

Informally Speaking

A Seasonal Newsletter

Issue No 14 — Spring 2011



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www.texasinformalscience.org

A Word From Our President

Two months have passed since our annual conference in Marble Falls and with time, comes perspective. It is always rejuvenating to be among folks that care as much about science, nature and education as you. Every year I leave confident in the future of our field, the value of our work, and the benefits we provide for our students, teachers, families and communities. However, this year had an ominous subtext that I can't shake.

Doctors Mary Hobbs and Deborah Junk from the University of Texas presented an overview of their work with the Texas Regional Collaboratives. The Regional Collaborative reach educators in virtually every county in the State through their herculean, multi-year, teacher professional development program. Toward the end of the talk, Mary clearly stated, "If the current budget talks in Austin become a reality, there will be no field trips from public schools next year."

As I write this I am hearing the excited laughs and conversations as Austin Elementary School from Pampa winds their way through our T-Rex Experience exhibit gallery on their last field trip of the year. They will spend three hours here, seeing applications of math in Geometry Playground, touch distant worlds in Planetary Landscapes and learn about predator prey relationships in Hunters of the Sky.

By the end of this school year, we will have seen 17,000 children on field trips and another 25,000 families and teachers during our Family Science Night program. That will be roughly one quarter of our total annual attendance. If Dr Hobb's words are true, the Discovery Center will lose that critical community connection. My office will certainly be peaceful – as quiet as a grave.

Informal science providers next year could resort to unimaginative, draconian reactions to this loss of audience;

- close the doors until school is over
- open evenings and weekends,
- reallocate staff resources, or worse.

Those options make sense in the short term, but the reality of shrinking from our commitment to the formal system could set us back years in our impact on our communities, removing us from the table in future discussions with educators, government representatives and funders.

In this issue of Informally Speaking we have collected some resources that might help you in the critical conversations you may have in the coming months including State funding formulas for your local school districts, websites that connect you to the current research on the impact of informal science learning, and articles from ISEA members in their thoughts and strategies for next year. Schools and teachers need the support of the informal community as never before. By working together and sharing our success stories, challenges and strategies we can lean toward the formal system when they need our help most of all.

Chip Lindsey
Associate Director
Don Harrington Discovery Center
President, ISEA

Resources & Inspiration

Education Week - SCIENCE LEARNING OUTSIDE THE CLASSROOM: A Special Report on Informal Science in Education	http://www.edweek.org/ew/collections/sciencereport-2011/index.html
This animate was adapted from a talk given at the RSA by Sir Ken Robinson, world-renowned education and creativity expert and recipient of the RSA's Benjamin Franklin award.	http://youtu.be/zDZFcDGpL4U
This is a searchable database of School Districts and how much they will be cut (via the Texas Tribune)	http://www.texastribune.org/library/data/school-district-funding-cut-projections/

Looking Forward

By Anne Herndon

Director, School and Group Programs
Fort Worth Museum of Science and History

As I watch the news reports of the budget crisis for education, I know I am living in interesting times. Interesting is a word I admittedly overuse—it can denote something wonderful, confusing or intriguing, depending upon the circumstances. I think the uncertainty for educators, administrators and district leaders as they wait to see how their district will strive to balance their budget is trickling down to those organizations that serve the formal educational systems, in Texas and nationally. As informal educators we wonder what effect district budget changes will have on an educators' ability to book a field trip, attend a workshop or even visit as a guest.

During uncertain times, there is a tendency for some to draw inward. This can happen on a personal level—it can also happen institutionally—as a way to protect ourselves. There are

other individuals or institutions that use uncertain times to fearlessly and boldly make changes and take risks that can reap positive benefits.

In the midst of this interesting situation, members of the FWMSH education team and colleagues from different informals across the state have been asking questions—questions that could help us find new ways to support education. Here are just a few questions we are considering:

Are there ways we can remove barriers to attendance?

Often, the primary barriers for educators are time, transportation and cost.

How can we help the educators find funding sources that would defray the cost of the experience? Are there ways we could change our pricing structure to help support them during the short term?

How can we support educators in their classroom even if they cannot visit us?

Many informals are projecting dips in field trip attendance, but our missions call us to support the educational community. Often, museums have created great activity plans and/or have paper or web-based resources. We want to find ways to get these resources into educators' hands.

How do we build relationships with district leaders now so that they will call upon us later?

The districts surrounding us are in crisis. Our institutions are uniquely set up to support district leaders in so different ways. Perhaps, offering our building as a meeting/retreat/workshop space for them provides support for them in a way that leverages our partnership in the future.

Are there new markets we could target and grow over the next year?

Private schools and home school audiences, which can be more time intensive to develop, could be new markets for programs we already have developed.

A quick literary quote search on the word interesting brought up this gem from Duane Michals, an American artist. He writes, "Trust that little voice in your head that says 'Wouldn't it be interesting if...'; And then do it." With such a rich diversity of institutions in ISEA, there will be as many different answers to these, and other questions, as there are institutions. As a way to share with one another, I invite you to post interesting solutions on the ISEA Facebook page. Perhaps our shared ideas will spur some bold and fearless solutions for the future.



Giving Formal Education a Hand

By Melissa Cigarroa and Lisa Chappa
Imaginarium of South Texas

This year the Imaginarium of South Texas is running a grant (thanks to United Way-Laredo) that invites 5th graders from 3 different schools to visit the museum once every six to eight weeks to participate in a science investigation. The program is called a "Multi-Visit Inquiry Field Trip" and targets schools with a disadvantaged population. In Laredo, this type of population means low-income and Hispanic. The big idea behind the grant was to create a program that allowed us to engage with students for more than just a one-time field trip. We felt that to make an impact in how kids perceive science, we needed to engage them several times and with several topics.

We also aligned each two-hour investigation theme to their six weeks curricula. The five investigations we put together for this program were all TEKS-aligned, offered to complement their classroom studies, and derived from our trainings from a host of informal education sources. We set up investigations in Alternative Energy (a wind turbine activity from SciGirls), Earth Science (stream table study from the Exploratorium), Life Science (Texas land snail study from the Fort Worth Museum of Science and History), Learned Behavior (SciGirls en Español activity and mice mazes from an informal educator at a North Carolina museum), and Design and Invention (using Imagine Mars



resources from NASA, the Texas Regional Collaborative, and the National Girls Collaborative Project).

We began each investigation with an ice-breaker activity and incorporated gender-equity strategies we learned from our participation as a SciGirls museum affiliate and the Texas Girls Collaborative Project. We got messy, bought mice, provided many tools not usually available in a classroom, and encouraged these kids to develop good questions about these topics and conduct fair tests.

In fact, our idea for science process skills - Inquiry Nirvana - was whittled down to "how do we get kids to form and develop questions?" We admittedly inserted the word "inquiry" as a way to draw the attention of the schools and then quickly found that a 2-hour investigation every month and a half doesn't lend itself to the consistency necessary to really develop inquiry. We focused on making observations, asking questions, and sharing results. At the end of the program, we now see kids more willing to speak out and talk about their findings. We don't know if "investigable" and "non-investigable" have become part of these kids' vocabulary, but they seem to be more confident in jumping in and getting started than they were at the outset.

Like most things worthwhile, real learning begins with a relationship. This pilot program has some kinks to be worked out, to be sure, but undoubtedly we have benefited tremendously by embarking on this journey. Formal education has a

huge advantage: a captive audience for long periods of time! We hope that an outcome of these investigations is an understanding by the teachers of the power of these experiences, derived from the informal science education field, to promote the engagement and learning retention of content areas. If we can model to teachers the development of process skills, we can leverage our expertise to benefit classroom practitioners' strategies in a meaningful way. And as informal educators, we love every minute of it!

Information about our organization: Imaginarium of South Texas is a small children's museum and informal science education center located in Laredo, Texas. In 2005 we became a member of TexNET, the Texas Network of Exhibit-based learning and Teaching, and of the ISEA. In 2008 we became members of the local branch of the Texas Regional Collaborative, a state-wide effort to improve science education in the classroom by improving the quality of professional development for teachers. In 2009 we won a grant from Twin Cities Television, PBS producers of SciGirls, and became a SciGirls Museum Affiliate in 2010.





Conference Reflections

by Emily Weerts

Austin Children's Museum

It all started with a bang. Or, more accurately, with a hum, a buzz, and a large sphere of ice. Of course, I'm talking about the 14th Annual ISEA Conference, Science for All: Engaging Families in Science. It was my first ISEA Conference and I was lucky enough to ease into the session by attending the pre-conference workshop all about SMILE. SMILE, which stands for Science and Math Informal Learning Educators, is an incredible resource of math and science activities.

I had first seen SMILE at the Science Museum of Minnesota, but was able to really explore all that it had to offer at the workshop. With a few other participants, I made a Sound Sandwich and a Bee Hummer, two simple (and cheap!) activities that explore the relationship between vibration and sound. After testing our buzzing and humming devices, we all participated in an inquiry exercise with Ice Balloon. It was great to explore investigable properties and juicy questions with like-minded informal science educators.

I attended some great conference sessions with information that was immediately applicable to my work at the Austin Children's Museum. Keynote speaker Maureen Callanan provided examples of her work with museum visitors and families in Northern California that inspired me to examine how some of the activities that I facilitate are structured. Laura Huerta-Migus' presentation about Inclusive Institutions emphasized the concept of the Platinum Rule - "Treat others as they would like to be treated". I really enjoyed Cheryl Boyette's session about program evaluation and she inspired me to develop evaluative games for some of the programs I lead.

Upon returning from Balcones Springs, I immediately shared insight from Tricia Berry's presentation about girls in STEM careers with my coworkers. Ms. Berry discussed the difference between compliment styles and their effects on students, especially girls. She pointed out that compliments that seem nice, such as "You are so smart!" or "You are so good at math!" are dead-ends, especially when compared to compliments like "You did such a good job solving that problem!" or "Wow! I really like how you tried different numbers until you got the right answer". Compliments such as "You are so smart!"

implicitly imply that there are some people who aren't smart, and that getting the right answer, or solving a problem took less work from that student because they were smart to begin with. Emphasizing the process of problem solving and developing unique solutions encourages persistence and creative problem solving.

I had a great time presenting at the conference as well - my Blogging for All session went quite well (if I do say so myself). It was great to learn about other institutions and their approach to social media. We discussed everyone's barriers to blogging - what obstacles stand in the way of starting a blog or keeping up with an existing blog. Hopefully the information and resources I presented will empower some conference attendees to consider starting a blog.

The ISEA Conference was perhaps most valuable to me as a resource to connect with colleagues and like-minded educators. As I reflect on the experience, I'm reminded of many thoughtful discussions that the conference sessions inspired and the great people I met or got to know better. See y'all at next year's conference!

First Conference Experience

This was my first ISEA Conference. It was exciting to be a part of it because it was a chance to learn new methods of presenting my work, so that my audience can gain the most knowledge from my activities. This conference was enlightening for me because I got a chance to meet new friends, and I got the opportunity to see how much passion and joy they bring to their fields. My time at the ISEA conference had a big impact on me: it made me realize this is the field that I should really be in. This conference was a wonderful experience for me; I will use the knowledge I have learned in ways that will benefit the families I work with. I hope I get the chance to be a part of this great learning experience again.



-Rubèn Valdez,
Imaginarium of South Texas

Black-crested Titmouse



A Bird Walk is Always Good...

By Martin Hagne & Jennifer Owen-White

While at the 2011 ISEA Conference in Marble Falls, on Thursday morning at 7:00am, about 15 people gathered to share an hour of birding on the beautiful grounds of the retreat. It was bit of an overcast morning, but it was nice and warm, and the birds were calling. Everyone enjoyed the walk and we saw a few nice birds along the way. Networking never ends at ISEA... and even the bird walk was no different! It's great to share time with like minded folks!

Bird species seen or heard on the walk:

Black Vulture	Turkey Vulture
American Kestrel	Mourning Dove
Yellow-bellied Sapsucker	White-winged Dove
Eastern Phoebe	Belted Kingfisher
White-eyed Vireo	American Crow
Carolina Chickadee	Black-crested Titmouse
Carolina Wren	Bewick's Wren
Ruby-crowned Kinglet	American Robin
Northern Mockingbird	Cedar Waxwing
Orange-crowned Warbler	Yellow-rumped Warbler
Northern Cardinal	Red-winged Blackbird
Common Grackle	American Goldfinch
House Sparrow	

Why So Few Women in STEM?

By Tricia Berry
 Director of the UT Austin Women in Engineering Program & The Texas Girls Collaborative Project

Role models. Video Games. Debunking the stereotypes. These are all pieces of the puzzle for engaging girls in STEM activities and encouraging girls to pursue STEM careers.

The 2010 American Association of University Women (AAUW) report, *Why So Few? Women in Science, Technology, Engineering, and Mathematics*, provides a fantastic summary of eight research findings in three overarching areas: 1) how girls' STEM interests and achievements are influenced by social and environmental factors; 2) the influence of university STEM departments; and 3) the continuing influence of bias in education and the workplace. The beauty of the report is that not only is the research explained, but detailed recommendations are shared – AAUW makes it easy for us to take the information and understand how we can implement the recommendations in our work with girls in STEM.

Showcase female role models in your camps, have them lead hands-on activities, and have pictures of them on your walls. The stereotype that men are better than women in STEM fields can be eliminated by exposing boys and girls to

female STEM role models, talking about how girls and women are achieving at higher levels in STEM classes and careers, and explaining the lack of gender differences in performance in STEM subjects. The recommendation from *Why So Few?* is to “spread the word about girls’ and women’s achievements in science and engineering.... The more people hear this kind of information, the harder it becomes for them to believe that boys and men are better in these areas.”

Incorporate construction activities, 3D games, and hands-on activities into your programs. Video games – especially 3D video games – help develop spatial visualization skills which are important for persistence and success in STEM fields. *Why So Few?* recommends encouraging children to take things apart, play with building toys, and work with their hands. “Girls and boys with good spatial skills may be more confident about their abilities and express greater interest in pursuing certain STEM subjects and learning about careers in engineering.”

Include female role models in your programs. Debunk the stereotypes and share the successes of girls and women in STEM fields. Encourage hands-on spatial play to give girls the confidence they need to pursue STEM careers. And read the fabulous *Why So Few?* report to learn more ideas of how you can make a difference in the diversity of your STEM programs and the STEM field. To download the full report, visit <http://www.aauw.org/learn/research/whysofew.cfm>.

GEAR UP Waco

Marsh Madness

A Partnership in Environmental Education

By Melissa Mullins
Environmental Educator
Baylor University, Center for
Reservoir and Aquatic Systems
Research

In 2006, Baylor University received a six-year grant from the U.S. Department of Education's GEAR UP program (Gaining Early Awareness and Readiness for Undergraduate Programs). GEAR UP Waco includes programs focused on strengthening student academic performance in the participating school districts in math and science, programs that increase family proficiency in English, and programs that increase student and family awareness of how to apply and pay for post-secondary education.

Marsh Madness, a GEAR UP Waco program focused on providing educational adventures in a wetland environment, is a partnership between Baylor's Center for Reservoir and Aquatic Systems Research (CRASR) and the Lake Waco Wetland, a City of Waco facility situated on U.S. Army Corps of Engineers Property near Lake Waco.

Every semester, a new, grade-level appropriate field trip exercise is developed by Marsh Madness. The overall model for the field trips is that students are outside doing science at the Lake Waco Wetland in



Teachers and volunteers learn about amphibian malformation monitoring to prepare for the Marsh Madness Frog Force field trips. The data collected by students was submitted to TPWD's Amphibian Watch Program.

Photo courtesy of Annette Jones, Heart of Texas Master Naturalist

a hands-on way in small groups for as much time as possible. Students also hear about careers in the environmental field during lunchtime talks from area professionals. Each semester, Marsh Madness conducts around 20 field trips with about 20 to 30 students per field trip. The students, who were in the 6th grade at the initiation of the grant, are seen in a cohort approach and are now in the 10th and 11th grades. There are over 2000 students in the cohort in the Waco ISD and La Vega ISD school districts. In addition to Marsh Madness, the Lake Waco Wetland program coordinator and volunteers see students from school districts, colleges and universities, and host scouting and other organizations, from all over the region, nearly every day of the year.

The GEAR UP Waco Marsh Madness partnership between the Lake Waco Wetlands and CRASR has been a springboard for the development of other education and outreach activities, with many local groups, to bring Environmental Education opportunities to the Waco area. Local Master Naturalist chapters (Heart of Texas and Central Texas) serve as volunteers and participate in trainings, and many who are facilitators for recognized environmental education programs serve to bring trainings to the area. The Texas Master Naturalist program is sponsored at the state level by Texas Parks and Wildlife Department and Texas Agrilife Extension.

In addition to Marsh Madness trainings for teachers and volunteers (Saturdays in the Swamp and Summer Swamp School), 2010 offerings included a Project Webfoot workshop for intermediate school teachers (a curriculum developed by Ducks Unlimited); a Project WET (Water Education for Teachers) facilitator workshop (CRASR is a host institution for Project WET); a Planning of Wetlands (POW) workshop; Active

Strategies for Environmental Education in partnership with the Cameron Park Zoo; Climate Change for Educators in partnership with the Mayborn Museum; a Leopold Education Project workshop; Growing Up Wild workshops, as well as others. By sharing resources (such as facilities, volunteers, and local facilitators) costs for workshops are kept reasonable, and partnerships outside of the local region have allowed us to bring in outstanding facilitators from other areas.

In 2010, the Lake Waco Wetlands Education Team was proud to be recognized with a Texas Commission on Environmental Quality (TCEQ) Environmental Excellence Award for Education. Additionally, Dr. Robert Doyle (Baylor) received recognition for outstanding service in Environmental Education by the North American Lake Management Society (NALMS) for his role in Marsh Madness; this national award is granted to one recipient annually.

On May 7th 2011, the Lake Waco Wetland hosted its first ever BUGFEST, a free event open to the public all about the exciting world of insects. Check the Lake Waco Wetlands (www.lakewacowetlands.com) and CRASR (www.baylor.edu/crasr) websites for updates and other upcoming workshops and opportunities.

For more information regarding the Lake Waco Wetland or its programs, contact Nora Schell, Program Coordinator, at noras@ci.waco.tx.us or (254) 848-9654. For information regarding the education and outreach activities of CRASR, contact Melissa Mullins at Melissa_mullins@baylor.edu or (254) 710-2382. For information regarding the Heart of Texas Master Naturalist Chapter, contact chapter president Janet Wallace at j.wallace@grandecom.net.



Dinosaurs: Land of Fire and Ice

*By Christina Soontornvat
Science Content Developer
Austin Children's Museum*

This fall, Austin Children's Museum will host Dinosaurs: Land of Fire and Ice, a traveling exhibit developed by the Minnesota Children's Museum. The exhibit focuses on the various habitats that dinosaurs lived in, and encourages visitors to investigate the fossils they left behind. Hosting a dinosaur-themed exhibit offers the welcome opportunity to partner with other local informal science education institutions. In collaboration with the Austin Nature and Science Center (ANSC) and the Texas Natural Science Center (TNSC), we have declared October to be the "Month of Dinos" in Austin! Our institutions will hold special dino-related programming and cross-promote each other's programs throughout the month. We

are particularly excited that TNSC's and ISEA member, Dr. Pamela Owen, will visit our Museum's Dino Family Sleepover as our special guest paleontologist expert.

In addition to programs for the public, our organizations will also swap staff training. We'll be taking our gallery education staff

out to ANSC for a pre-exhibit opening training at their Dino Pit. In return, I'll visit ANSC to conduct an inquiry training for their school programs staff. By leveraging our respective expertise, both our organizations will be able to increase staff professional development without significant additional costs. Such

collaborations are all the more critical to achieving our missions in these lean economic times.

Dinosaurs: Land of Fire and Ice roars into the Austin Children's Museum September 24, 2011 through January 16, 2012.



Professional Development Opportunities

Evaluation Step By Step

Presented By Dr. Cheryl Boyette

Do you need to evaluate a program or project but just don't know where to begin? Would you like a workshop that actually walks you through the process? Are you currently doing some evaluation but just not getting the information you would like?

ISEA has the answer. "Evaluation Step by Step" a hands-on workshop with Dr Cheryl T. Boyette.

In this workshop you will discuss and develop an evaluation plan for your program. This workshop will be limited to a minimum of 10 attendees with a maximum of 15. Cost is \$25 for ISEA members and \$50 for non-members.

The workshop will be held at:
Austin Children's Museum,
201 Colorado Street, Austin, TX.

Date: September 16, 2011

Time: 9:00 AM -2:00 PM

** Lunch is included in the workshop fee.*

Proceeds from the workshop will be used to support future ISEA workshops, conference scholarships and support for ISEA presenters at CAST.

To reserve your space in the class, please contact:
Dr. Cheryl T. Boyette
cboyette@hughes.net
936-552-6959

Summer Workshops

Presented by the Heard Natural Science Museum and Wildlife Sanctuary

By Schelly Corry CIG, M.A.C.T.E.

*Education Coordinator & Outdoor Programs Director
Project WET Texas - Region 10 Coordinator*

Our Summer Teacher Workshop Schedule has been finalized and I wanted every one to know what wonderful trainings we have coming up. For more information or to register, visit the website www.heardmuseum.org

A quick glance at the workshop being offered are:

Leopold Education Project Workshops – EPA funded!	\$10
Growing Up WILD and PLT Early Childhood Combo	\$40
Project WILD & Project WILD Aquatic Combo	\$10
Project WET & Wonders of Wetlands – EPA funded!	\$10
Project Learning Tree	\$40
Leopold Education Project Facilitator Training	\$40

Heard Natural Science Museum and Wildlife Sanctuary
One Nature Place
McKinney, Texas 75069
972-562-5566 x227
scorry@heardmuseum.org
www.heardmuseum.org

ISEA Annual Conference 2012

February 15-17, 2012

We are returning to Sky Ranch in Van, TX for the 2012 ISEA Annual Conference! This year we are excited to welcome Martin Storksdieck, the director for the Board on Science Education, as our Keynote Speaker. Please mark your calendars and plan to join us for more terrific professional development, networking, and fun!

For more information about Sky Ranch, please visit <http://www.skyranch.org/VanRetreats>
For more information about the Board on Science Education, please visit <http://www7.nationalacademies.org/bose/>





At A Glance

What is Contact Science?

- Contact Science creates and supports hands-on science and engineering exhibits and activity programs in public libraries.
- Contact Science takes advantage of public libraries as a unique venue for bringing ongoing engagement with science to children and their families. While Contact Science is also applicable to other venues, libraries offer:
 - Widespread presence in diverse communities
 - Easy, free access, including for repeated visits
 - Family friendly environment
 - Community service oriented mission
 - Immediate access to books and other learning resources

What is the history of Contact Science?

- Contact Science was originally created by Physics Nobel Laureate Russell Hulse and the Director of the Plainsboro, NJ Public Library, Jinny Baeckler
- Dr. Hulse brought Contact Science to the University of Texas at Dallas in 2009 when he created the Science and Engineering Education Center (SEEC) at UTD (seec.utdallas.edu).

What types of exhibits and activities does Contact Science offer?

- Custom designed table-top sized exhibits featuring science tools and associated hands-on activities. These exhibits rotate through the participating libraries on a regular basis.
- Weekend and summer activity programs led by community volunteers and/or library staff
- A special ongoing activity program using Lego Mindstorms robotics kits
- Exhibit and activity-related books and take-home kits
- Training and support from the SEEC and participation in a developing network of Contact Science libraries and users

What are the advantages of Contact Science sponsorship?

- Contact Science is an ideal way for corporations, foundations, and other sponsors to support science and engineering education outreach at a broadly-based community level and receive significant public recognition for their contributions.
- The flexible, modular format enables a wide range of sponsorship opportunities

How do I find out more?

- Visit the Contact Science website seec.utdallas.edu/contact_science.html
- Email us at contactscience@utdallas.edu or phone 972-883-4591. We will be happy to provide further information and connect you with the Contact Science program director Dr. Koshi Dhingra or the SEEC director Dr. Russell Hulse.



How Can Members Get Involved?

Want to Submit an Article to *Informally Speaking*?

Interested in contributing to our wonderful organization? We are seeking article submissions for the next "Informally Speaking" newsletter.

General Article Submission Requirements:

- Please submit and attach your article to: amy.l.moreland@gmail.com and Cappy.Smith@tpwd.state.tx.us
- Use Word (.doc or .docx) or a Text editor (.txt) to submit text.
- Word limits: 250 to 400 words; please use a spell checker before submitting.
- If at all possible, please include a high resolution digital photo (about 1 MB - .tiff or .jpg).

STAT Affiliate Journal - The Texas Science Teacher (TST)

The TST is the professional peer reviewed journal of the Science Teacher Association of Texas.

If you have conducted research please consider having it published in the TST. Go to <http://www.statweb.org/statellite>

ISEA Historical Archives

Attention all ISEA members, we want to gather the history of ISEA! If you have pictures, old newsletters, conference brochures or information, CAST info on ISEA - even old files - from the humble beginnings of ISEA to current, please email Jerrel Geisler at jerrelgeisler@sbcglobal.net. If your items are in digital format, that is great. If not, we'll take care of it. Please e-mail Jerrel today and do your part for ISEA history!

ISEA is on facebook

Friend us at:

http://www.facebook.com/home.php#!/home.php?sk=group_176401233408

ISEA Member Kiki Corry was recently voted to serve on the STAT Board.

Congratulations Kiki!

We know you will serve the STAT community well.

ISEA is an affiliate of STAT (Science Teachers Association of Texas).

Learn more about STAT at <http://www.statweb.org/>

2011 - 2012 Executive Officers

Chip Lindsey - President
Jerrel Geisler - President-Elect
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Informally Speaking Newsletter

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