STEMteachersNYC Annual Report 2020-21

FOR TEACHERS, BY TEACHERS, ABOUT TEACHING

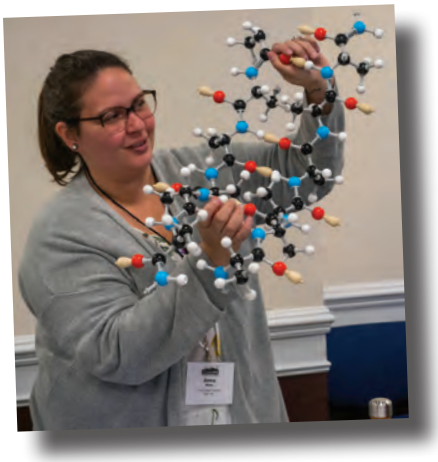
STEMTEACHERSNYC.ORG @STEMTEACHERSNYC

WHAT TEACHERS ARE SAYING

"We got a ton of practical knowledge and time to actually build standards during the time. That made it much more helpful instead of just talking about hypotheticals. It was great!"

"I appreciated this teacher-led approach because it was authentic and honest about the teacher's experiences and approaches to the teaching practices. They expertly designed a workshop as they would for their students, with opportunities to reflect, collaborate, and struggle.

"I really appreciated the STEMteachersNYC approach to professional development. I appreciated the presentation, the handouts, the use of breakout rooms, the problems we were given to solve, the discussions on how we solved the problems, and the discussions on how we would work with students in our classrooms in inclusive ways."



"It was amazing! The fact that it was teacher-led made the examples and all of it really relatable and compelling and I felt really heard as a classroom teacher myself! Talking about it all together made actual action steps seem more doable than if the information were coming from someone outside of the classroom."

"I feel challenged by a lot of what they shared but also feel like I have enough knowledge and skills to persevere through those challenges and the challenges to come."

FROM OUR TEACHER LEADERS

Kerry Kline
WORKSHOP TEACHER LEADER, STEMteachersNYC

"The STEMteachersNYC community is important to me because it is a community. I think that's the biggest piece. It's a group of teachers who are non-judgemental - you can come to them with any kind of problem you're having. There've been times where I've just felt like I'm really not doing something well, and I'll come and talk to people [in a workshop or working group or leader huddle], and am not necessarily given a bunch of ideas, but asked questions that help me figure out what works best for me. Aside from the support I get, it's just fun to nerd out and think about different ways that we can teach kids. It's really just a wonderful support system where you truly feel like people get you. It's a great community."

Jenna Peet
WORKSHOP TEACHER LEADER & PARTICIPANT, STEMteachersNYC

"I think that working with other teachers has been the best professional development for myself. I mean, that's why I keep coming back to STEMteachersNYC. I know when I sign up for a workshop I am going to see things in an entirely different light. I can only imagine had I known about STEMteachersNYC when I was pre-service, I can't even imagine the person I would have been on my first day of teaching. I would feel a lot more assured of myself and would have approached things differently."

CONTENTS

PRESIDENT'S VISION FOR THE FUTURE

STEMteachersNYC was founded on the simple idea that teachers can help other teachers.

We've found that teachers can, in fact, make a huge difference for other teachers. Our now well-known workshops and our evolving, Metro Area-wide community have shown that teachers can help teachers at all stages of their careers:

- as beginners just figuring out classroom management, encountering the challenge of connecting with students, and learning how to ask questions in addition to providing explanations,
- as mid-career teachers evolving their own style, and mastering the myriad techniques for inducing students to think for themselves,
- as veterans providing leadership, planning curricula, and demonstrating their classroom skills.

While doing the hard work of developing, organizing, and conducting many hundreds of innovative workshops, we have simultaneously explored every crevice of the teaching craft and every stage of a teaching career, and we have generated a learning community that includes all types of STEM teachers from throughout the NYC Area and beyond. We have created the still barely visible outlines of what experts have for years been saying we need: a comprehensive, end-to-end system for supporting and developing teachers throughout their careers.

Our vision for 2021-22 is to put in place some of the necessary physical infrastructure and to bring into being just such a system for teachers' professional development throughout their careers. This is a huge lift for a small, 10-year old organization such as STEMteachersNYC, but there isn't any other choice: we are in fact the only organization with a mission that is compatible with such an audacious goal, with the variety of connections needed, and with a membership that is inclusive enough to make it even thinkable.

So I'll just say it out loud: We intend to establish a set of partner sites throughout the NYC Metro Area devoted to professional development for STEM teachers, where we, in partnership with other organizations, can organize workshops "by teachers, for teachers, and about teaching." Where anyone striving for excellence in STEM teaching can come to get help and where the face-to-face contacts so necessary for real community will take place. In short, we are setting out to make real what has so far been only implicit in our work:

- a vibrant, NYC-area wide professional development network for STEM

teachers that operates both in-person and online and that provides the kind of real support that all STEM teachers (from all types of schools) need throughout their careers,

- to make "for teachers, by teachers, about teaching" a concrete reality for anyone striving for excellence in STEM teaching throughout the five boroughs and beyond, and,
- most important, to attract more of the best talent available in this great city to contribute to upgrading, expanding and enhancing what STEM teachers can do.

Let's get started! Let's extend excellent STEM teaching further. Let's reach every kid in all the many educational settings that exist throughout NYC and beyond.

Fernand Brunschwig
PRESIDENT, STEMteachersNYC

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PROGRAM 2020-2021 "AT-A-GLANCE"

STEMteachersNYC TOTAL PROGRAMS & ATTENDEES

		2018 - 2019	2019 - 2020	2020 - 2021
FALL	Total Workshops	7	10	4 + STEM Expo
	Additonal Free Programs	0	3	1
	Fall Attendees	161	206	233
SPRING	Total Workshops	15	9	7
	Additonal Free Programs	1	23	10
	Spring Attendees	286	330	269
SUMMER	Total Workshops	10	12	10
	Additonal Free Programs	0	8	13
	Summer Attendees	133	325	277
	TOTAL ATTENDEES	**580**	**861**	**779**

OUR COMMUNITY

TOTAL MEMBERS TO DATE

1,520 MEMBERS

TOTAL ATTENDEES TO DATE

6,431 TEACHERS

TOTAL PROGRAMS TO DATE

289 PROGRAMS

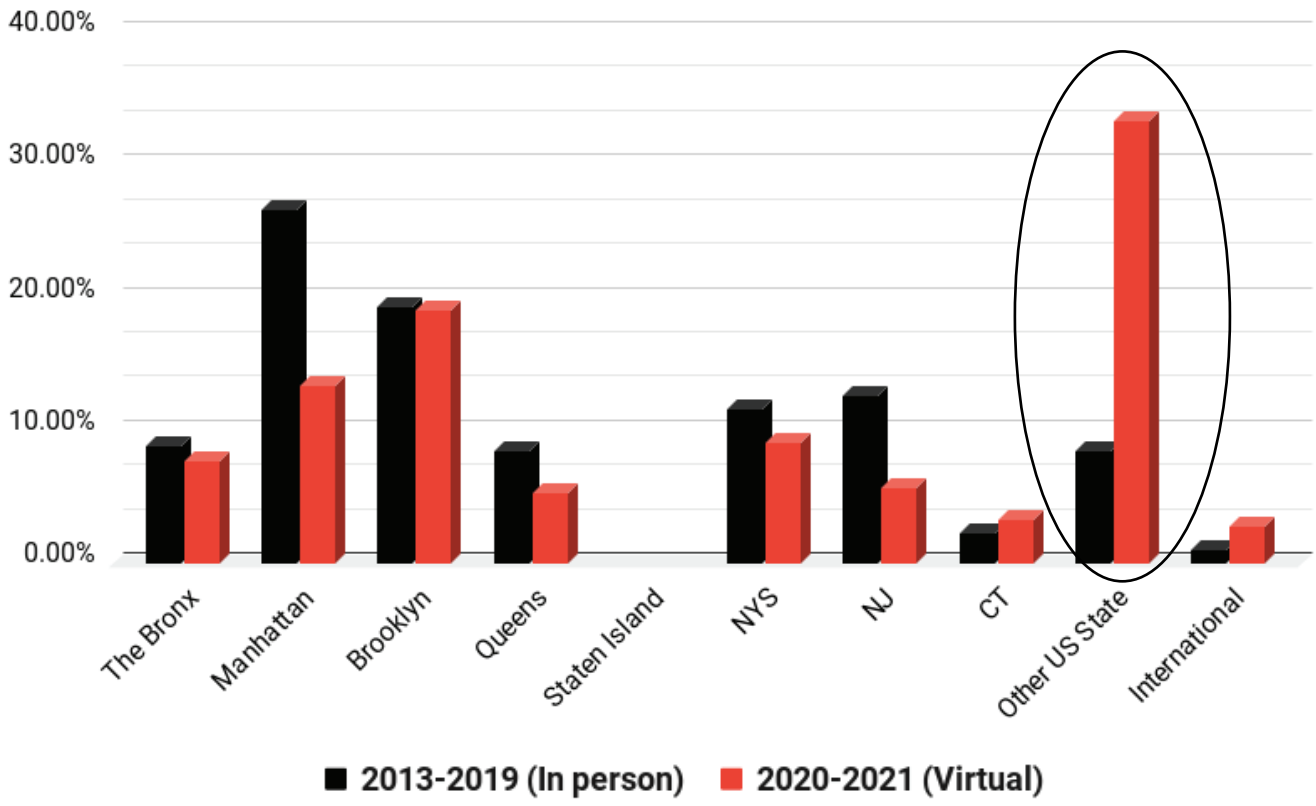
MARKETING GROWTH

- Facebook Reach: 261,316 people ↑ 142%
- Instagram Reach: 10,706 people ↑ 97.5%
- Website visitors: 25,913 (vs 19,197) ↑ 35%
- Total page views: 95,803 (vs 49,421) ↑ 93.85%

OUR REACH

STEMteachersNYC CHANGE IN PARTICIPANT LOCATION 2020-21

Comparison of attendee location from in-person and virtual programs



MORE ABOUT OUR COMMUNITY

- **Summer STEM Institute Scholarships: 28 seats**
- **Attendees Who Teach at Public/Charter schools: 52.1%**
- **Total Teachers from Title 1 schools: (40% of students receive free/reduced lunch) = 41.8% of 277 total summer teacher attendees**

PROGRAM HIGHLIGHTS 2020-21

STEMteachersEXPO 2020

STEMteachersNYC, STEMteachersNWA, STEMteachersPHX and our network of teacher-led professional learning communities came together for the First Annual STEMteachersEXPO, held online, from October 23-25, 2020. The uncertainty surrounding the COVID-19 pandemic and the urgent need to develop more culturally responsive curricula to address the needs of our students focused our attention squarely on strong community building among STEM teachers. Over the two and half days of the Expo, each participating STEMteachers organization shared their history and experiences, offering a toolkit of "how to start your own" teacher-led STEM community. Participants were offered mini working sessions and expert panels of educators from classroom, community, and academic contexts, and learned strategies for establishing their own teacher-led professional learning community that embed multiple dimensions of culturally responsive teaching.

STEMteachersEXPO

For Teachers • By Teachers • About Teaching

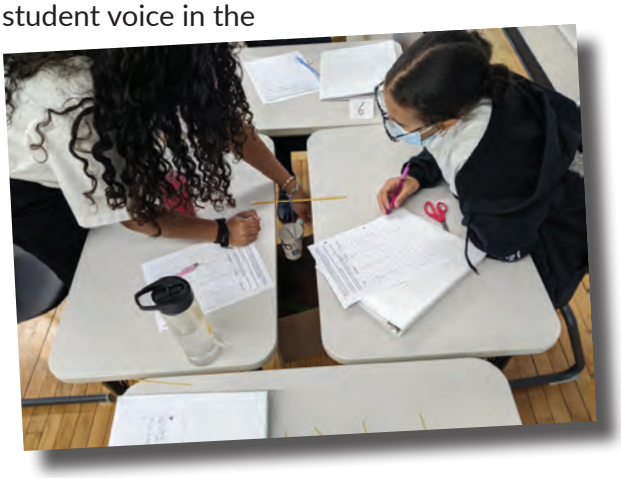
School Year Workshops

Our fall and spring seasons saw several new and returning workshops that dug deeper into student thinking and classroom discussion and trying new things! Socratic Dialogue, Dimensions of Responsive STEM and our Angles On Responsive STEM series were the highlights of the year. Machine Learning, Quantum Concepts and Computational Thinking balanced Claims Evidence Reasoning and Teaching NGSS with Scientific Articles and Research. Our half day and shorter school year workshops and introductory sessions continue to serve as fertile and flexible ground for new leaders to try out their leadership wings. We continued to include free working group meet-ups, 3-4 hour weekend workshops, an Equity Lab reading club, and free and for fee shorter events.

Summer 2021 Summary

Workshops

We offered 9 more traditional workshops in summer 2021, including repeats and series. We offered a repeat of Standards Based Grading both Intro and Advanced, Unit Planning, Seeing Science Everywhere, and Dimensions of CRT in STEM. A unique and truly innovative workshop was offered to both teachers and students - Applied Panarchy in Environmental Science invited high school students to attend a pedagogy-rich professional development workshop in order to include student voice in the development of new and adapted units by the teacher participants, as well as offer students the skills to run their own workshops.



Partnerships

Partnership projects for summer included Computational Thinking with Cornell Tech, Responsive Mathematical Discourse (multiple partners), Achievement First Charter Schools, Quantum Computing with University of British Columbia, Quantum Physics Outreach Program with Columbia University, and support for the DOE's Summer Rising program through The NYC STEM Education Network. See below for additional details.

New Leaders

This year we welcomed 6 new leaders, who co-planned with senior workshop leaders, joined our spring huddles, and co-facilitated school year and summer workshops.

New Partnership Development

This past year saw growth in partnerships and opportunities for teachers through collaborative work with other educational non-profits. Some of these projects focused on curriculum development tailored to local communities, others on making cutting-edge content accessible. All nurtured and leveraged our STEM teaching community to create new learning for teachers and their students.

SPARKS! A Collaboration with NYC Parks Dept Office of Education

In the early spring of 2021, six teams of STEMteachersNYC teachers, from across all boroughs and from K-12 public and independent schools, partnered with six teams of researchers and educators from across NYC Parks Department divisions. With the twin goals of engaging students in the dynamic research taking place in their local parks and bringing STEM in Parks into classrooms, they collaborated on diverse ways of integrating the outdoor, highly place-based work of NYC Parks with K-12 STEM teaching and learning. Products of the partnership included a set of free, publicly shared lessons and units that support teachers and schools in bringing students outside and into their local parks to think critically and engage as stewards with the environment around them. In 2021, lessons ranged from human wildlife interactions with game cameras and litter assessment surveys to re-envisioning green spaces. SPARKS moves into its second year with seed funding from the Robert W. Wilson Charitable Trust.

The NYC STEM Education Network & DOE Summer Rising

This summer, STEMteachersNYC supported the Learning Series for Summer Rising educators as a member of the STEM Education Network, a community of 70+ STEM nonprofits. The Learning Series consisted of over 30 PD workshops across multiple turnkey topics and activities. STEMteachersNYC offered professional learning workshops as part of that collaborative series and also developed a custom Community of Practice series to extend that learning and provide ongoing summer support for Summer Rising staff.

QPOP - Quantum Physics Outreach Program with Columbia University

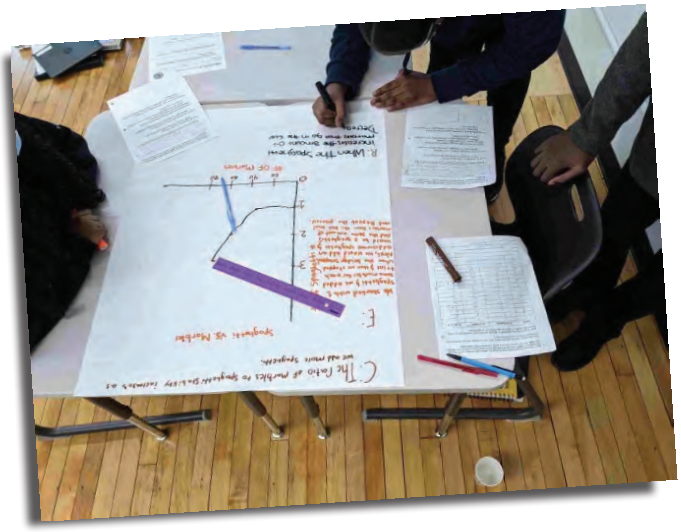
STEMteachersNYC is right on the cutting edge of physics education! It is partnering with the Will Lab in the Department of Physics of Columbia University, New York, to publicize the importance of quantum physics and quantum concepts for education and downstream job opportunities for students. This NSF-funded collaboration, established in 2020, sponsors workshops for teachers and lectures for the general public, both online and in person.

CTEC - Computational Thinking for Elementary Classrooms

With support from the Robin Hood Foundation, STEMteachersNYC is partnering with the Teacher-In-Residence CT Project of Cornell Tech's K-12 Outreach to build a scalable model of professional learning around their Computational Thinking curriculum. The curriculum's 'CT Tasks' focus on cross-curricular bridges between CT in English Language Arts and Math, embedding CT in both. STEMteachersNYC and Cornell work with teams of elementary grades teachers across the NYC area, through summer and school year workshops and working reunions, to co-create connection points between existing curriculum and the Tasks and provide ongoing support for and sharing of any curricular adaptations.

SageModeler

Teachers need better ways to help students use and understand data and systems! SageModeler is a free, innovative, online program that not only enables students to create dynamic models, but that also has potential as an assessment tool to show students' thinking about such models. Juliette Guarino Berg and fellow NYC science teacher Kimesha Reid-Grant joined a team of teachers from NYC and Massachusetts for an NSF-funded RAPID project, to support teachers in incorporating the tool into their classrooms. They each shared the extensive lessons they created using this dynamic systems tool in blogs they wrote on their school's website and the SageModeler main page.



Youth Programs

This summer, we had three international high school interns and one college intern through the Yale FirstGen program, for our research/marketing internship. Our college intern spent three months working on marketing tasks with our marketing manager, as well as supporting the high school internship. In July, when the three high school interns joined us, he acted as a mentor leading mini sessions and helping with their writing. After a few sessions on education and evaluation research, the three high school interns picked research topics they were interested in pursuing. They collected data from our workshops to answer their research questions. One intern compared our virtual and in-person workshops, identified modifications workshop leaders made through workshop observation, and collected information about participants' perceptions. Another collected participants' feedback from the Standards Based Grading (SBG) workshop and found that most participants wanted to see workshop leaders model how to implement SBG with their students through teacher mode and student mode. She also recommended combining the SBG workshop and the content workshop. With the help of the interns, we were able to collect in-depth feedback from our participants to improve future workshops.

Alina's Story

In 2019, I flew to the United States alone and spent four weeks with STEMteachersNYC. As an intern, I was responsible for workshop layout and registration. All the interns participated in workshops at first, then chose to stay with the one they liked, taking observation notes for later discussion. In order to make a promotional video for the workshops observed, we took photos and recorded videos during the process, conducting interviews with workshop participants and leaders as well. Various sessions with topics like non-profit organization (NPO), an introduction to academic research, and publicity art and design were available in the afternoon. Inspired by the NPO session, I set up an alumni union in my high school back in China.

During the pandemic in 2020, STEMteachersNYC summer workshops were run online, and the internship program was online as well. Interns focused on more specific topics, mainly about the mode and effectiveness of a certain workshop, and a research project plan to be conducted later. It was more challenging not only because of a great amount of required reading and team collaboration, but also the limits of virtual sessions... I learned about citation, different types of research and their corresponding research methods and so on, and built a firm foundation for my later research project. The writing practice in the program has contributed to my school work and standardized tests as well.

In 2021, my third year in the program, I was better prepared and determined to research how to improve virtual classes and professional development (PD) from the start. Besides sessions focused on research, I also supported market-related projects which introduced how demographic statistics worked and how we could meet consumers' preference and so on. With teachers' support, I collected data from several virtual workshops, including Seeing Science Everywhere and Standards Based Grading, that I had observed for three years, and new workshops like Content Biases. By holding interviews, designing and analyzing surveys, observing workshops, referencing existing papers and doing a comparison with in-person workshops, we also looked at findings related to community sense-building and online experiments. I made recommendations for future online workshops in my paper.

Thanks to Yi, Chris, Liam, Yadana, Jennifer and Fernand. I wouldn't have had such great growth without your teaching and support! I'm not good at expressing my emotion through speaking out, but I really hope you know how this internship helped me, and how lucky I felt to come and join all of you. Really thanks for your caring and support! I will be so glad to have the chance to meet you again!

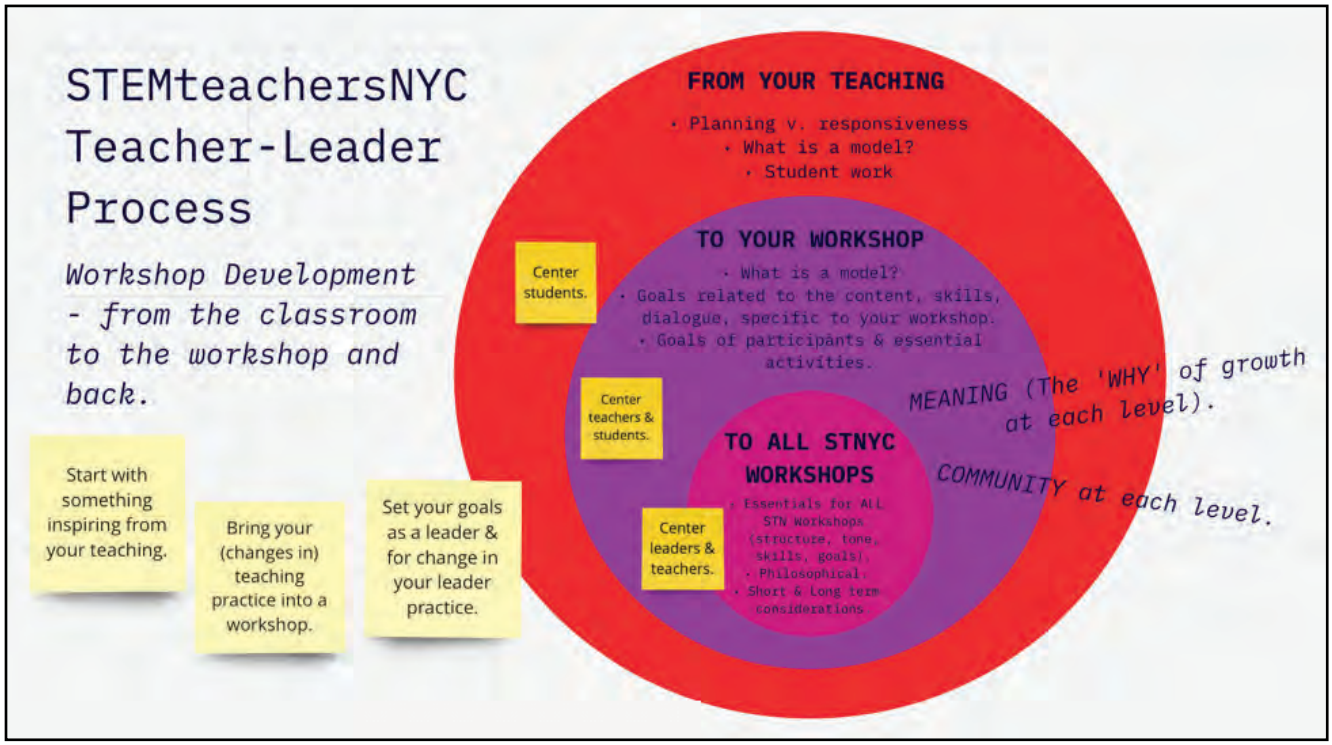
Alina Chen
High school senior
Hangzhou Foreign Language School in China

Our fall and spring seasons saw several new and returning workshops that dug deeper into student thinking and classroom discussion - and trying new things! Socratic Dialogue, Dimensions of Responsive STEM and our Angles On Responsive STEM series were the highlights of the year. Machine Learning, Quantum Concepts and Computational Thinking balanced Claims Evidence Reasoning and Teaching NGSS with Scientific Articles and Research. Our half day and shorter school year workshops and introductory sessions continue to serve as fertile and flexible ground for new leaders to try out their leadership wings. We continued to include free working group meet-ups, 3-4 hour weekend workshops, an Equity Lab reading club, and free and for fee shorter events.

Evolution of Our Leader Pathway

Spring 2021 Teacher-leader Huddles

This past spring, beginning with planning in February, leader huddles ran April-June for six sessions, focusing on tone setting, articulation of goals, and enhancing the immersive qualities of a workshop. Needs of adult learners were discussed and time was spent on workshopping of workshops. 17 leaders participated, with four experienced leaders taking the reins on planning and facilitation. We hope that the planning role will rotate and be taken on by other seasoned leaders in future spring huddles. Still to be discussed - support for school year leaders, leaders attending each other's workshops. We welcomed three new leaders as huddle planners, and five new workshop leaders over the spring and summer months.



The Future of our Community Learning Network (CLN/CLC)

The STEMteachersNYC CLN and Community Learning Cycle (CLC) will integrate a career-long, scaffolded system of support for future generations of STEM teachers, within the local communities in which they work. At borough partner hubs and online, we will offer workshops in a new way - teachers in the classroom will have a space to partner with faculty and pre-service teachers, connecting degree programs, teacher peers, and practice. Through our CLN, pre-service teachers will seamlessly transition into their classrooms as new teachers, maintaining

the professional relationships established in the node workshops, drawing upon the resources of the full community for support during the often-difficult first years of teaching, and continue to move forward, as they are ready, into our leadership pathway.

OSELE'S CORNER

Osele Clifford
STEMteachersNYC
SCHOOLS LIASON

"STEMteachersNYC has helped my personal and professional growth in so many ways. I was introduced to STEMteachersNYC during a time, like many teachers across the world, scrabbling to find resources for remote learning. I consider myself a veteran elementary science teacher who accumulated an extensive amount of tips and tricks over the years. However, during quarantine it seemed that the amount of knowledge I obtained for project-based learning had somewhat gone out of the window. Supplies, worksheets, assignments, assessments, and everything in between, had to be adjusted to this new "normal."

STEMteachersNYC is a phenomenal support system, particularly during the pandemic. The STEMteachersNYC community welcomes all educators who, like me, needed professional and social-emotional support. My first remote workshop with STEMteachersNYC was Angles on Culturally Responsive Teaching. From the workshop I was able to learn new strategies in how to integrate students' experiences into the digital classroom. The facilitators were not only informative about various computer applications that can be used to increase student engagement remotely, but they empathized with their participants on the emotional and mental toll that the pandemic has caused. Since then, I have attended numerous workshops that involved group sessions for emotional support, "how to" tutorials on computer applications, and professional development on the best teaching practices. I am grateful for the opportunity to be a part of this community. I hope I can be of service to others as STEMteachersNYC has been to me during times of uncertainty."

Scaffolding Three-Dimensional Teaching and Learning for Elementary School Teachers During the COVID-19 Pandemic

Authors: Juliette Guarino Berg, Dieuwertje J. Kast, Catherine Macaulay, and Yadana Desmond

When the COVID-19 pandemic hit the United States in 2020, educators all over the country were tasked with making dramatic changes to their teaching practices. The rapid shift to online learning challenged teachers to rethink, replan, and reimplement their curricula in a matter of days as schools quickly transitioned to remote or hybrid classrooms. For STEM teachers, this meant finding ways to successfully implement the three dimensions of the Next Generation Science Standards (NGSS) in a virtual setting. With STEM educators all over the country charged with teaching three-dimensionally while using strategies and technologies that they may have previously been unfamiliar with, professional development organizations had to respond by making drastic shifts to the content and structure of their workshop offerings. Many webinars and conferences offered at the beginning of the pandemic lacked the interactive, hands-on experiences necessary for valuable professional learning. Recognizing the need for change, STEMteachersNYC and the USC Joint Educational Project created several virtual workshops to support elementary STEM teachers' success in remote and hybrid environments. STEMteachersNYC and the Joint Educational Project provided three professional development (PD) opportunities for elementary STEM educators, including:

- STEM for Non-STEM Teachers: How to Fit NGSS 3Ds Into Your Curriculum
- Seeing Science Everywhere + Computational Thinking
- Virtual Professional Development for Elementary STEM Teachers in the Time of COVID-19

While each of these offerings were unique, a shared purpose aimed to support elementary STEM teachers in making significant, immediate changes to their practice and pedagogy in the midst of a global pandemic. The overarching framework utilized for the PDs included Technological Pedagogical Content Knowledge (TPACK) and Technological Pedagogical Science Content Knowledge (TPASK), which are outlined in the material and methods section. Teacher professional developers had to pivot their workshops to meet the needs of the virtual realm during the COVID-19 pandemic. To address this, STEMteachersNYC and the Joint Educational Project redesigned three in-person workshops as virtual workshops from spring to fall 2020 to support elementary STEM teachers' success in remote and hybrid environments using TPACK strategies. Participants left the workshops with a familiarity of the three-dimensional structure of the NGSS as well as the ability to incorporate the engineering design process, experimental design, and computational thinking into their virtual and hybrid science teaching, as evidenced by survey results and qualitative assessments.

READ MORE ONLINE!

Internal Program Assessment Notes

In 2021, STEMteachersNYC took a closer look at three summer workshops that had been run both in-person and virtually - Assessment and Standards Based Grading, Seeing Science Everywhere, and Unit Planning and Curriculum Development with NGSS. The goal was to characterize any differences in delivery, participant perceptions, and outcomes - and determine whether we were still achieving our mission as an organization in the virtual professional development space.

Across all three STEMteachersNYC workshops, there was no difference either in overall experience or workshop outcomes for teachers between the in-person and online modalities.

Teachers who participated in either workshop gained:

- A deeper understanding of the content focus,
- Relevant, student-centered grading, planning, and teaching strategies
- Student-centered, equity-oriented beliefs
- Classroom-tested, ready-to-use, practical resources.

Both in-person and online attendees had remarkably similar, **overwhelmingly positive reactions to the workshops, and described them as effective, informative, well-organized, relevant, and engaging.**

Across the two modalities, teachers identified the same elements as most helpful to their learning process:

- Active learning experiences
- Opportunities for collaborative planning and discussion
- Teacher leaders' contributions in terms of knowledge
- Experience, and facilitation skills, and
- Relevant examples, templates, and resources

These elements were found to be consistent with several current frameworks as well as emerging design principles around what **strategies engender effective teacher professional development,** including those specific to STEM, as well as to online stem PD programs.

More importantly, these elements are consistent with what STEMteachersNYC teacher leaders have identified as non-negotiable strategies, grounded in teachers' experiences and perspectives, that make each STEMteacherNYC workshop effective in supporting teachers' professional growth.

There is promising anecdotal evidence from comparative workshop data that teachers are seeing positive initial student responses to the changes in grading practice.

Overall, these findings suggest that **there is a real opportunity for STEMteachersNYC to continue offering the online workshops,** in addition to the face-to-face versions, to reach and effectively support an even wider community of STEM teachers.

STEMteachersNYC Donors 2020-21

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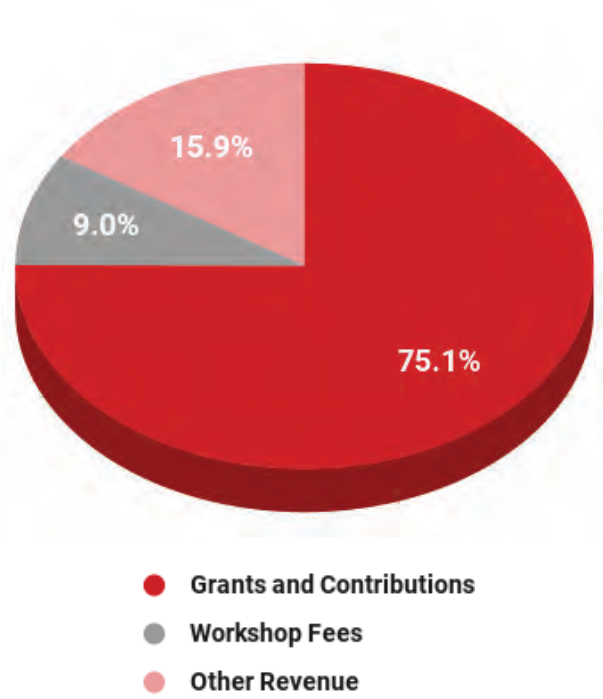
Financial Results

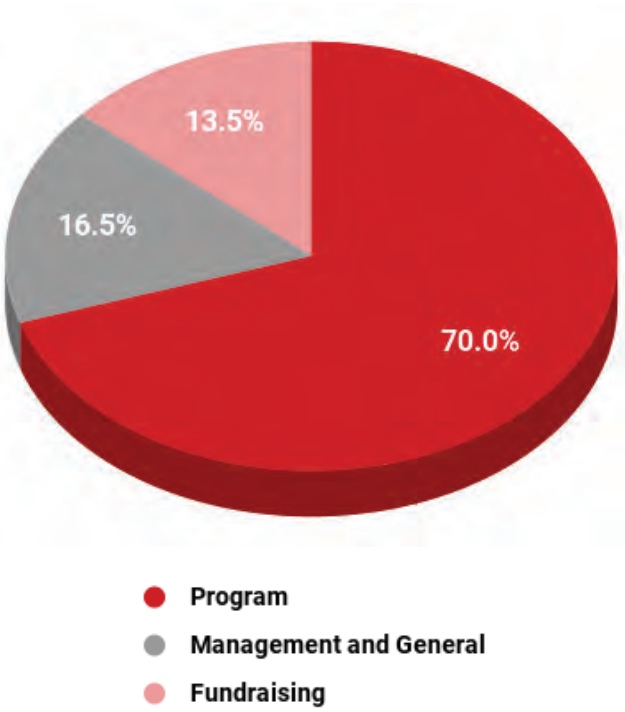
REVENUES 2020

CATEGORY	AMOUNT
Grants and contributions	$ 155,880
Workshop fees	$ 18,745
Other revenue	$ 33,021
TOTAL REVENUES	**$ 207,646**



EXPENSES 2020

CATEGORY	AMOUNT
Program	$ 143,674
Management and General	$ 33,906
Fundraising	$ 27,782
TOTAL EXPENSES	**$ 205,362**



NET ASSETS 2020

Net Assets at Beginning of the Year	$ 269,833
Net Assets at End of the Year	$ 272,117
Change in Net Assets	$ 2,284

Our Mission

STEMteachersNYC is a nonprofit organization dedicated to supporting a community of STEM teachers across the NYC region. Our mission is to cultivate excellence in STEM teaching and to promote deep understanding and success for students through innovative, teacher-led professional development. Our weekend workshops are offered during the school year and multi-week workshop intensives occur in the summer, led by master teachers.

WWW.STEMTEACHERSNYC.ORG INFO@STEMTEACHERSNYC.ORG

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"...it was authentic and honest about a teacher's experience and approaches to the teaching practices."

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