

NOAA Education Council Meeting

Date/Time: November 15, 2006 (1:00–4:00 pm)

Location: SSMC3, Room 10836

Dial-in: 866.453.7960

Participant: 360528

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AGENDA

1:00 Welcome/Opening Remarks

1:10 Council Membership for NOAA Coral Program

1:20 NOAA Regional Approaches Update (L. Koch)

1:30 NERRS Education Needs Assessment for IOOS/SWMP Data (A. Ibanez, J McDonald)

2:20 TERC Review of State Standards (D. Barstow, M. Hoffman)

- Ocean Literacy Principles and Concepts
- Estuarine Science (Preliminary Review)

2:55 PPBES Planning Review (S. Kennedy)

3:25 Student Opportunities Website Update (C. Haskins)

3:35 Updates/Announcements

3:55 Upcoming Council Meetings: Dates & Proposed Agenda Items

- December 13, 2006
- January 17, 2007
- February 21, 2007

4:00 Adjourn

Meeting summary:

In attendance:

Louisa Koch (Chair), Alissa Barron, Janice Beattie, Jason Chasse, Gene Cope, Jennifer Faught, Ron Gird, Sami Grimes, Bob Hansen, Molly Harrison, Chantell Haskins, Atziri Ibanez, Liza Johnson, Marlene Kaplan, Susan Kennedy, Carrie McDougall, Janice McDonald, John McLaughlin, Frank Niepold, Judy Reeves, Joe Shewmaker, Peg Steffen, Kate Thompson, Carla Wallace

On the phone: Dan Barstow, Kim Benson, Martos Hoffman, Christos Michalopoulos, Chris Parsons, Sarah Schoedinger, Shannon Sprauge

Apologies: Paula Keener-Chavis

Welcome/Opening Remarks

L. Koch welcomed Jen Faught to the meeting as the new representative from the Ecosystem goal team.

Council Membership for NOAA Coral Program

L. Koch proposed that the Corals program be admitted as a full Council member. The proposal was endorsed by the Council members.

B. Hansen requested that there should be a mechanism put in place in the Line Offices to ensure that at least one person from each program is represented at the Council meetings

NOAA Regional Approaches Update (L. Koch)

L. Koch provided a brief update on NOAA's regional approach. L. Koch commented that her main message to the regional leads is that they need to take a lead on this and ensure the regional approach works. L. Koch believes that education and outreach need to be part of this effort.

B Hansen commented that he couldn't see who the regional education leads are. He requested that L. Koch asks that the regions to define these roles. L. Koch responded that not every region will have an education component, it's up to the regions to decide how to address their issues. L. Koch will ask the leads (when they're identified) how they will address education issues.

ACTION: L. Koch will ask the regional leads how they plan to address education issues.

NERRS Education Needs Assessment for IOOS/SWMP Data (A. Ibanez, J. McDonald)

Question from F. Niepold – does real time data include archive data? Yes & no, to get into study the centers had to state that they were going to use real time data, but people will compare that with archived data.

Question from M. Kaplan – who were the stakeholders? NOAA, basically anyone in a position to make funding decisions, education & science people

Question from L. Koch – what is the value of multi-school learning community? Idea that you can have multiple schools collaborating across the net to work together. Lots of examples in other programs where people have used this.

Question from F. Niepold – how many of the programs in the analysis were data collection programs rather than programs that look at other peoples data and conduct analyses? In early years the focus was more on collecting data. Covis was a project that was set out to analyze the data from the start. Projects are a mix of ones that just collected data and ones that set out to do more analysis-based work.

Question from C. McDougall – how typical are the results? The criteria were set up to ask teachers who had some experience with the internet. In the formative assessment, the questions were opened up to the typical teacher who may not have as much web use.

Question from J. McLaughlin – in what area did these teachers teach? All were science in some capacity, some biologists, some marine science, mostly earth science – have the data if required. 10% of the total group were not using data at all and came to the workshop to find out how to use it.

Question from C. Wallace – were there any participants from the mid-west? They were involved at a later stage in the process – will come on to that later.

Question from F. Niepold – was precipitation one of the parameters asked about/requested by teachers? Precipitation was not asked directly, didn't ask anything specific about weather.

Question from C. McDougall – did you find any evaluation results in the literature review that showed that real time data (RTD) impacted on state standards? Is some data out that that shows that computer use and students manipulating data on computers does impact state scores but not much, more generally about students using computers rather than using environmental data specifically. Teachers feel RTD is important and try and fit it in but it's not connected to testing & standards.

Question from K. Thompson – is there any data on student-collected data? Didn't look at that specifically so we don't have anything on that.

Question from L. Koch – could you explain why the target audience was middle school teachers? If you need to prioritize we think you should go with middle school first (5-8 grade). More of these teachers are using data with students, more are using the internet with students compared to high school teachers. Also have more flexibility with their students. Also, NERRS did a study a few years back and also recommended middle school teachers as a good target audience. Given data we had at hand that was the best recommendation. Comment from A. Ibanez – this is one of the key questions NERRS educators have been pondering. If it's student collected data then middle school would be the best place. Is a difference though with when you're using web-based data. Middle school teachers are more focused on student collected data as it helps them explain what data is and helps students understand the concept of collecting and using data.

Question from F. Niepold – did teachers have a chance to recommend particular sites that are good examples of a site to use? Teachers did get the opportunity to give suggestions, we collected that data and a list of good sites is available on our site.

Question from J. Chasse – did NERRS have any comments in the PPBES 09-13 timeframe? The timeline does show elements that are unfunded. Will need to be a lot more thought on the data visualization piece to see what works needs to be done and how do we analyze that.

Comment from M. Kaplan – would like that thank J. McDonald, C. Parsons & A. Ibanez about what they've done, not much out there on the way forward and this is a good presentation of what needs to be done.

Question from J. McLaughlin – what about teacher comfort, a lot of projects focus on projects that teachers are more comfortable with? Didn't look at this directly in this study but have looked at that issue with other projects that we've done. Is a challenging issue as it means something different to different teachers.

Comment from A. Ibanez – project shows the importance of working on the policy side of things, need to make connections and participates across our networks to make sure these tools are used in the classrooms.

Comment from P. Steffen – is a new book out from National Research Council about educating children from grades 5-8.

Question from F. Niepold – we need also to think about teacher professional development, is there much emphasis on that? Definitely warrants further research, C. Parsons working on another project that is looking in to this issue more.

PPBES Programming Review (L. Koch)

L. Koch thanked K. Benson & J. Lilley for pulling the PPBES programming response together and thanked the Council for their input into recommendation. L. Koch feels that education is much better represented in the goal teams as compared to previous years.

J. Chasse commented that the Ed Council comments were very useful. He was able to pass the information on to other analysts. He recognizes that this level of analysis is not easy and appreciates the input of the Ed Council in the programming process.

TERC Review of State Standards (D. Barstow, M. Hoffman)

Question from L. Kopch – is a concern that it's hard to get a sustained focus on estuaries in subjects like chemistry, physics or biology, how do you reach the 'early majority'? A good example is biology, estuaries great example of a number of biological processes, if we can present this as a module for biology teachers to use in the classroom.

Question from R. Gird – how about using the hydrological cycle with estuaries? Absolutely this could be done. Comment from A. Ibanez – been having discussions with TERC about how to reach the masses, are we talking about building a base of teacher trainers? What is the best way to reach the teachers? Is it through biology, chemistry or weather. Need to find what works.

Question from P. Steffen – is this program just for middle schools? First phase is a needs assessment for middle and high school – how do we make things compelling enough. Then create some modules that we think will focus on high school (depending on needs assessment) that would fit in with the biology, chemistry, or physics subject domains.

Comment from P. Steffen – it might be better to state that Iowa is missing data rather than stating it fails, have many standards, just at the local level rather than at the state level, don't have any overarching state standards.

Question from L. Koch – could you give an example of indirect standards? Some states indicated there are different components that work in the earth but never mentioned the systems concept. For example, some states may have mentioned the ocean but not stated that it was a factor in the hydrological cycle.

Question from C. McDougall – what was your definition for e-lit? Mostly concerned about California's score. TERC specifically looked at environmental science curricular and didn't do a review for entire science curricular. Also looked at areas where the students were actively involved and where there were environmental issues that could be studied.

Question from C. Wallace – where does the info come from that states that Florida's standards don't mention hurricanes? Standards don't specifically mention hurricanes as a major influence in term of earth science concepts. J. Shewmaker questioned this and has a copy of the FL standards which he can send out to people if requested.

Comment from M. Hoffman – one of the challenges of the research was trying to objectify subjective standards.

Question from C. McDougall – how much do we think that Mississippi's positive results on ocean lit is due to Sharon Walker? Probably quite a lot – shows the impact one person can have on state standards.

PPBES Planning Review (S. Kennedy)

Question from S. Kennedy – how does the Ed Council think last year's planning phase went? What did the Council do with the information from the POPS, how did we use it?

Question from C. Wallace – with the Quad charts some information from education got put in but some didn't, where did the education component go? Comment from L. Koch – this is more of a question for PA&E in the spring – do need better guidance as to what goes into the Quads. Would rather keep focused on the planning component of PPBES for now.

Comment from K. Benson – would like PA&E to require each goal to have to outline how they're working across cross-cutting priorities. Quads don't provide enough room to list this info.

Comment from K. Benson – very happy with the work that PPI has done in being responsive to the Council's needs. Happy with the way we can track info through the planning phase but not across the rest of PPBES. Comment from S. Kennedy – K. Benson previously did mention the importance of tracking spending through the process and PPI recognizes that this is a weakness of PPBES at the moment. Important to know this and PPI is aware of this need.

Comment from F. Niepold – felt that the timing of the POP for the education call was too late. Recommendation to move it earlier in the planning process. Comment from K. Benson – against this idea, it is essential that the info we get is developed as part of the process. Many of the other data calls come earlier as those calls are the basis for staff offices to report. Comment from S. Kennedy – it's the infrastructure piece that comes earlier, don't consider education part of the infrastructure. Comment from F. Niepold – in the goal they see education as an add-on and not integrated into their mission. Comment from K. Benson – don't see how they can answer the info we need before they develop their POP – we ask how much of the info in the POP is related to education. Comment from F. Niepold – don't believe climate has any 100% requirement that cover cross-cutting requirements. Comment from K. Benson – true but 100% requirements very hard to come up with in general, more a best guess.

Question from L. Koch – is it worth doing some blue sky thinking and put on paper what we think education needs in PPBES. Is it even worth doing a 100% for education? On the other hand we want people to engage in this philosophical requirement. From L. Koch's point of view it is good to know that the educators in NOAA have a vision for education that is more than what we have now. Comment from K. Benson – even though it's hard to come up with, it is an expectation that we can come up with a 100%

Comment from A. Ibanez – NERRS has received some guidance to the levels that it should be requesting data for. Would be useful to have the vision attached to some internal guidance process so it matches better to the budget. But at the end of the game we're putting in an amount with isn't being reflected anywhere in the ecosystem goal team. So don't know which is the best route to take, whether to go big picture or stay more focused.

Comment from L. Koch – maybe this is a question for our new EGT rep, what is the broad utility of the 100%? Comment from S. Kennedy – tries to think of it in term of a target: short-range, mid-range, long-range target that I'm trying to achieve. Try to make the targets as realistic as possible, need to be achievable. From the Ed Council's standpoint these should be targets that we're trying to get the agency to achieve.

Comment from F. Niepold – problem is that our target for e-lit is very, very large and what's realistic is much, much smaller. F. Niepold feels that the 100% should be the target rather than the realistic 'what we can do' as it's so far away from the target. Accept that they have to be in sync with one another.

Comment from L. Koch – need to have a discussion with the goal teams in the spring as to how we can get education into the plans better. Comment from S. Kennedy – spring would be a good time to do this, would recommend that education stay part of the POPs rather than having the data call earlier but maybe could articulate the difference between education and other aspects of the planning process more than PPI has done in the past.

Student Opportunities Website Update (C. Haskins)

Question from F. Niepold – are there plans to continually update the site? Yes, thinking about updating it quarterly.

Question from K. Benson – will this be linked to a database? Yes in website redesign

Comment from C. McDougall – concern over non-NOAA opportunities, where do we draw the line? Only listed NOAA funded opportunities or the parts of opportunities that have a NOAA contact person. Suggestion from CM to put a disclaimer statement on the site to state why we list the non-NOAA programs that we do.

Question from J. Chasse –what is the relationship to USA Jobs? Entirely separate, may be some overlap.

Comment from C. Haskins – the list not totally inclusive, are a number of programs didn't submit data. Comment from L. Koch – often these things build over time will probably get more programs in over time.

Question from F. Niepold – what is the marketing that will go out with this? Plan to produce a booklet. Suggestion to produce business card-sized material.

Updates/Announcements

M. Harrison –dates set for education training in April in cooperation with NWS, one in Norfolk & Seattle

L. Johnson – 2008 designated as International Year of the Reef. Working to see what role NOAA can play in this. L. Johnson will take lead on this for NOAA

A. Ibanez – just had NERRS annual meeting. Approx 200 people attended including David Kennedy. One outcome was coming up with a work plan with TERC contract and drafted document regarding principles & concepts of estuaries – should help development of estuaries curricular. Will be calling on Ed Council to help work on document.

P. Steffen – new bookmark available in a few weeks for NSTA advertising NOS education? Teacher advisory meeting last Tuesday. Working on possibly using electronic portfolios and online student journals. Next meeting 28 Nov. Approached by media company who is developing vignettes for Scholastic on importance of oceans & beaches – last one on rainforests reached 32 million children.

B. Hansen – Salt Lake City NSTA fast approaching. Large number of staff who will be there.

R. Gird – AMS annual meeting coming up in Jan, several educational venues. All WeatherFest booths have been sold out. For first time NWS has a weather module that meets education standards. Would like to present at a future Council meeting.

C. Haskins – 114 undergrad scholars seeking placement for upcoming summer. Thanks to everyone for sending in internship opportunities. 23 not yet placed, 10 of those have identified a site. End of month is deadline to have all students placed.

F. Niepold – St Louis IPY symposium coming up, F. Niepold is taking the lead on this will need some help filling agenda. Climate change is very popular at the moment. Beginning to prepare for Alaska forum for the Environment. Planning for AAAS workshop in April – if people want to be involved in developing weather & water fundamental concepts then let FN know.

C. McDougall – sitting on strategic planning session for NOSB so if anyone has comments let C. McDougall know.

S. Grimes – recruiting hosts for Knauss 07 if any one has host spots let S. Grimes know.

J. Reeves – recently got back from S. Carolina Hollings Lab tour & cruise.

J. Shewmaker – NSTA Baltimore was a good success for NOAA Education.

J. McLaughlin – Mike Crane now with NESDIS as editor of Earth System Monitor. Has articles on Science of a Sphere and interview with L. Koch – will email PDF version to Ed Council. Participated in ASTC conference regarding SOS. was a good meeting – impressed with expertise that groups bring to SOS data development.