 23 of the largest cities in the United States. The purpose of the Council is to look at the mutual problems of the large school systems.

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#### IN-SERVICE INSTITUTE IN ENVIRONMENTAL SCIENCE AT UNI

A course entitled "Environmental Applications of Physics" will be offered at the University of Northern Iowa during the 1973 spring semester under a grant from the National Science Foundation. The course will be offered either Saturday morning or on Monday, Tuesday, or Wednesday evening and will be taught by Verner Jensen of the Department of Physics.