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| KATS Teacher Opportunities | |
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**NASA Space Place Gazette**

What's new at NASA Space Place

**All About Planets!**

Our solar system is home to eight amazing planets. Some are small and rocky; others are big and gassy. Some are so hot that metals would melt on the surface. Others are freezing cold. Click on the photo below to learn more about each one!

**Getting to Know the Sun's Corona**

The corona is the outermost part of the sun's atmosphere. It has extremely high temperatures and extends far out into space. From it comes the solar wind that travels through our solar system. Click the picture below to learn more about the sun's corona in our latest NASA Space Place article!

**Links**

[Exoplanets](https://spaceplace.nasa.gov/all-about-exoplanets/en/)

[What is a barycenter?](https://spaceplace.nasa.gov/barycenter/en/)

[February 2017 Educator Newsletter](https://spaceplace.nasa.gov/educator-newsletter/en/)

[What is a gravitational wave?](https://spaceplace.nasa.gov/gravitational-waves/en/)

[Make a fan with Earth’s Layers!](https://spaceplace.nasa.gov/earth-fan/en/)

[Where does interstellar space begin?](https://spaceplace.nasa.gov/interstellar/en/)

[Play Galactic Explorer!](https://spaceplace.nasa.gov/galactic-explorer/en/)

[March 2017 Educator Newsletter](https://spaceplace.nasa.gov/educator-newsletter/en/)

**Youth Awards Program for Energy Achievement**

2017 Youth Awards submission deadline is almost here!

***What is the Youth Awards Program for Energy Achievement?***

NEED encourages and rewards student leadership and innovation by sponsoring a Youth Awards Program for Energy Achievement. Schools participating in NEED’s programs are invited to submit digital portfolios of their energy activities (submission is free!). Exceptional teachers and students are recognized for their efforts at the state and national level and are invited to attend NEED’s Youth Energy Conference and Awards held each June in Washington, DC. At the conference students work with their peers to explore new energy activities while NEED teachers have the opportunity to network and re-energize for the coming school year.

Learn more about submitting your project [here](http://www.need.org/youth-awards). *Projects due by April 15, 2017.*

**The Youth Energy Conference and Awards**

June 23-26, 2017

(Pre-conference events begin June 22nd)

Hyatt Regency Crystal City

Crystal City, VA

THE CONFERENCE INCLUDES:

* Student STEM activities: Students will work with grade level peers from around the country to create a solution to a STEM energy challenge facing our country today.
* Teacher and Parent sessions: While students work on their energy solutions, teachers and parents are invited to improve their energy knowledge.
* Awards ceremony, Monday, June 26th.
* Welcome dinner and activities
* Dinner cruise down the Potomac
* Touring Washington, D.C.
* Pre-conference sessions give students more hands-on STEM activities and a chance to interact with energy industry professionals.

PARTICIPATING

* All schools that submit a signature project to NEED’s Youth Awards program are eligible to participate (submission is free).
* [Registration is now open!](http://events.r20.constantcontact.com/register/event?oeidk=a07ed4qpkf80d8937df&llr=hyzzrodab)
* Payment plans are available.

**National Rural Education Association: ESSAY CONTEST**

[Awards and Programs](http://www.nrea.net/Awards_and_Programs)

**ELIGIBILITY**

Grades 3-8 may participate in a written essay contest using the provided prompt and rubric. Any student who attends a rural school may participate in this contest.

High School students, in grades 9-12, may participate in a video essay contest using the provided prompt and rubric. Any high school student who attends a rural high school may participate in this contest.

**PRIZES**

Grades 3-5: (Elementary)                    Grades 6-8: (Middle/Junior High)                  Grades 9-12: (High School)

1st Place: $250                                     1st Place: $400                                                 1st Place: $400

Runner Up: $100                                Runner Up: $200                                            Runner Up: $200

**SCORING**

All essays, whether written or video, will be scored using the attached scoring rubrics.

**OTHER REQUIREMENTS**

Schools are asked to pre-screen entries according to the attached rubrics and select up to five (5) quality entries for each grade cluster. No more than five (5) entries will be accepted from any one school.

**THE PROMPT**

*Rural schools are often the center of the community. Think about your school and how it relates to your community. Why is your school important to you and the community? What are events and activities that connect your school to the community and why are they important to the livelihood of your community?*

**REQUIREMENTS**

Grades 3-5:

Written essays are to be approximately 250 words in length. Essays must be legible or typed and double spaced. All essays must follow the writing prompt for the National Rural Education Association. Essays may be submitted by email or mail. See submittal process for the requirements regarding submission.

Grades 6-8:

Written essays are to be approximately 500 words in length. Essays must be legible or typed and double spaced. All essays must follow the writing prompt for the National Rural Education Association. Essays may be submitted by email or mail. See submittal process for the requirements regarding submission.

Grades 9-12:

Video essays are to be between 3 and 4 minutes in length. All videos must follow the rubric for the National Rural Education Association. Videos must be submitted via email in an approved format. See submittal process for all requirements regarding submission.

**SUBMITTAL PROCESS**

Written Essays

Email Process

1. Scan and email the selected essays to: [nreacontest@gmail.com](mailto:nreacontest@gmail.com)
2. Fill out the student information card, scan and email with essay.
3. By submitting the essays via email to the NREA, teachers and/or administrators are verifying that the essays are done by students in a rural school and are original pieces done by students.

Mailing Process

1. Essays can be mailed to:           Allison Nys

110 Fourth Ave.

Laurel, MT 59044

1. Fill out the student information card and paper clip to the written essay.
2. All mailed essays MUST have an attached letter from a teacher and/or administrator stating that the essays are done by students in a rural school and are original pieces done by students.

Video Essays

            Email Only

1. All video essays can be emailed to: [nreacontest@gmail.com](mailto:nreacontest@gmail.com)
2. Fill out the student information card, scan and email with video.
3. Approved Video Formats are: avi, flv, mov, mp4, mpeg, wmv
4. By submitting the essays via email to the NREA, teachers and/or administrators are verifying that the video essays are done by a high school student in a rural school and are original pieces done by students. By submitting the essay, you also agree that any student used in the video has a media exemption and can be used by the NREA, in the case that the video should win.

DEADLINE

Entries must be emailed or postmarked by April 15th

Winners will be announced by May 15th

**SciJinks E-Newsletter**

**What's new at NOAA/NASA SciJinks**

**All About Clouds!**

All clouds are made up of basically the same thing: water droplets or ice crystals that float in the sky. But all clouds look a little bit different from one another, and sometimes these differences can help us predict a change in the weather. Click on the picture below to learn about some of the most common cloud types you might spot in the sky!

**Links:**

[Are you prepared if disaster strikes?](http://scijinks.gov/disaster/)

[Weather Jobs: Broadcast Meteorologist](http://scijinks.gov/meteorologist/)

[Wild Weather Adventure!](http://scijinks.gov/wild-weather-adventure/)

[Stormy Space Weather](http://scijinks.gov/space-weather-snap/)

[Learn about satellite meteorology!](http://scijinks.gov/satellite-meteorology/)

**Careers: Mission Manager**

What’s it like being a mission manager? Just ask Diana Manent Calero, a mission manager in the Launch Services Program at Kennedy Space Center. She and her team successfully launched the GOES-16 weather satellite into orbit! Click on the picture below to learn more about what her job entails.

**Links:**

[Careers: Meteorology Student and Air Force Recruit](http://scijinks.gov/air-force/)

[Careers: Incident Meteorologist](http://scijinks.gov/imet/)

[Careers: Chief Scientist for the National Ice Center](http://scijinks.gov/ice-center/)

[Researching the Weather](http://scijinks.gov/weather-researcher/)

[Predicting the Weather](http://scijinks.gov/weather-prediction/)

**NGSS Now**

*7 things you need to know about the NGSS this month – March 2017*

**1. FINAL REMINDER: Submit Lessons and Units by March 31st!**

Achieve is facilitating an EQuIP Peer Review Panel for Science to identify lessons and units that best illustrate the cognitive demands of the NGSS, as introduced in A Framework for K-12 Science Education. Achieve will strive to raise awareness, visibility, and use of these lessons and units, including by encouraging our state and district partners to make them available in their repositories or other platforms.

Any lessons or units that are identified as "High Quality Examples" and "High Quality Examples if Improved", based upon the EQuIP Rubric for Lessons & Units: Science, will be posted online and shared with educators across the nation.

If you, or any educators in your network, have designed NGSS-aligned lessons or units, please submit those online by March 31st. Your timely efforts will help to ensure that the EQuIP Peer Review Panel for Science has time to review those instructional materials before the start of the 2017-2018 school year. For more details on the submission guidelines, click here.

For more information about the EQuIP Peer Review Panel for Science, please contact Jeremy Thomas, [jthomas@achieve.org](mailto:jthomas@achieve.org).

**2. Featured Standards**

This issue of NGSS Now features an example of how certain PEs\* could be bundled in order to develop an instructional unit that engages students in science phenomena.

[3-PS2-1](http://www.nextgenscience.org/pe/3-ps2-1-motion-and-stability-forces-and-interactions): Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

[3-PS2-2](http://www.nextgenscience.org/pe/3-ps2-2-motion-and-stability-forces-and-interactions): Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

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For a more in-depth look at these NGSS PEs and to search for others, read [this](http://www.nextgenscience.org/search-standards).

Need more context?

See where these ideas are introduced in [A Framework for K-12 Science Education](https://www.nap.edu/catalog/13165/a-framework-for-k-12-science-education-practices-crosscutting-concepts) (pages 114 and 116).

**3. Science Phenomenon**

This phenomenon offers teachers a potential way to connect our "Featured Standards" (see #2) to a real-world phenomenon:

When this dad pushes his baby in the swing, he can predict the way she moves. ([Watch video](https://www.youtube.com/watch?v=nDlcnwtHsnw))

Below are some high-level lines of student inquiry that could help students facilitate their understanding of DCIs related to the featured science phenomenon:

Can you predict the motion of the baby in the swing after the dad pushes?

What does the dad have to do to make the baby move in the swing?

What does the dad have to do to make the baby stop moving?

What if two people push the swing, with similar force, in opposite directions? Would the swing move?

**4. Question of the Month**

Q: My district is implementing the NGSS and I'm looking for resources on how to make sure we reach all our students. What do you recommend?

A: You might find [Appendix D](http://www.nextgenscience.org/sites/default/files/Appendix%20D%20Diversity%20and%20Equity%206-14-13.pdf) to be a useful resource. It addresses what educators can do to help ensure that the standards are accessible to all students. In addition, there are [seven case studies](http://www.nextgenscience.org/appendix-d-case-studies) that accompany this appendix and highlight various strategies that teachers can use in their classrooms.

If you would like to have your question featured in a future edition of the NGSS Now newsletter, please contact [ngss@achieve.org](mailto:ngss@achieve.org).

**5. Teachers eye potential of virtual reality to enhance science education**

*By Carolyn Jones*

*EdSource*

*February 20, 2017*

To take advantage of the latest in 3-D technology, some educators are increasingly expressing interest in using virtual reality to enhance science education. There are no firm numbers about how widely virtual reality is being used in the classroom, but teachers interviewed by EdSource believe it can be an effective way to hold the attention of students accustomed to video games and digital media, as well as provide innovative ways to learn about the natural world.

Although the equipment needed to use this technology in the classroom can be expensive, David Evans, executive director of the National Science Teachers Association, expects prices to fall and virtual reality to eventually become a staple of science classrooms. "It's just a matter, of time," he said.

To help teachers learn how to use virtual reality, a panel at the [NSTA Conference](https://www.nsta.org/conferences/national.aspx) in late March will be devoted to "Virtual Reality's Emerging Future in the Science Classroom." [Read more](https://edsource.org/2017/teachers-eye-potential-of-virtual-reality-to-enhance-science-instruction/577423).

**6. Toshiba and NSTA announce regional winners of 25th annual ExploraVision program**

*Business Wire*

*March 7, 2017*

ExploraVision is billed as the largest K-12 science competition designed to build problem-solving, critical thinking and collaboration skills that are critical to the Next Generation Science Standards (NGSS).

"For a quarter century, the ExploraVision program has exemplified Toshiba and NSTA's partnership to inspire ingenuity and innovation among future generations," said David Evans, Executive Director of the National Science Teachers Association (NSTA).

This year, participants were challenged to imagine an innovative technology that might exist 20 years from now. Using real scientific research, students outlined methods to plan and test their ideas. The 24 winning teams will advance to the national phase of the competition, where participants will have a chance to win $10,000 U.S. Series EE Savings Bonds and other prizes.

"This year's regional winners set out to solve some of the world's greatest problems using creativity, teamwork and the scientific methods, and we couldn't be prouder of their achievements," said Fumio Otani, Chairman & CEO, Toshiba America, Inc. [Read more](http://www.businesswire.com/news/home/20170307005337/en/Toshiba-National-Science-Teachers-Association-Announce-Regional).

**7. The importance of STEM**

*By Julissa Zavala*

*Hartford Sentinel*

*March 8, 2017*

Kevin Jauregui, a math and physics teacher at Sierra Pacific High School, said he tries to incorporate as much STEM as he can into his classes, especially his physics class. He said with Next Generation Science Standards (NGSS) there are more investigations of concepts and a focus on how the concepts affect society.

Some of the concepts Jauregui has taught in his class are on things like torque, sonic boom, roller coaster principles, resonance in bridges, Hooke's law in springs, inertia in figure skating, the effect of gravity and triple acceleration in orbiting bodies, and the Saturn moon rocket.

Juaregui said he recently asked his students to read an article in *Consumer Reports* and analyze the risk of cars tipping over while turning at high speeds. He said the concepts he taught for that lesson were torque and moment of inertia, and the real-world aspect was a motivating way to learn the material.

Jauregui said what physics offers his students the most is engagement, because physics is applied everywhere in the world around us. [Read more](http://hanfordsentinel.com/news/local/the-importance-of-stem/article_4fab183a-ea6c-5fbe-9da7-a2741432253b.html).

**NEON – NASA Educators Online Network**

**ANNOUNCEMENTS**

**Free STEM Education Webinars From NASA Educator Professional Development**

**Audience: In-service, Pre-service, Home School and Informal Educators**

The NASA STEM Educator Professional Development Collaborative (EPDC) at Texas State University is presenting a series of free webinars open to all educators. Join NASA education specialists to learn about activities, lesson plans, educator guides and resources that bring NASA into your classroom. ***Registration is required to participate. To register, simply click on the link provided beneath the webinar description.***

**March 14, 2017, at 6:30 p.m. ET: *Earth Right Now -- GLOBE Atmosphere* (Grades K-12) --** NASA’s fleet of satellites, its airborne missions and researchers address some of the critical challenges facing our planet today. Learn about clouds and contrails using the Global Learning and Observations to Benefit the Environment, or GLOBE, program. This international science and education program provides students and the public worldwide with the opportunity to participate in data collection and the scientific process, and to contribute meaningfully to our understanding of the Earth system and global environment. Register online to participate. [https://](https://www.etouches.com/229949)[www.etouches.com/229949](http://www.etouches.com/229949)

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**March 16, 2017, at 8:00 p.m. ET: *Astrobiology and Looking for Life* (Grades 6-12) --** In this webinar, we will discuss how NASA has turned the search for alien life from science fiction to a quickly growing research field. Topics in Earth and space science linked to biology will help us understand the most current theories for how life came to be here on Earth and where we could find it next. Classroom activities for numerous grades will put this exploration into the hands of the next generation of scientists. Register online to participate. [https://](https://www.etouches.com/234109)[www.etouches.com/234109](http://www.etouches.com/234109)

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**March 21, 2017, at 4:00 p.m. ET: *Teachers Connect: NASA's Langley Research Center Centennial Badge* (Grades 6-8) --** The first half of the webinar will focus on clouds and their role in Earth’s energy budget and on implementation ideas using GLOBE for different classroom settings as part of the “Earth Right Now: LaRC 100th” digital badge. Participants will talk about student badge implementations, extension ideas and extra resources. The second half-hour will center on the engineering design process using the "Drag Race to Mars Engineering Design Challenge" as part of the “Journey to Mars: LaRC 100th” digital badge. This portion of the webinar will focus on forces and motion and on math calculations using paper airplanes and testing different materials as part of the “Aeronautics: LaRC 100th” digital badge. This webinar meets requirements of teacher discussions within the NASA Langley 100th Educator Professional Development Collaborative digital badges. Register online to participate. <https://www.etouches.com/224590> To learn more about the Langley 100th digital badges, log in to <https://nasatxstate-epdc.net/> and search for LaRC 100th.

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**March 21, 2017, at 6:30 p.m. ET: *Earth Right Now -- Weather to Fly By* (Grades K-12) --** Participants will learn about basic meteorological concepts including the general characteristics of the atmosphere and how weather conditions and weather phenomena occur. There will be hands-on, standards-aligned mathematics, science and engineering activities about density, mass, fluid dynamics and weather so participants can new ideas take back to their classrooms. Real-world connections with NASA and the airplanes that do weather research will be discussed as the webinar highlights a partnership between NASA Armstrong and the National Oceanic and Atmospheric Administration, or NOAA, with the Sensing Hazards with Operational Unmanned Technology, or SHOUT, mission. Register online to participate. <https://www.etouches.com/229951>

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**March 23, 2017, at 6:00 p.m. ET: *Earth Right Now: From Earth to the Moon* (Grades 4-12) --** Earth is influenced by our moon. Humankind has always observed and asked questions about the moon. NASA has studied our moon for almost 60 years and has sent humans there. Explore that technological accomplishment and the Earth/moon relationship by integrating NASA missions, online resources and STEM classroom lessons. Experience some real “classroom lunacy.” Register online to participate. <https://www.etouches.com/229609>

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For the NASA STEM Educator Professional Development webinar schedule, go to: <http://www.txstate-epdc.net/events/>

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**For US Educators: Amateur Radio on the International Space Station--Students Talk to Astronauts**

***Call for Proposals -- Window is February 15 – April 15, 2017***

The Amateur Radio on the International Space Station (ARISS) Program is seeking formal and informal education institutions and organizations, individually or working together, to host an Amateur Radio contact with a crewmember on board the ISS. ARISS anticipates that the radio contact would be held between Jan 1, 2018 and June 30, 2018. Crew scheduling and ISS orbits determine the exact dates. To maximize these radio contact opportunities, ARISS is looking for organizations that will draw large numbers of participants and integrate the contact into a well-developed education plan. Students learn about technology, communications, and science studied on board the ISS.

**The deadline to submit a proposal is April 15, 2017.** For proposal information and details such as expectations, proposal guidelines and proposal form, and days/times of Information Sessions, go to [www.arrl.org/hosting-an-ariss-contact](http://www.arrl.org/hosting-an-ariss-contact) Please direct any questions to [ariss@arrl.org](mailto:ariss@arrl.org) .

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If you would like to meet your top matches, join a new group, reply to a forum or explore a resource, click [here](http://neon.intronetworks.com) to login.

**STEM Classrooms and Competitions**

**Asking Questions and Defining Problems—Inquire Today**

The first course of four in ESU’s 12-credit hour *information, technology, and scientific literacy certificate* program will be offered again this summer, May 22 – August 1, 2017, online using Canvas with one face-to-face class meeting on Saturday, July 15, 2017. The course develops knowledge and skills STEM preservice or inservice teachers and school librarians need as co-teachers to provide grades 4-12 students guided inquiry instruction around critical issues such as sufficient energy; prevention and treatment of illness and disease; maintaining clean food and water; and global environmental change.  Some scholarships are available.  Please contact Brady Lund [blund2@emporia.edu](mailto:blund2@emporia.edu) for more information about enrolling in PS591, PS791, or LI791. Limited space (25). Certificate website: <http://tinyurl.com/publhlc>

Dr. Mirah Dow, Professor, [mdow@emporia.edu](mailto:mdow@emporia.edu)

Dr. Ken Thompson, Professor, [kthompso@emporia.edu](mailto:kthompso@emporia.edu)

STEM-ALL is partially funded by the Institute of Museum and Library Services.

**Ascend Learning: Middle School Science Teachers**

**2017-2018 School Year**

At Ascend, we seek middle school science teachers who are passionate about their subjects and their students – who want to spend their time discussing, preparing, and immersing themselves in the content they're about to teach. We value teachers who truly listen to what students are saying – who create a space for students to think their way through to answers, and explore insights and curiosities along the way. Ascend teachers share a hunger for feedback and professional growth, and a dedication to excellence.

We look for educators who are excited about our liberal arts program, positive approach to discipline, and commitment to serving all students in truly public schools.

Above all, we seek teachers who are deeply committed to urban education and our ultimate goal of closing the achievement gap for the children of Central Brooklyn.

**Why teach at Ascend Charter Schools?**

Ascend is a Brooklyn-based network of K-12 public charter schools serving 4,000 students across nine schools. At Ascend, our mission is to provide an extraordinary education for the children of Central Brooklyn, placing them firmly on the path to success in college and beyond.

We are passionate about guiding our students to think critically and independently, and to enjoy education as an end in itself. We teach a rich and rigorous liberal arts curriculum that nurtures students' natural curiosity about the world, and we foster a school culture based in restorative practices where students feel connected, empowered, and safe to take academic risks. Watch Ascend in action (<http://www.ascendlearning.org/videos/>).

To create the kind of vibrant learning environments we want for our students, we invest heavily in our faculty, providing ongoing professional learning for all of our educators, who collaborate closely and push each other to achieve great outcomes for our students, their families, and the communities we serve.

We believe that our school buildings should reflect the incredible accomplishments that happen within their walls. All Ascend schools are housed in beautiful, newly renovated buildings where every detail is chosen to communicate our high aspirations for teaching and learning. See where we work (<http://www.ascendlearning.org/schols/>).

The middle school science teacher will develop and teach engaging lessons that follow the rigorous, Common Core aligned Ascend curriculum. Additionally, the middle school science teacher will:

* Utilize formal and informal assessment data to drive instruction and ensure student mastery of standards
* Build a warm and inclusive classroom environment, implementing the philosophy of restorative practices
* Create and maintain strong relationships with students and families
* Actively participate in grade-level meetings, collaborative planning, and professional development, including an annual summer institute
* Accept ultimate responsibility for the academic progress of his or her students, and work to actively overcome setbacks

**Staff and reporting relationships**

The middle school science teacher reports to the school director. He or she also accepts direction from, and works closely with, the dean of instruction and dean of students.

* Bachelor's degree required; master's degree and certification preferred
* The ability to create a classroom environment where students feel safe, supported, and challenged
* Passion and commitment to teaching scholars in underserved areas and to closing the achievement gap
* Relentless drive to set and achieve ambitious goals
* Strong collaboration and teamwork skills
* Growth mindset and ability to use feedback to improve practice
* Experience teaching in underserved areas a plus

**Compensation**

Ascend Public Charter School teacher salaries are above the Department of Education pay scale and commensurate with experience. Please visit [www.ascendlearning.org/careers](http://www.ascendlearning.org/careers) to learn more about the benefits of working at Ascend.

Ascend is an equal opportunity employer and an organization that values diversity. People from all diverse backgrounds are strongly encouraged to apply.

Apply Here: <http://www.Click2apply.net/bckfyb6pn3>

**Sigma XI Outstanding Science Educator Award**

TO HIGH SCHOOL AND MIDDLE SCHOOL ADMINISTRATORS AND TEACHERS:  
   
   
The KSU chapter of Sigma Xi (a scientific research society and publisher of American Scientist)  has for a number of years given an annual award to an outstanding secondary science teacher.  One of the missions of Sigma Xi is supporting education, and we feel that recognizing excellence in secondary science teaching in our state is an important expression of this mission.  
  
Over that last several years we have received a large number of excellent candidates and it is a challenge each year to select only one or two awardees.    
  
The award winners in the last few years were:

2016 Mr. Adam Robb - Moundridge High School, Moundridge

2015 Ms. Josephine Reno - Central Middle School, Kansas City  
2015 Mr. Gabriel Dalton - Highland Park Highschool

2014 Ms. Miranda Forgey - Hope Street Academy, Topeka

2014 Mr. Jeremy Mohn -  Blue Valley Northwest High School

2013 Mr. Jeff McFarlane - JC Harmon High School

2012 Ms. Susan Arnold - Maize High School  
2011 Ms. Brenda Bott - Shawnee Mission West High School  
2011 Mr. Dan Whisler - Sterling High School  
2010 Ms. Janice Crowley - Wichita Collegiate High School  
2009 Ms. Carrie Newdigger - Macksville High School  
2008  Ms. Lyric Cairns - Salina South High School  
2007 Mr. James Enneking - Saint Thomas Aquinas High School  
2007 Ms. Laurie Cleavinger - McLouth High School  
2006 Mr. Duke Harman - Eisenhower Middle School, Manhattan  
2005 Ms. Jan Cyr - Blue Valley North High School  
   
Nominations for the award (by administrators, principles, or other teachers) should be sent to me (e-mail or regular mail) by March 20.  Please feel free to renominate outstanding teachers who were not selected for awards in previous years.  The simple nomination form is included below.    
  
Thank you for your support of quality science teaching in Kansas!

NOMINATION FOR  
  
EXCELLENCE IN SECONDARY SCHOOL SCIENCE TEACHING  
   
Candidate’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Candidate’s School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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Candidate’s Home Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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Candidate’s Home Telephone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   
Candidate’s Teaching Specialty  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   
Candidate’s Length of Teaching Service \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   
Candidate’s Degrees (Degrees, Years, Colleges):  
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Nominator’s statement of achievement on behalf of the candidate:  
 (Attach statement to this form.)  
   
   
   
Return to:  Dr. Keith B. Miller, Committee Chair, Dept. of Geology, 108 Thompson Hall, Kansas State University, Manhattan, KS 66506  by March 20, 2017, or e-mail to [keithbmill@gmail.com](mailto:keithbmill@gmail.com)

**International Ocean Discovery Program Opportunity**

The International Ocean Discovery Program (IODP) in the U.S. is now accepting applications to sail as an as Onboard Outreach Officer on the ***JOIDES Resolution*** for 2 upcoming expeditions: **Expedition 375 Hikurangi Subduction Margin** (March 8, 2018 – May 5, 2018), and **376 Brothers Arc Flux** (May 5, 2018 – July 5, 2018).   
  
Sail on board the ship, be a part of a 30-member science party, conduct live ship-to-shore events to classrooms around the world, and come up with creative educational/outreach products! We welcome applications from K-12 classroom teachers, informal science educators, artists, videographers, writers, social media experts, and anyone who can make a good case for themselves. Selected applicants will have an opportunity to learn shipboard science alongside the expedition’s science party and translate the exciting science happenings to the general audience. Successful applicants will be creative, flexible, friendly, and hardworking. Some geoscience background is helpful. All expenses for U.S. Onboard Outreach Officers for travel to and from ports of call, and a $10,000 stipend are paid by the U.S. Science Support Program for IODP.   
  
Onboard Outreach Officers are selected through a competitive application and interview process. The selected individual(s) will also be flown to a 3-day training session prior to their expedition. Non-U.S. applicants will be directed to their country IODP office but are still encouraged to apply.   
To apply, you will need to complete the application through our on-line application portal. During the application process, you will be asked to rank the expeditions in which you are interested. Our application has the following components:

* A completed application form
* An up-to-date C.V.
* A recommendation letter
* Contact information for 2 additional references
* A one-page proposal for what projects you would like to do while on-board
* Answers to 3 short essay questions
* A letter of support from your administrator, if needed

**Application deadline is April 17, 2017.**  
  
For more information, visit <http://joidesresolution.org/node/453>.

**Earth Day Video for the GLOBE Program**

Earth Day occurs every year on 22 April and is an important day for GLOBE. Our program officially began on 22 April 1995. Earth Day 2017 is our 22nd Anniversary!

The GLOBE Implementation Office will celebrate Earth Day 2017 with a special online broadcast that will feature one video from each GLOBE region. GLOBE teachers, we invite you to **submit a short 2 - 3 minute video** in which you show how your students do GLOBE in your classrooms and outdoors, and invite your students to say a few words about what GLOBE means to them. Students should be encouraged to express, in a few words, how GLOBE has influenced their awareness of their environment and their interest in Earth Science. They can also mention their particular interests or GLOBE research projects. Be creative! Tell your story as you like!

**Video Guidelines:**

* Videos should be no more than 3 minutes in length.
* Videos can be made in English or in your home language ... use the language in which you are most comfortable.
* Post your video on YouTube or any other video server. *(By sharing your video you give consent to have your video publicly viewed through media sources and materials used by The GLOBE Program, now and in the future.)*
* Create an English transcript of the spoken words, if your video is not in English.

Use time stamps, like this:  
   00:00 - 1:35 = "Here we are in Zagreb, Croatia at the xxx School..."  
   01:35 - 1:40 = "We love doing GLOBE because..."

The GIO will use your transcript, with the time stamps, to add English subtitles to all videos shown at the Earth Day online event.

* Send to your Regional Coordination Office no later than 22 March 2017:

1. Your name, country and school;
2. The link to your video on YouTube (or other online location); and
3. The English transcript.

Here are the email addresses for the Regional Coordination Offices:

Africa: [africa.region.globe@gmail.com](mailto:africa.region.globe@gmail.com)

Asia and Pacific: [ap.region.globe@gmail.com](mailto:ap.region.globe@gmail.com)

Europe and Eurasia: [ee.region.globe@gmail.com](mailto:ee.region.globe@gmail.com)

Latin America and Caribbean: [lac.region.globe@gmail.com](mailto:lac.region.globe@gmail.com)

New East and North Africa: [nena.region.globe@gmail.com](mailto:nena.region.globe@gmail.com)

North America: [help@globe.gov](mailto:help@globe.gov)  
  
The Regional Offices will select one video to represent its region and send it to the GLOBE Implementation Office for broadcast on 22 April.

Thank you for all you do for GLOBE. We look forward to seeing your video!

**Kansas NSF EPSCoR Workshop for Physics and**

**Physical Science Teachers**

**“Modeling the Unseen in the Physical Sciences”**

***A Workshop for Kansas and Nebraska High School and Middle School***

***Physics and Physical Science Teachers***

June 15-16, 2017 at Kansas State University

Participants will earn a stipend of $300 for writing lessons and/or activities that incorporate models, the Atomic, Molecular, & Optical Physics research and the NGSS Science and Engineering Practices into their current lessons and activities. Travel, lodging and meals will also be covered.

**Apply here:**

[**https://goo.gl/9L3bHI**](https://goo.gl/9L3bHI)

***Rolling selections begin April 24, 2017***

Kansas NSF EPSCoR will select up to 30 physics and physical science teachers to participate in this 2 day professional development opportunity. Participants will interact with the Kansas EPSCoR Scientists to discuss how modeling is used in laser and nanotechnology research; make curriculum connections to the research; and enhance their understanding and utilization of the science and engineering practices of the Next Generation Science Standards.

This educational collaborative opportunity is funded by the Kansas NSF

EPSCoR National Science Foundation Award titled:

*Collaborative Research: Imaging and Controlling Ultrafast Dynamics of*

*Atoms, Molecules and Nanostructures*

No. IIA-1430493

[www.nsfepscor.ku.edu](http://www.nsfepscor.ku.edu) ● [nsfepscor@ku.edu](mailto:nsfepscor@ku.edu)

If you have any questions, contact:

Rosemary Blum

[rblum@ku.edu](mailto:rblum@ku.edu)

(785) 864-6120

*Kansas NSF EPSCoR encourages applications from women, minorities,*

*and underrepresented groups.*