Congratulations to the 2013-14 CRS Science Super Stars!

Learning, and a job well done, may indeed be their own rewards. Yet, a little recognition (and perhaps a prize) are nice sweeteners!

That’s the idea behind the CRS Science Super Star Challenge, a set of best practices developed to encourage, recognize, and reward excellence in elementary science teaching. Now in it’s third year, the program will recognize more than twice as many teachers – over 100! -- and whole schools as last year, and CRS will give away 5,000 science-related books, plus other prizes, to students and teachers. The successful teachers involved their students in hands-on learning activities, engaged in cross-curricular connections with reading and writing about science, participated in professional development, and took part in an in-school or field-trip science experience.

Generous donations from over a dozen publishers and resource partners (please see list) made it possible for every teacher to receive a prize package that included books for their students to take home, field trips, science materials, and in-school assemblies.

CRS is also recognizing the entire Science and Literacy Cohort of schools in Oakland. These schools are pioneering efforts to increase science teaching and learning in line with new educational standards and in connection with language arts. Congratulations to all of this year’s Science Super Stars.

Full list, as of press time (we know a few forms have not yet arrived in our office!):

**Individual Classrooms**
- **Cragmont Elementary, BUSD**: Sara Ellberg, Cathie Irwin, Cherene Fillingim-Selk, Eleanor Tiglao
- **Franklin Elementary, OUSD**: Neila von Essen, Lisa Lam, Sherry Jacobs
- **International Community School, OUSD**: Raquel Rodriguez Jones, Micaela Morse, Timothy Douglas, Nicol LaCava, Lindsay Daseler
- **Cleveland Elementary, OUSD**: Susan Tajima
- **Community United Elementary, OUSD**: Elizabeth Cooke, Linda Selph
- **Brookfield Village Elementary, OUSD**: Christina Economou
- **EnCompass Academy, OUSD**: Liz Cruger, Sarah Swanson-Hysell, Jamie Bowen, Marlene Klein-Atwood, Meaghan Matsuoka, Malayphet Insixiangmay, Katrina Jones
- **Bridges Academy at Melrose, OUSD**: Ann Park, Jessica Jung, Lorna Baird, Gloria Garcia
- **Lincoln Elementary, OUSD**: Allison McGuirk, Maria Motonaga, John Lee
- **Howard Elementary, OUSD**: Virak Sarouen, Freida Baker-Nash, Randy Sherren, Mary Hill
- **Berkeley Arts Magnet, BUSD**: Kristine Fowler
- **Place at Prescott, OUSD**: Constance Cobb-Zunino, Cicely Day, Lorraine Mann
- **Lafayette Elementary, OUSD**: Sharon Travers
- **Martin Luther King Jr. Elementary, OUSD**: Precious James, Michele Williams
- **Washington Elementary, BUSD**: Mindy Geminder
- **Laurel Elementary, OUSD**: Sarah Diamond, Grace Tse, Lisë Yskamp, Melissa Gale, Adriene Gale, Margaret LeWright, Lena Why
- **Thousand Oaks Elementary, BUSD**: Julie Brod
- **Joaquin Miller Elementary, OUSD**: Ifetayo Hill-Roy, Chaya Frash, Kathy Moran
- **Whole Schools**: New Highland Academy, OUSD; Chabot Elementary, OUSD; Sankofa Academy, OUSD; Burckhalter Elementary, OUSD
- **Special Recognition of Excellence**: OUSD Science & Literacy Cohort Schools: Burckhalter, Encompass Academy, Franklin, Hoover, Howard, International Community, Joaquin Miller, Lafayette, Laurel, Martin Luther King Jr., New Highland, Parker, PLACE @ Prescott

See list of publisher and prize donors on page 3
Because. It’s a powerful word in a teacher’s toolbox. It’s key to getting students to “show” and explain their thinking.

But, it’s deceptively easy sounding. Young students may follow a sentence template meant to nudge them to explain their thinking (“I observed ___. I think ___ because ___”) with circular reasoning. “I observed the paper bend when I put a weight on it. I think the cardboard is stronger than the paper because it did not bend.” Yes, but why didn’t it bend? Can they go beyond describing what happened to begin to formulate an explanation for why?

Science provides great opportunities for students to develop their critical thinking skills for centuries. This is nothing new. What is new, or at least new-ish, in the new statewide education standards is the attempt to measure and evaluate through standardized testing how well students are developing these key skills, in addition to learning important content “facts.”

We at CRS are focused on helping teachers give their students opportunities to explore science and engineering, and helping teachers develop their own skills in guiding their students through making meaning from these rich experiences. And we too try to measure and evaluate the impact of our work.

We gather data, track our numbers against our strategic goals, and gather feedback from teachers who identify changing needs, suggest improvements, and express their appreciation.

In addition, this school year we have been fortunate to have Rockman et al conducting an external, research evaluation of the impact of our programs and services, thanks to a generous grant from the RGK Foundation.

We extend a heartfelt “thank you” to all the teachers, principals, and volunteers who have taken time to respond to surveys, participate in interviews, and allow observation of in-class lessons.

We look forward to sharing with you what we learn.

Our touchstone remains providing inspiration and access for young students as they develop their interests and identity, so that they see possible future opportunities in science. We love getting notes from students telling us “I want to be a scientist (or engineer) when I grow up, because they discover new things and solve problems.” These students have learned the power of “because.”

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**CRS by the Numbers**

*So far during the 2013-14 school year:*

- CRS serves **1,065** teachers at over **105** schools
- **550+** BASIS volunteers
- **10,000** students enjoying BASIS in-class lessons
Thank you to our Partners, Donors & Supporters

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CRS is delighted to participate in regional, state, and national efforts to improve science education for young students, and to support teachers. Most recently, CRS has joined the 100K in 10 National Network, and the Change the Equation STEM Network. Learn more on our website!

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Donors from Aug. 1, 2013 to April 30, 2014

Above: Microscopes provide students with a new view on things too small to see with the bare eye.
Keep Science Thriving in Schools: Spring Giving Goal $10,000!

It takes a lot of marbles, tape, baking soda, LED lights, mini-bug robots, plant seeds, and other supplies to keep a great science education program running! Help CRS to reach our Spring fundraising goal of $10,000!

Thanks to a generous challenge grant from the Dean Witter Foundation, your donation will be matched one-for-one. Double your impact -- it’s like a “half off sale for science”! If you give $100, CRS receives $200 -- and that can buy enough materials for several classroom visits.

"I love these programs, my students love them. They are so relevant to their lives and to our science standards. It is essential that my students see careers as scientists as something done by women as well as men, and also done by people of color! These volunteers bring a passion and curiosity that is really infectious and inspiring. The lessons are creative and experiential. Keep it up!"

--Berkeley Unified School District 3rd grade teacher

Please help keep science thriving in local schools!

Consider these examples of what your donation could do this year

$75: One science visit to a class of 25-30 students
$100: Customized support for 10 teachers, impacting science learning for 250-300 students
$250: Training sessions for 10-15 volunteers
$500: Field Trip for Teachers Event
$1,000: Workshop stipends for educators
$1,500: “Day of Science” event for the entire 6th grade at one school

To make a donation, go online to www.crscience.org/donate OR mail your check and the form below to: Community Resources for Science / 1611 San Pablo Ave. Suite 10 B / Berkeley, CA 94702

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I/we would like to be acknowledged as follows: ________________________

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Above: Glow in the Dark Science fascinates 5th graders.
For the Spring CRS Field Trip for Teachers, we headed across the bay to explore a place made expressly for that purpose: The Exploratorium, at its beautiful, and accessible, new home at Pier 15 along the Embarcadero in San Francisco. Teachers enjoyed a light supper, wine and networking before taking guided tours led by the talented Explainers during kid-free after hours. Teachers and guides alike relished the rare chance focus their attention on testing the exhibits and talk about science concepts without also needing to supervise and answer students!

In addition to delicious pizza, The Exploratorium staff provided an overview of programs, field trips, professional development opportunities, and other resources. And, as an added bonus, after our official Field Trip was over, teachers were invited to stay and enjoy the exhibits during the special adults-only Thursday evening visitor hours.

CRS hosts Field Trips for Teachers twice a year in partnership with science education organizations in the Bay Area. The events allow teachers to learn about regional science centers in relaxed, behind-the-scenes settings, while providing host organizations the opportunity to connect with teachers outside of busy field trip and professional development program times.

Where would you like to visit on a CRS teacher field trip?
Community Resources for Science

1611 San Pablo Ave. Suite 10 B
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Above: Two Oakland students experiment with magnets during a BASIS lesson.