

PANEL SESSION II: Where the Rubber Meets the Road—Strategies and Best Practices for Tackling Challenges Related to Working with the K-12 Community

Presentations:

- Mary Louise Bellamy, “Strategies for Getting K-12 Students Excited about Science, Particularly Those Who Are Historically Underrepresented in STEM Fields”
- Marco Molinaro, “Developing the CURE Partnership to Bring New Opportunities to Inner City High School Students”
- Kyle Cole, “Starting a Teacher Development Program from Scratch: Lessons from the Summer Institute for Middle School Teachers”
- Holly Pellerin, “Community of Learners”

Table Discussion Reports:

- Program Sustainability

- try to move toward hard money support—endowment, etc.,
- seek other outside funding; work with your institution's development office
- seek other funders for same research area
- think about how to creatively repackage what you're doing
- engage different faculty to include your outreach program in their proposals
- build adaptability into programs from the start—ability to encompass broader areas of research, making it possible to include other faculty
- teachers in programs need support from their school systems; keep programs relevant for them and consistent
- offer on-campus, for-credit opportunities for high school students, for which they pay tuition, providing a source of income
- engage high school students in summer research

- Forming Partnerships and Issues Breaking into Schools or Districts

- identify the teachers' needs

- teachers need long-term partnerships

- work within and beyond real world of teachers; don't make more work for them

- teachers have a lot on their plates, so this has to be something where you're advocating for them with their administrators

- offer great opportunities outside of the classroom

- know your school district, its staffing, and its culture; work within that culture

- a representative sample of teachers doesn't necessarily work well; it's best to choose those who will work well

- be creative: offer graduate or service credits, stipends, etc.

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- Starting from Scratch, Evaluation

- have a meaningful evaluation plan in place before the program starts
- teacher focus groups, pilot testing, etc. are standard
- have teachers help develop pre- and post-program tests
- have experienced curriculum development people on board
- teachers stay in contact via message boards, e-mail, etc. once the program ends
- use qualitative evaluation gathered after the program; sustain evaluation of the program
- link goals to outcomes and evaluation from the start
- use educational research in evaluating the program (consult studies by professional education research organizations)
- it's difficult to demonstrate impact on teacher retention
- improve relationships between teachers and faculty
- teachers sometimes feel intimidated—remedy this by choosing the best faculty at working with people and train teachers before putting them in lab
- value teachers as experts in their own right
- it is sometimes a problem to get faculty and graduate students involved in outreach programs
- use student leadership council (if you have one) to work with participants

- Working with Underrepresented Groups

- there is a general frustration with the difficulty in identifying and recruiting underrepresented students for programs at all levels
- need to find info on camps—can Neo-Sphere help, perhaps serve as a clearinghouse?
- need to develop trust so students are comfortable applying to programs—this takes time
- need identify resources on processes and programs