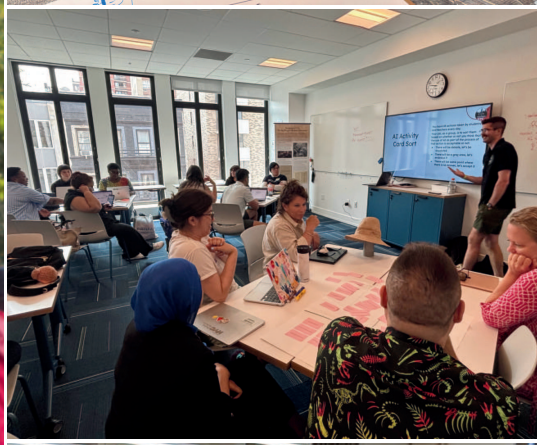
ANNUAL REPORT 2025-2026











15 Years

TEACHERS AT THE CENTER OF THEIR OWN LEARNING

13,300+ TEACHERS

917,000+ STUDENTS

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. We welcome and encourage teachers from across the globe, the US, and New York City!

"We keep our doors open to all - including new teachers, teachers changing subjects, and the career changers. At the moments when the work is hardest, we are there. We don't wait until you are at your peak - we help you get there."



"As always, fantastic. Led by educators that worked through the labs and presented the material, answered all questions and allowed for feedback and collaboration."
- Kujtime M.

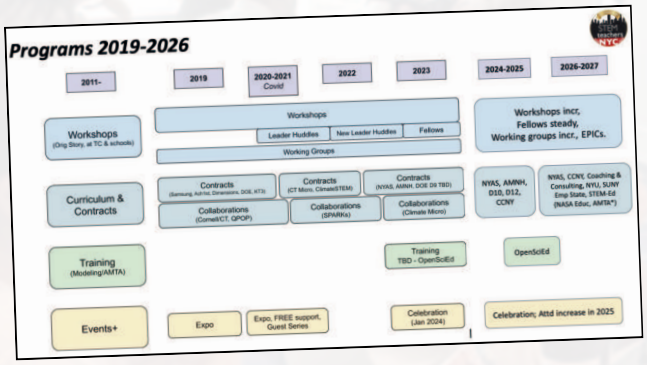
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LETTER FROM THE BOARD CHAIR

This year, STEMteachersNYC turns 15! Fifteen years ago, we were 25 physics teachers deciding they didn't want to do this work alone anymore. This was also my first year as Board Chair, and I've spent it thinking about what it means to carry on a legacy built by teachers, for teachers.

I've come to this seat from a lot of directions: workshop leader, curriculum consultant, board member, co-head of our Elementary Initiative. So I've felt this organization from nearly every angle. I know what it's like to walk into a room of teachers who get it, and leave buzzing with ideas you didn't have three hours earlier. And I know what it's like to be the one leading that room, watching it happen to someone else, that spark when a teacher sees what's possible and starts building it in their own head on the spot. STEMteachersNYC runs on that spark. Sometimes I get to have it and give it, in the same year.





That's what this organization has always been about. For teachers, by teachers, about teaching. Not a slogan, a design choice. It was evident this year in our Monthly Working Groups, where teachers showed up with real problems and left with real answers. In Cohort 4 of our Siegel STEM Fellows, where you can already see the next round of leaders forming. In the EPIC mini-grants, putting real money behind teachers with real ideas. In our CCNY climate microcredential, built on the expertise of teacher colleagues and partner organizations who are willing to share the great work they are doing in their own classrooms. In our summer workshops, where teachers work through the labs and content as learners first, the same way we ask kids to, and come out saying that they want more PD! And, in the fact that we reach 1,000+ teachers a year, a scale that puts us well ahead of other NYCPS partner organizations doing this kind of work. We reach teachers in every borough on purpose, because a citywide network should actually look like the city, and that reach is how we know it does.



"I enjoyed collaborating with other teachers and being able to put that learning into practice with the kids made it even more meaningful! ***Silvia M***

At our Celebration of STEM Teaching in March, I talked about how students rarely do great STEM work alone, they ask, test, argue, revise, together. Turns out teachers aren't so different. Nobody leads alone here either. Somebody noticed something in me before I noticed it myself, and told me so. That's how I ended up in this chair. I hope we keep doing that for the next person.

I'm grateful to the board, to our staff, to every teacher who gave us an evening, a Saturday, or a summer. This organization gave me a professional home before I knew I was looking for one. Now I get to help build it for someone else. Fifteen years in, we're reaching 1,000+ teachers a year, and the honest truth is: we've outgrown what got us here. Carrying this legacy forward (more boroughs, more working groups, more teachers like the ones I keep meeting who are hungry for exactly this kind of community) takes real investment. If you've been part of this story for any of the last fifteen years, I hope you'll consider being part of the next fifteen too.

Thank you for being part of it.

Kate Macaulay, Board Chair

"Loved it. I was able to open up and address all of the issues I had with the labs." ***Ryan M***

Reflections from a Founder
Jason Sullivan

The saying “sometimes you just have to pick up the phone” is as true today as it was the day in 2010 when Fernand Brunschwig decided to reach out to me. Until that day, our life paths had not crossed and likely would never have had Fernand not extended the courtesy of calling me. PHYSICSteachersNYC was just getting started and the group wanted to offer a Modeling Methods of Instruction - Physics workshop during the summer of 2011. Fernand called because I had been running similar workshops for a few years and to him Central Jersey was close enough that he did not want to “step on our toes”. In so many ways, Fernand’s call represents the soul of what makes now STEMteachersNYC such a special organization.

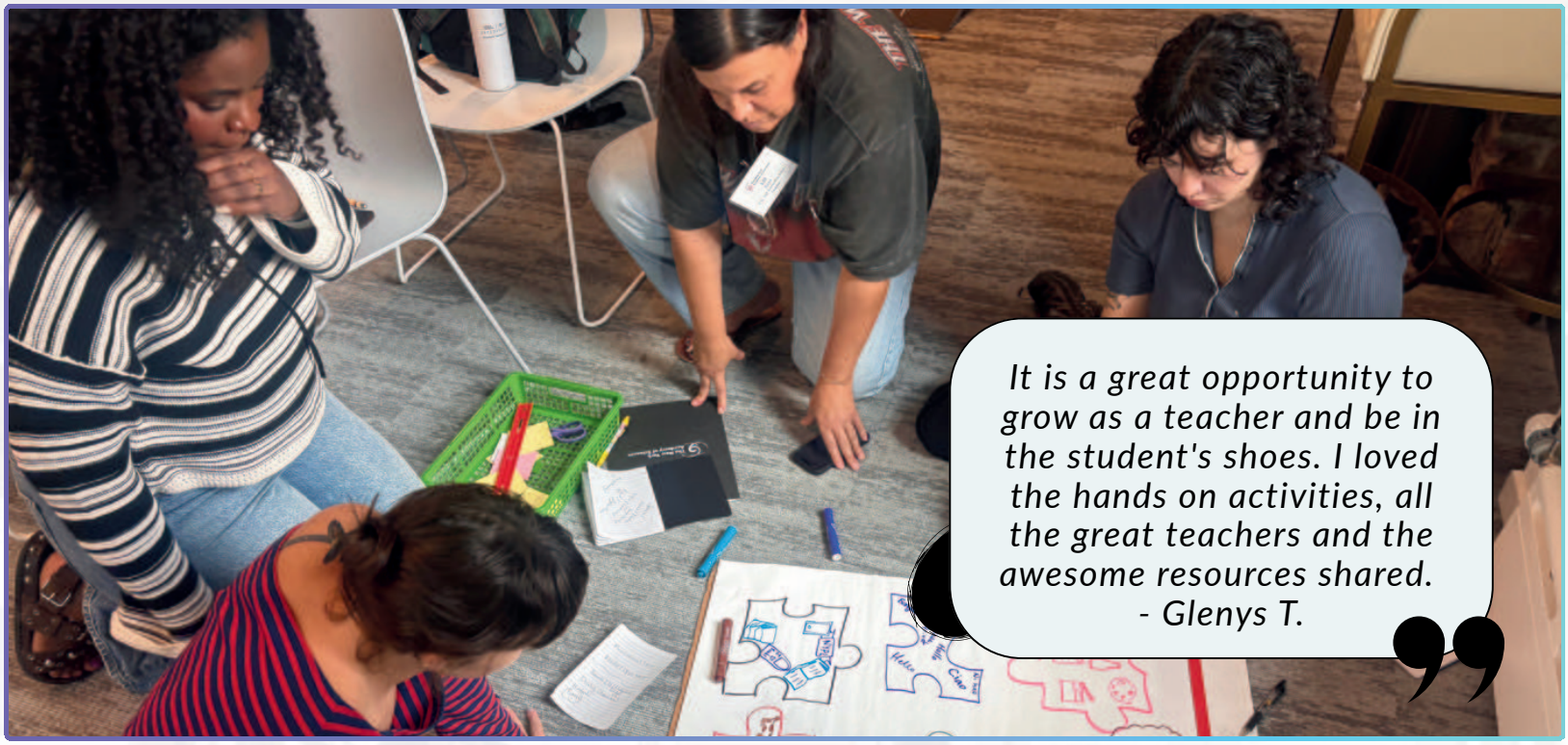


Fernand and Jennifer Herring invested so much of their time and resources to help create this organization, yet the success of STEMteachersNYC will always be dependent on the generosity and genuine desire to improve teaching and learning for all students. Fernand and Jennifer embodied this mission and for the past 15 years that is what has drawn people to become a part of the STEMteachersNYC network. STEMteachersNYC’s motto of “For teachers, By teachers, About Teaching” is central to everything the organization is about and drives development of programs and how precious financial and human resources are allocated. I could never quantify the influence this organization has had on my personal and professional life. I have worked with the most amazingly dedicated and talented educators who I also count as some of my dearest friends.



Looking back on the unexpected call Fernand made to me, I see the influence of STEMteachersNYC has had on me, but also am grateful for the opportunities it has afforded my colleagues. Fernand called about a Physics workshop, but what the organization got was Biology, Elementary Science, Computer Science, Computational Thinking, Environmental Science, Working Groups, Community Partnerships, and thousands of amazing people. It has been a great first 15 years for STEMteachersNYC and the strength of this organization and the people that make up its network are poised for many more amazing years to come.





Our Programs

At STEMteachersNYC, we offer a diverse range of professional development programs tailored to the needs of STEM educators. Our Working Groups provide **collaborative spaces for educators to explore new ideas**, while Roundtables facilitate rich discussions on current STEM topics. We also run School Year Workshops, offering **practical and classroom-ready** strategies, and a Summer Institute for in-depth hands-on learning. Additionally, our Internship Program supports high school students with mentorship and the opportunity to observe real-world teaching. **Each of our workshops fosters growth in a supportive community.** This past school year STEMteachersNYC launched Coaching and School Support services, and continued with multiple partnerships, supporting the New York Academy of Sciences Scientist in Residence program for the duration of the school year, hosting our **third annual celebration of teaching and leadership in community** with CUNY, and kicked off our third teaching climate change cohort, all while maintaining our slate of summer and school year workshops.

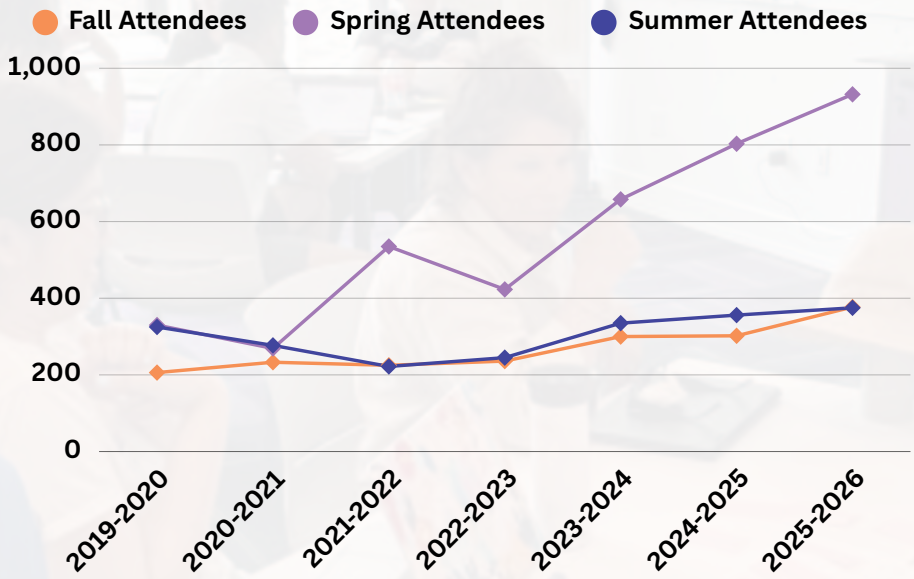
- SCHOOL YEAR WORKSHOPS EST 2011
- SUMMER STEM INSTITUTE EST 2012
- STUDENT INTERNSHIP & LEADER ACADEMY EST 2013
- LEADER PATHWAYS & SIEGEL STEM FELLOWS 2020 & 2022
- CTEC & CLIMATE CHANGE MICROCREDENTIALS 2022-24
- ANNUAL CELEBRATION OF STEM TEACHING 2024





ENGAGEMENT SNAPSHOT

ATTENDEES BY PROGRAM SEASON, 2019-2026



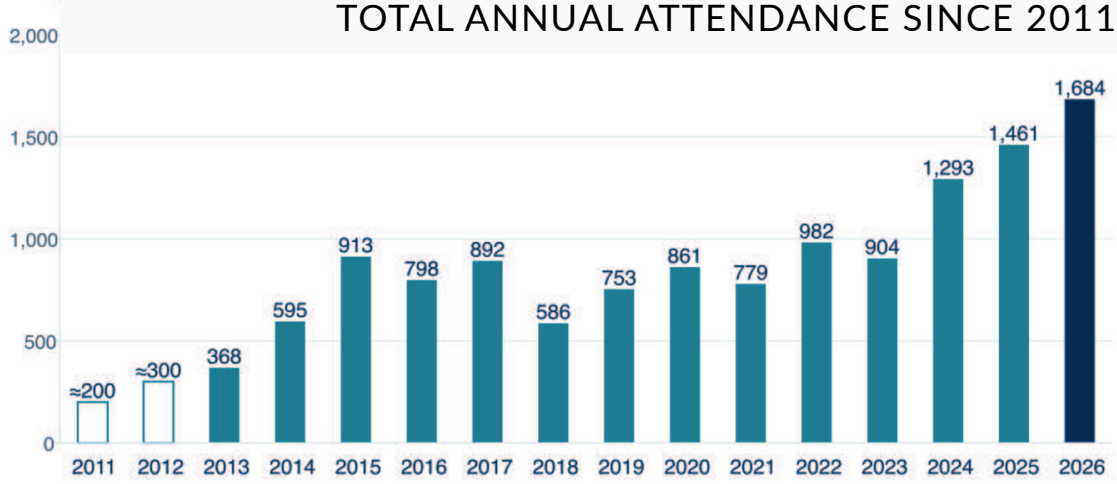
6,581 Newsletter Subscribers

1,684 Program Attendance 2025-2026

+15.3% Year Over Year

13,400 Participants 2011–2026

TOTAL ANNUAL ATTENDANCE SINCE 2011



2025–2026 Program Index

Fall

September 27, 2025 - Teaching Climate Change, Connecting our Stories, Inspiring Our Communities
October 5, 2025 - New Regents Chemistry Labs: Bend and Stretch
October 18, 2025 - A Bird Walk in Central Park for Teachers: Enjoy the fall migration!
October 26, 2025 - The Questioning Classroom
November 9, 2025 - From Classroom to Research Lab, Part 1: Generating Testable Research Questions!
November 17, 2025 - From PLDs to Practice: Hacking the Science Regents, part 1
November 19, 2025 - SNIPPETS: Why are Museum Collections Important to Science? w/ Saebyul Choe, Lamont Doherty Earth Observatory
November 22, 2025 - Harnessing AI for Science Educators
November 23, 2025 - From Classroom to Research Lab, Part 2: Experimental Design
November 23, 2025 - Think, Sketch, Share: Student-Made Comics Strips - A Mini Workshop!

Winter

December 2, 2025 - SNIPPETS: Recent advances in infectious disease & parasitology. w/ Megan Henriquez, SUNY Farmingdale
December 2, 2025 - Claims, Evidence, Reasoning: Making Student Thinking Visible
December 6, 2025 - From PLDs to Practice: Hacking the Science Regents, part 2
December 7, 2025 - New Earth Science Regents Labs: The Sky's the Limit
December 7, 2025 - New Regents Chemistry Labs: Fast & Fragrant
January 14, 2026 - SNIPPETS/Physics WG: Charlene Rydgren on the NYS Physics revisions
January 31, 2026 - Earth Science Regents Labs: The Ripple Effect
January 31, 2026 - New Physics Regents Labs: Induction Junction
February 1, 2026 - Winter Leader Huddle
February 25, 2026 - SNIPPETS: Materials, Molecules, and Magnets - A Magnetic Resonance Story. w/ Claudia E. Avalos, NYU
February 28, 2026 - Socratic Dialogue
March 7, 2026 - Earth Science Regents Labs: Unearthing Mars
March 7, 2026 - New Regents Chemistry Labs: Just a Drop
March 14, 2026 - Celebration of STEM Teaching & Community

Spring

April 26, 2026 - From Classroom to Research Lab! Student Peer Review Protocols
May 3, 2026 - Scientific Communication: Helping Students Tell the Story of Their Research
May 14, 2026 - Teaching Indoor Air Quality for Elementary Students
May 16, 2026 - A Bird Walk in Central Park for Teachers: Witness the Spring Migration!
May 16, 2026 - Deconstructing Journal Clubs
May 21, 2026 - A “Turn-Key” Unit that Connects Climate Data to Daily Life

> *Having actual teachers who have taught or are teaching the course is so much better than any other PD of this type. I wouldn't have it any other way going forward.*
> *- Ryan M*

Summer

June 3, 2026 - STEMteachersNYC End of Year Beer Huddle and AMNH SciCafe
June 30 - July 2, 2026 - Learning to Lead
July 6-10, 2026 - Regents Chemistry Labs
July 7-11, 2026 - Physics Regents Labs
July 7-17, 2026 - Kid Talk Teacher Talk: Elevating Student Discourse in Elementary STEM
July 11, 2026 - Pioneer Schooner Sunset Sail - STEMteachersNYC Summer Social Event!
July 14, 2026 - Astronomy through Dance in Your Classroom!
July 14, 2026 - Google Sheets for Busy Educators
July 14, 2026 - Art + STEM with Zine Making!
July 14, 2026 - Harnessing AI for Science Educators (ALL LEVELS)
July 14, 2026 - Project-Based Learning with Stop Motion Animation
July 155, 2026 - Astronomy through Dance in Your Classroom! with AMNH MAT
July 20-23, 2026 - Biology Regents Bootcamp
July 21-24, 2026 - Earth Science Regents Bootcamp
July 27-31, 2026 - Climate & Environmental Science Bootcamp
July 27-29, 2026 - Intro to Standards-Based Feedback & Assessment
July 30-31, 2026 - Taking Standards-Based Feedback & Assessment to the Next Level
August 13, 2026 - Newtown Creek Wastewater Resource Recovery Facility Educator Tour
August 27-28, 2026 - Starting the Year Off Right: Setting Up for Success!
September 1-2, 2026 - Exploring Green Careers & Intro to Solar1! (MS/HS)

Stories heard listening to and learning from our teachers...

Celebrating and supporting **everyone** in the STEM Teaching community.

This work is hard. STEM teachers of every subject continue to be asked to teach new things and teach new subjects, in an education system that holds up many pillars. Teachers who are new have different needs and often hold a different view of opportunity than more seasoned teachers, but all have an appetite for grappling with learning. Teaching and learning will continue to be a human-centered endeavor, both tailored and collaborative, and our community holds the institutional knowledge and high level thinking to help stay true to what works for our students and for our teachers, across every context.

This year more than others, we heard about how the teacher participants respond - and need - the freedom that happens in student mode, the time early in a workshop when teachers are asked to explore, unafraid to fail, with a free reign to test, try, to really engage. The underlying purpose of that student mode, as expressed by our fellows this year, is of 'creating a 'safe space' for teachers to feel like learners again. The invitation to learn without inhibition - and without the trappings of preconceived ideas of 'how things must be done' or thought about. This was a critical lesson for us to be reminded of, especially at our 15th year anniversary.



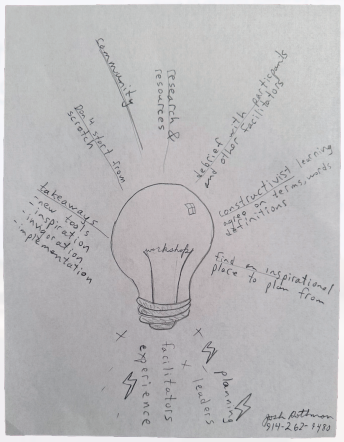






Over 15 years as an organization, we have reached more than 13,300 teachers and over 917,000 students. We believe that if we pay attention, we can learn from everyone who comes through our door. Each year we welcome a small group of 4-5 high school students, who join us to learn the inner workings of educational nonprofits, and they invariably teach us something important about what we do. This year they layered noticings onto what our Siegel Fellows saw in the 'safety and approachability' function of 'student mode' workshop strategy - bringing to the forefront how essential this is for both community building and internalizing new learning. Equally important is the offering of this safe space of student mode to everyone.

We welcome public, independent, religious, charter, preservice, career and subject changing teachers and we work hard to respond to and meet their needs. Above and beyond their day to day 'teaching jobs' our leaders pull from their absolute love of what learning is and can be, to craft unique, nurturing, experiences. We believe we are investing in the individuals who invest in our students. We don't wait until teachers reach their full potential to anoint them with awards, we help (play a part in getting) them get there. These are things that we knew, but these additional opportunities/ perspectives to listen have reminded us of how important they are, but also that we should be telling this story more loudly.



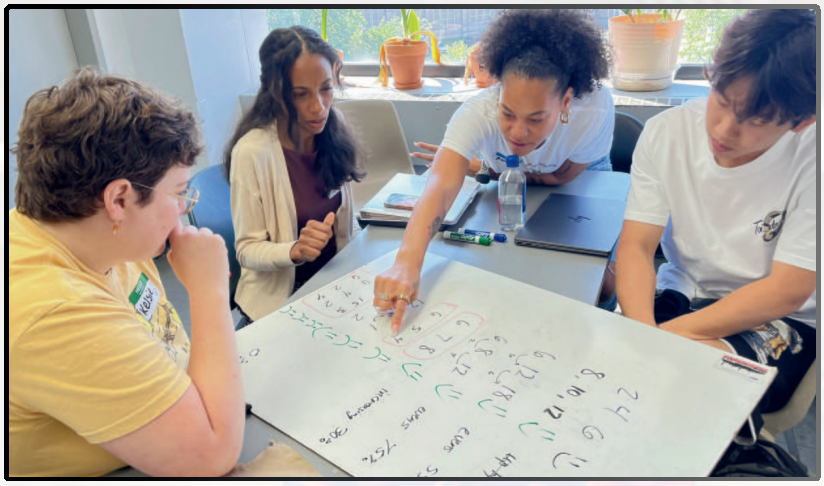
Yadana Nath Desmond, Executive Director







Summer STEM Institute 2026



Highlights

This summer saw the continuation of interest in our Regents Labs workshops, with some restructuring to include AI components in several, with the aim of helping teachers create additional practice questions, appropriately-leveled activities for their students, and other curricular products. Feedback for all 4 workshops was incredibly positive and highlighted the workshops as safe spaces to learn and make mistakes.

The Minis at Marymount were very popular and nearly full, and very well received. Many enjoyed the short, skill-based sessions, and highlighted how useful and classroom-ready each was. Kid Talk Teacher Talk collaborations with District 15 were once again very fruitful! PS130 was an amazing fit, working with the summer staff at that site allowed us to push-in with 2 different age-groups, and teachers attending commented about how useful it was to contrast the different ages, and to be able to respond immediately to their needs, and overnight based on how individual lessons went.





I think that STEMteachersNYC's teacher-led PD felt more authentic and practical because real classroom teachers were modeling strategies they actually use. The hands-on, collaborative structure made the learning more relevant and immediately useful for my own instruction. - Lesly R.

Summer STEM Institute 2026













Reflections on Summer 2026
Brian Levine, Program Director



This was a summer of extraordinary STEM teacher engagement. Our leaders deserve a huge round of applause and an enormous amount of thanks/ gratitude. It was such a pleasure to work with them, to see them collaborate and to get their expertise in front of the room, and to see what happens when you fill a room with enthusiastic teachers. The result seems obvious: everybody benefits. We saw you learning new skills in the “minis,” preparing for Regents courses, and working together to develop curriculum and plan and strategize.

We know that it takes extra effort to attend a workshop. But time and time again we saw teachers gaining confidence, sharing their concerns openly, being excited by new ideas, and connecting with colleagues and friends, old and new. The STEMteachersNYC community is strong, growing, and vital.







High School Students Diving in to Educational Nonprofit Management!

54 Students in 13 Years!

Now in its 13th year, our STEMteachersNYC Teen Educational Leadership Academy (STELA) program continues to create unique opportunities for students to explore the many facets of running an educational nonprofit. This summer, we welcomed four students from U.S. high schools who immersed themselves in the day-to-day activities of the STEMteachersNYC 2026 Summer Institute.

Interns participated in sessions on education research and evaluation, interviewing techniques, and video editing. They then had opportunities to put these skills into practice throughout the Summer Institute, receiving ongoing feedback and guidance to improve their work. They observed and interacted with teachers as they developed new strategies and discussed pedagogical changes, while also offering valuable student perspectives during conversations focused on student thinking. The students collaborated closely and enthusiastically with workshop leaders and organizational staff, experiencing not only the professional aspects of nonprofit work—such as budgeting, proposal writing, marketing, program evaluation, and workshop design—but also the welcoming, community-driven spirit of STEMteachersNYC. As always, the interns brought curiosity, commitment, and fresh perspectives to every setting they engaged in, making them an integral part of this summer's Institute. - Yi Li, Youth Programs Manager

"One of my greatest takeaways was the importance of student mode. By stepping into another perspective, teachers can then identify moments where students may struggle and even anticipate misconceptions. I also realized that active learning is not just about completing labs firsthand. The success of this workshop also came from effective discussion, collaboration, and reflection, instead of isolated experimentation. Through student mode, teachers were not only practicing lab procedures but also experiencing firsthand what it felt like to learn through exploration and collaboration, allowing participants to think from the perspective of both educators and learners. Instead of expressing frustration,, teachers viewed these outcomes as learning opportunities.



"The willingness of teachers to openly discuss what went wrong made the environment feel much more collaborative, and discussion evidently strengthened the educators' understanding of the lab. This day felt especially memorable for this reason because this is the moment where I really understood that student mode not only helps teachers practice their chemistry knowledge, but it also reminds them what learning feels like." Mardelle Zhao

Six Monthly Working Groups!

Our member-driven Working Groups grew in both number and engagement this year. The Earth Science and revived Physics Working Groups joined the continuing Chemistry, Climate Change, Harnessing AI, and Equity Lab groups. Held monthly, the free, virtual working groups are spaces where teachers come together to share resources, discuss problems of practice, and co-plan classroom lessons. The direction of each group is decided by its members, highlighting both the current interests and challenges of STEM teachers.

Selected Working Group Highlights:

After a two-year hiatus, the Physics working group relaunched with lots of enthusiasm and questions about the updated NYS Physics Regents. The group hosted one of the Regents authors, Charlene Rydgren, in January as part of the SNIPETS series, where she shared insights into the design of the New York State physics assessment. Additionally, they found time in February to take a group field trip to Columbia University's Nevis Laboratories in Irvington, NY, touring a particle accelerator lab where researchers are studying the effects of high-energy radiation on biological cells.

New this year, the Earth Science working group continued the learning begun during the 2025 Summer STEM Institute. Among other topics, the group explored best practices for productive co-teaching relationships, differentiating hands-on labs, and preparing students for the lengthy, literacy-heavy new Earth Science Regents.

Now in its second year, the Harnessing AI for Educators working group continued its exploration of AI tools, such as TalkTrees, Brisk, and MagicSchool AI, with in-depth conversations regarding teacher agency in evaluating AI vendors, setting classroom guidelines, and modeling responsible AI use. Throughout the year, teachers were held up as essential decision-makers rather than passive adopters.



LEADER PATHWAYS
Coaching and Consulting

STEMteachersNYC's whole philosophy is different from most PD you've probably sat through as it's built on the "modeling" pedagogy where teachers actually do the labs and work through the content as learners first, rather than getting lectured at about how to teach it. Arshia S

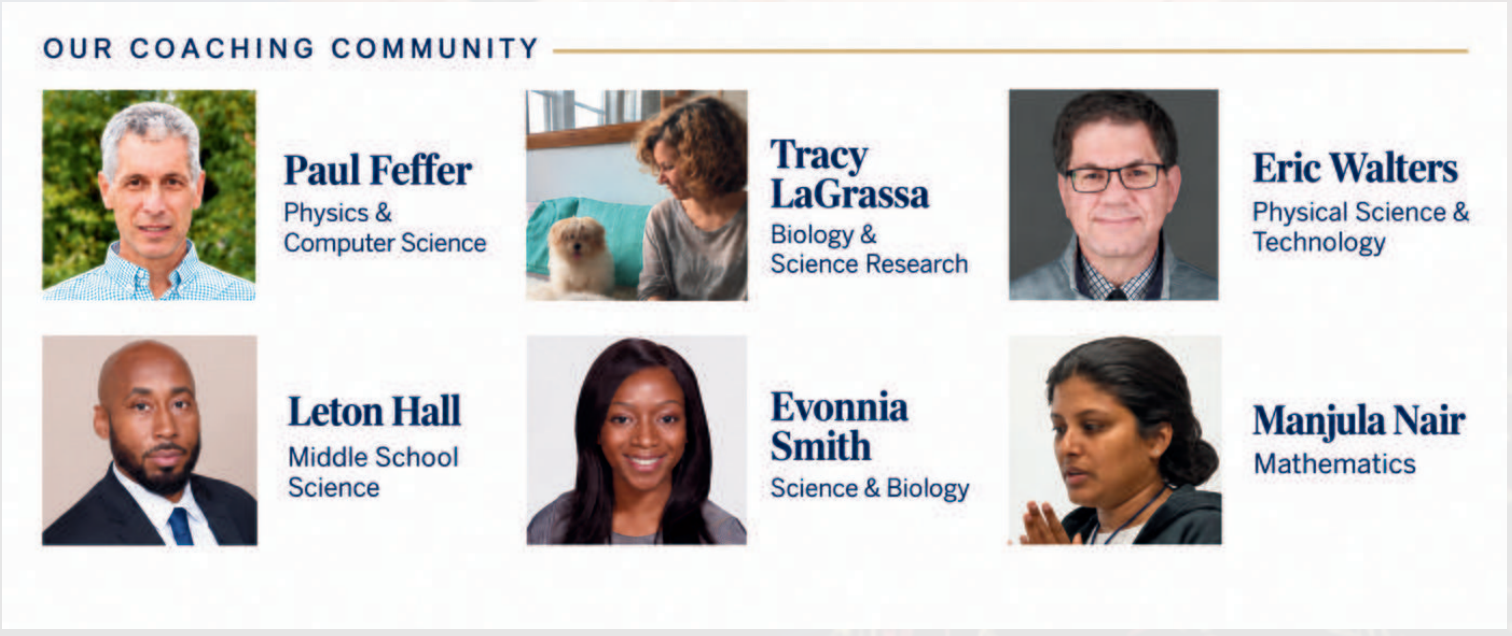
After 17 years in the classroom, most of that time as an elementary science specialist, I am thrilled to be working as STEMteachersNYC's Director of K-12 Consulting and School Support. As the head of the organization's consulting and coaching services, I am able to keep "one foot in the classroom" by matching schools and their teachers with consultants and coaches who are experts in their teaching fields. Juliette Guarino Berg

Over the previous academic year, we have been fortunate to work with several clients at schools in New York City and beyond. One client who teaches elementary school science at a charter school in the city reached out for support with her curriculum. Together, we identified several areas of growth for her curriculum, such as including anchoring phenomena, storylines, iterative modeling, and engineering design challenges in every unit of study. Over the past couple of months, we combed through the client's current instructional materials, and transformed them into units with relevant anchoring phenomena and coherent storylines.

When asked about her consulting experience, Kate Macaulay shared: "I really enjoyed taking what a teacher has already created, connecting it back to a phenomenon, and then storylining it using their own work. I think that was one of my favorite parts of the process. A lot of the time, the pieces are already there. They just need to be rearranged or looked at through a different lens so that the learning becomes more student-driven and connected to a phenomenon. I liked that in most cases we were not creating something completely new for the teacher, but helping them see what was already there and how it could be put together differently."

Another client, an independent school, approached us with the goal of redesigning one of the units in their ninth grade physics curriculum. They asked us to make the unit project-based and also provide opportunities for students to engage in social action. Paul Feffer and Eric Walters (consultants on this project) will discuss "proposing the tools developed by The Green Schools Alliance for sustainability tracking and analytics" as they plan the project-based unit. When asked about the project thus far, Paul shared: "it was interesting to discover that [the school] faces many of the same challenges and shares many of the same goals as my own school... they are exploring ways to incorporate meaningful, authentic research projects into their science curriculum that are also relevant to their local community."

One other client school, a charter high school in New York City, requested assistance with aligning their science curricula to the NGSS and better preparing their students for the NYS High School Regents Examinations. The first couple of sessions with the science department included learning how to participate in professional development from "student mode" and "teacher mode" perspectives (a hallmark of STEMteachersNYC's professional development), practice using the "claim, evidence, and reasoning" (CER) framework for constructing scientific explanations, and advancing literacy within the STEM context.



Most recently, we held subject-specific breakout sessions for teachers specializing in earth science and chemistry. In the earth science session, an NGSS-aligned scope and sequence with pacing suggestions was presented to teachers from the client school. They also learned about the required New York State earth science laboratory investigations, including tips for implementing them with students. Tchnavia Merrick, one of the earth science-focused consultants, stated: "The session also provided an opportunity to exchange practical classroom strategies, including approaches for sequencing instruction, supporting students as they read and annotate assessment questions, and helping students make sense of complex scientific information. Discussions focused on ways to make the content relevant and accessible to students while maintaining the rigor of the new standards. Because the participating teachers brought strong content knowledge and classroom experience, the sessions became a collaborative space for sharing ideas, asking questions, and thinking together about how to successfully bring the new standards to life in the classroom."

> **"Teachers found the relatability of the coaches refreshing since they are teachers as well."**
> Client school administrator

TEACHERS SUPPORTING TEACHERS



Kate Macaulay
Elementary Science



Glen Stuart
Environmental Science



Michelle Velho
Elementary STEM



Carlos Hualpa
Early Childhood STEM



Kimesha Reid-Grant
Middle School Science



Kara Luce
Chemistry

In the chemistry breakout sessions, Kara Luce and Sabrina Alkayfee introduced the OpenSciEd chemistry curriculum and discussed how to best adapt it to the needs of the students at the client school. Sabrina offered: "Kara and I spoke with the chemistry teacher about how to make the OpenSciEd curriculum more relevant to their specific group of students." They also encouraged the chemistry teacher to cultivate a strong rapport with each of his students for optimal learning. Sabrina continued: "We focused on knowing the types of disabilities that his students have, the languages that are spoken in the students' households, the relationships that he would need to build with students' families, the students' interests, and many other things that should be taken into account when building a chemistry curriculum."

Glen Evans Stuart, a consultant who worked on this project, shared "It was a good reason to collaborate with my fellow STEMteachersNYC leaders that I wouldn't normally get the opportunity to work with. It was most rewarding to be a sounding board to fellow teaching professionals that we were working with at the [client school]. I think our experience as teacher-leaders that have implemented the ethos of NGSS in our classrooms has allowed us to help push our fellow teachers along the learning curve, because we have all asked and thought through similar 'teacher' questions." One of the administrators at this client school stated: "...I think it is a great model to have teachers who are currently in the classroom [as coaches] and can better understand the needs of students and teachers." They continued: "Teachers found the relatability of the coaches refreshing since they are teachers as well."

SIEGEL STEM FELLOWS COHORT 4



Constantin Dubischar
Clara Barton High School for Health Professions



Fatimah Ojesanmi
Manhattan Business Academy



David Sczesnak
Fort Hamilton High School



Penina Karp
YDE School



Joan Christou
NEST+m

The fourth cohort of Siegel Family Endowment (SFE) STEM Fellows represents the diversity of STEM educators in New York City. The five Fellows are educators who work at public schools and at independent schools; teach students ranging from middle to high school; instruct topics including biology, earth science, and climate change; and work with students who have a wide range of instructional support needs. As with previous cohorts, these experts were tasked with attending workshops throughout the summer and analyzing the structures, activities, and leader actions that support participant growth. The Fellows will use the summer, and their reflections, as a launch point for leadership at STEMteachersNYC. In the coming years, they are looking to lead workshops, facilitate working groups, and coordinate special events for New York Climate Week.

Two of the core grant related projects we continued this year were the Siegel STEM Fellows Program and the Annual Celebration of STEM Teaching and Community. Of the 31 teachers who have moved through the Siegel STEM Fellows program to date, 16 have already gone on to lead workshops or facilitate working groups, already reaching just over 600 teachers through various leader roles. Two past Fellows have gone on to join the board, and all past fellows also contribute via our program committee. An additional 9 are participating repeatedly, and working on their workshop design and co-design ideas.

The program has allowed us to get closer to the individual processes of each teacher and their contexts, and to understand the layers that interact and influence how a teacher moves into a teacher-leader role. While they have each articulated goals of giving back and of valuing being part of and defining the living professional, each has had a different pace. The role attracts individuals keen to create learning experiences - community - for their colleagues, the experience encourages them to take the time to see things in a new and more finer grained way, and to share what they notice about how teacher learning occurs.

> *What sets STEMteachersNYC apart is that it's peer-led rather than expert-led: working teachers who've taught the material design and run the sessions, not outside consultants or curriculum vendors. The workshops tend to follow a "learn it the way you'll teach it" structure — you do the actual lab (like your hydropower and calorimetry work) as a learner first, hitting the same confusions students hit, before unpacking the pedagogy behind it. That's different from a lot of PD, which stays at the level of talking about strategies rather than living them. - Arshia S.*



Penina Karp

This road hasn't been travelled by me in several months, but my professional "batteries" have been charged, my "toolbox" reorganized, and I am ready! ... Each of the facilitators skillfully fostered a sense of community, established the workshop as a safe space to grapple with the nuances of pedagogy that can hone improvement in instruction delivery. As participants were encouraged to share their respective goals and anticipated outcomes of participation, a collective effort to help each other navigate the road that could lead toward those goalposts amplified the sense of collegiality among the participant teacher-learners.... The fact that the facilitators/presenters are classroom teachers, that they too confront the universal challenges encountered in the classroom struck an authentic note. Each made their thinking visible, projecting an agenda with an approximate timeline. I particularly appreciated the question that immediately followed: "does this make sense, or would another direction be more helpful?" The clear communication of goals and inclusive decision-making is something else of which I will be mindful as I organize my units. Although I don't think any participant asked for a change in agenda, the query itself served to make the participants feel valued, and that meeting participant needs was paramount.

Fatimah Ojesanmi

The structure of the workshops was one of the things I appreciated most. We participated in gallery walks, partner discussions, group work, readings, peer feedback, and activities that required us to apply the information to our own classrooms. We also had opportunities to look at examples of assessments and materials from teachers in different subject areas. This made the learning more practical because I could see how the ideas could be applied beyond one specific content area.... Overall, I found the STEMteachersNYC professional development valuable because I was able to learn, apply, receive feedback, collaborate, and reflect. I did not leave the workshop with only information; I left with ideas and materials that I can continue developing for my own students. The experience also reminded me that professional growth does not end with years of teaching. Even with my experience, there are always new approaches that I can examine and adapt to my classroom.



The biggest takeaway from this week's STEM NYC professional development is that assessment should support learning, not simply measure it. Clear objectives, meaningful success criteria, feedback, progress monitoring, and opportunities for students to demonstrate their understanding can make assessment more useful for both teachers and students.

ELEVATING PRACTICE IN COMMUNITY - 'EPIC' MINIGRANTS FOR TEACHERS!

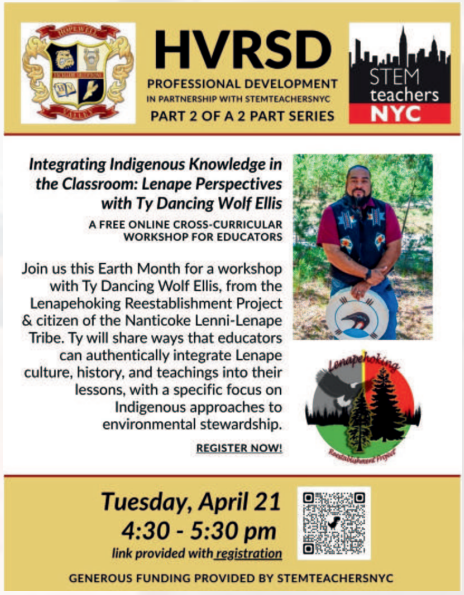




We are thrilled to announce that the first 2025-2026 STEMteachersNYC EPIC STEM Mini-Grant Community Projects have been awarded! EPIC (Elevating Practice In Community) is all about giving teachers the support they need to bring bold ideas to life. These grants are designed to help teachers grow their projects, collaborate with colleagues, and share their work with new communities. We are looking forward to learning from each of the awardees over the coming school year - and to sharing their stories with others aspiring to do similar work. Our hope is that these **EPIC projects will encourage existing school and community-based programs in becoming stronger, and offer opportunities to expand local teams and networks of learning** in becoming just a bit bigger.

This year, we are proud to support an inspiring group of teachers, schools, and districts, who are bringing STEM to life in powerful ways. Some projects are connecting students to their local environment, like monitoring flooding and water quality in Jersey City, or leading oyster restoration and marine science programs in the Bronx. Others are focused on **building strong teacher communities**: a new regional STEMteachersDMV network based in Virginia, and the expansion of Kid-Talk, Teacher-Talk (KT3), which has grown from NYC to new collaborations in Kansas, Philadelphia, and Arizona. We are also supporting projects that help students with learning disabilities prepare for Regents exams, and initiatives where older students use CAD design to teach younger apprentices new STEM skills.

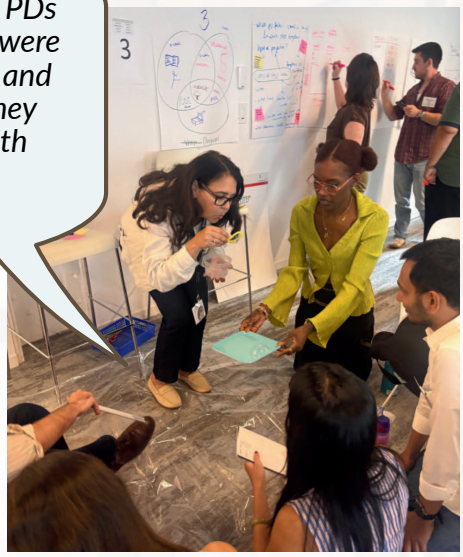
By investing directly in community-embedded teacher-led projects, the EPIC Grants give educators the chance to uplift their innovative ideas, share their expertise, and bring more students into real-world problem-solving. Awards ranged from $1,000 to $10,000 and focus on three key areas: Teacher2Teacher, Teacher2Community, and Teacher2School. **Each project not only benefits local classrooms but also creates resources, workshops, and toolkits that can be shared with the broader STEM community.** We are excited to see the creativity and impact these projects will bring over the coming year. Stay tuned for stories, toolkits, and events — and join us in celebrating the incredible teachers leading the way in STEM education!





PARTNERSHIPS & COLLABORATIONS

This was one of the best PDs I've had. The facilitators were super helpful, engaging, and knowledgeable [and] they were very generous with classroom resources.
- Barbara J.



New York Academy of Sciences
Scientist in Residence Program

In August we kicked off our 4th year of partnership with this wonderful program. Each year we aim to bring new learning and new fun to this unique teacher-scientist collaborative. Goals continue to be scaffolding scientist expertise and student-directed research into classrooms. This year we will additionally focus on data - more explicit ways for students to gather, analyse, visualize, and communicate their data, all aligned to grade levels. Without sacrificing analog inquiry, we are also beginning to incorporate teacher-facing AI tools for specific administrative tasks, with the goal of giving teachers more time with their students.





TEACHING URBAN CLIMATE CHANGE MICROCREDENTIAL - WITH CCNY, NYC PARKS & MORE

2026 saw our third cohort of teachers move through our program. Still focused on teacher experience and collaboration with local partners, this year we began to expand to incorporate learning opportunities from across New York State. We see the new statewide Climate Literacy mandate as a window to new collaboration and connection, to support teachers and students in understanding how impacts and innovation are occurring in NYS. New topics include an introduction to GIS, as well as renewable energy and sustainable agriculture research and practice, through colleagues at SUNY ESF, SUNY Morrisville, SUNY Plattsburgh, and Cornell.











"Prior to this course, I would have... cited the facts instead of having students uncover this as a problem of justice or even skirted the topic without delving into more serious discussions. Climate change is not just about the effects that we personally see but also how it affects communities all around us. This is not an unsolvable problem and we need to teach our students to have active hope. If they are noticing a pattern that is harmful to those around them, they need to know how to envision a solution and work towards it. There has been a much more positive change to how I feel about teaching climate change. It feels less daunting now that I have realized there is already so much work that has been done before me. There are also so many educators who are more than willing to share what has been working for them." Asya K. ('26)

"Students are not just reading about sea level rise — they are analyzing tide gauge data, looking at acceleration over time, and then asking: what are the variables driving this, and how do they connect? This matters to me because it addresses one of the core pedagogical challenges in climate education: moving students from passive reception of alarming information to active, data-grounded sense-making. Having completed three courses, there is a growing sense of genuine confidence — not just comfort with the topic, but the kind of earned conviction that comes from building deep, layered knowledge. It must happen with students — not at them or around them. Students are not passive recipients of climate information; they are living, embodied evidence of climate change already unfolding." Ronita G. ('26)

The City College of New York School of Education

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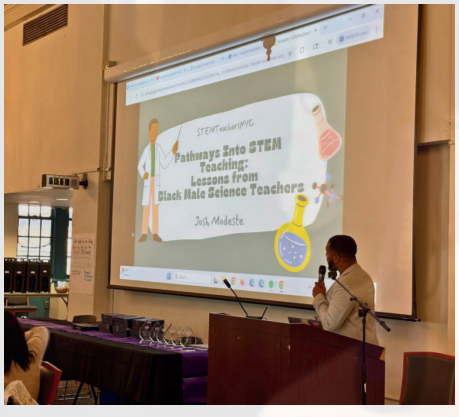
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3RD ANNUAL CELEBRATION OF STEM TEACHING & COMMUNITY LEADERSHIP

This year our event welcomed more teachers, more students in education programs, more partners and more exhibitors - reaching the venue capacity of approximately 250 participants in all. Our partnership with SCONYC continued, and we continue to be the only STEM Teacher event of any kind in New York, serving every teacher, and open to all who contribute their growth, wherever they are on their professional career path. The event is growing to be a cornerstone of our hope was for the event to be sought after as a showcase of teacher thinking, of fun, and for new connections and leadership opportunities - and we are succeeding in that regard. Another goal was to highlight and connect with CUNY schools of education, and our partnership with the Lehman College school of education has been all we hoped for. Joshua Modeste PhD and Kate Macaulay were our esteemed keynote speakers, and we gave an amazing group of seven teacher-community leaders with our Brunschwig-Karplus award.

Moving into our 4th year, we will retain our partnership with SCONYC and SFE, and will welcome NYC Men Teach as a new partner, and will remain the only event of its kind in NYC focused on STEM Teachers and more broadly the STEM education landscape - open to all.

















CELEBRATION OF STEM TEACHING & COMMUNITY
uture, March 14th 2026
ONYC & Lehman College School of Education

AM

CHECK-IN & BREAKFAST
OOR LOBBY & FACULTY DINING HALL
8:00 - 8:45 AM

BLOCK A / WORKSHOPS
2ND FLOOR CLASSROOMS
8:45 - 9:45 AM

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Teach CAD Skills w/ Paper Models - Gr 2-12 SP-205
w/ Godwyn Morris
Introduce CAD using hands-on paper modeling to develop spatial reasoning skills.

Geometrical Optics Boot Camp - HS SP-206
w/ Asya Shpiro
Refresh knowledge of Geometrical Optics for NYS Physics Regents (lenses, mirrors, simulations).

BLOCK B / WORKSHOPS
2ND FLOOR CLASSROOMS
10:00 AM - 11:00 AM

-12 SP-202
happiness and
being.

Beyond the Breadboard - MS/HS SP-205
w/ Stephanie Haughton
Explore Soft-Circuitry/E-Textiles. Design a hybrid system bridging rigid & flexible substrates.

Straw Rockets are Out of This World - ES/MS SP-203
w/ Joan Gillman
Design, build, and test straw rockets using a pneumatic launcher; covers Newton's Laws.

Random Numbers in Math & Science(p5.js) HS SP-206
w/ Chris Orban, Paul Feffer
Review p5.js activity using random numbers to calculate Pi. (Requires Device)

Paper-Stack Laboratory - Gr 2-11 SP-204
w/ Lazar Fleysher, PhD
Make working scientific instruments from a sheet of paper.

BioBus (SIGN-UP at CHECK-IN!) - K-12 OUTSIDE
BioBus Team
Discover mobile labs and internships helping students enter the scientific community

BLOCK C / EXHIBIT DISCOVERY
MAIN FLOOR EAST DINING HALL
11:00 AM - 12:00 PM

Joining us today....

- American Museum of Natural History
- Atlantic Marine Conservation Society
- Barnard College, STEAM in the City
- Beam Center
- Billion Oyster Project
- Brooklyn Robot Foundry- Manhattan East
- Children's Arts & Science Workshops, Inc.
- Drizzle Weather
- Genspace
- Intrepid Museum
- Mindset Math
- New York Agriculture in the Classroom
- NYSMEA
- Rocking the Boat
- Science Friday Initiative
- SCONYC
- STEM Kids NYC
- STEMteachersNYC Consulting
- STEP UP
- That Planetarium Guy, LLC
- The Knowledge House
- THIRTEEN PBS
- Urban Arts
- Vision Education & Media/Robofun
- Wave Hill

CELEBRATION OF STEM TEACHING & COMMUNITY
Uplifting our Shared Future, March 14th 2026
STEMteachersNYC, SCONYC & Lehman College School of Education

PM

LUNCH & KEYNOTE SPEAKERS
MAIN FLOOR FACULTY DINING HALL 12:00 PM - 1:45 PM

Keynote Speakers: Prof. Rabab Abi-Hanna and Joshua Modeste.

BLOCK D / WORKSHOPS
2ND FLOOR CLASSROOMS 1:45 PM - 2:45 PM

"Dr. Fried and the Peptides" (Documentary) - K-12 FDH
w/ David Beckman-Gaynes, Daniel Fried
Sneak preview of documentary about Dr. Fried's Biochemistry Literacy Summer Institute.

Screens and Scenes - K-12 SP-201
w/ Kimesha Reid-Grant, Leton Hall
Balancing Tech with Active Learning.

Meaning Making in STEM - K-12 SP-202
w/ Suleyman Mamaloglu
Move beyond "how it works" to "so what?" Connect scientific principles to outcomes.

Teacher-led PLCs That Bridge Elementary & Middle School Science - K-8 SP-203
w/ Kerri Durante, Sarah Slack
Teachers designing and leading professional learning to meet authentic classroom needs.

Geometric Design (Paper Labyrinths) - Gr 5-8 SP-204
w/ Eva Deffersbough
Integrate Humanities, Art, and Math by creating paper labyrinths and tessellations.

Community Connected Learning w Oysters! - MS SP-205
w/ Denise Aikens & Carmelia Rodriguez
Building community relationships through coastal student-research projects

Quantum in a Nutshell - HS SP-206
w/ Fernand Brunschwig, Mark Schober, Craig Buszka
Accessible, hands-on quantum activies for the classroom!

BioBus (SIGN-UP at CHECK-IN!) - K-12 OUTSIDE
w/ BioBus Team
Discover mobile labs and internships helping students enter the scientific community.

COMMUNITY PANEL CONVOS
2ND FLOOR CLASSROOMS 3:00 - 4:00 PM

Pathways into Teaching for HS Students SP-201
Panel/Discussants: Scott Kight *PRISM*, Zach Rosch *Tottenville HS*, Dan Levitt *STEMteachersNYC*

Climate Literacy: Place, Progress & Progressions SP-202
Panel/Discussants: Carolyn McGrath *Hopewell Valley SD*, Michelle Velho *Hudson Montessori*, Denise Aikens

Futures of Elementary STEM SP-203
Panel/Discussants: Juliette Guarino Berg *STEMteachersNYC*, Kate Macaulay *Hunter College Campus Schools*

Choose Your Own Adventure! SP-204
Participant proposed topics/ Networking Room 1

Choose Your Own Adventure! SP-205
Participant proposed topics/ Networking Room 2

Awards, Fellows, Raffle, Pie, Closing!
MAIN FLOOR FACULTY DINING HALL 4:15 - 4:45 PM

Community Convo Share Out!

Brunschwig-Karpius Award for Excellence in STEM Teaching & Community Leadership.
Awardees - Michelle Velho, Dr. Grace Sanvictores, Dr. Chris Kennedy, John Cunningham, Howard Spergel, Dr. Allan Powe, Dr. Tracy LaGrassa

2026 Siegel STEM Fellows

Raffle Prizes

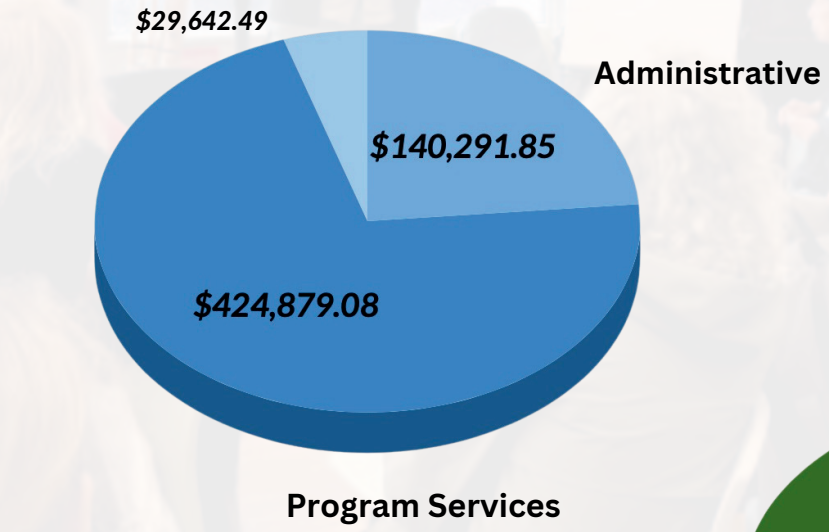
Closing Thanks - Kate Macaulay, STEMteachersNYC Board Chair



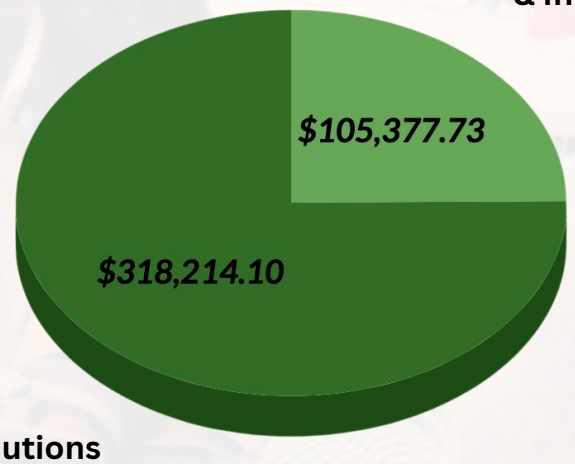
I like how we talk about experiences and what we are doing at own schools, connect with other colleagues and learn strategies that can help our own practice. Having a teacher led workshop is helpful since they understand the challenges teaching and relate on what is going on in classroom, and find ways to make the teaching easier and effective.
Fatimah O.

FINANCIALS

EXPENSES 2025



REVENUES 2025



It was an amazing experience. It wasn't just a monotone talk, it was a hands on experience, a non comfort zone fighting in a great way to change our vision of the strategy. Olga C.

MARKETING AND OUTREACH SUMMARY

This year, we used our website and email newsletters to keep teachers connected to workshops, classroom resources, and each other.

WEBSITE

From September 1, 2025 through September 8, 2026, more than 19,200 website visits came through search engines, accounting for 35% of our website traffic. The Opportunities Board received 5,278 views, our "Starting the Year Off Right" workshop received 5,101 views, and the Summer STEM Institute page received 3,125 views. These were some of the ways people used the website to find resources and explore what STEMteachersNYC has to offer.



EMAIL

Email continued to be an important part of that work. We delivered nearly 820,000 emails across 152 campaigns, including newsletters, targeted outreach, and resends. Those emails recorded more than 20,000 click responses, with an overall click rate of 2.45%. As of September 8, our main email list had 6,581 subscribers.

Nearly
820,000
emails delivered

152
campaigns

More than
20,000
click responses

6,581
subscribers
as of September 8

2.45% overall click rate

WORKING GROUPS EMAIL

One highlight was the email announcing the return of our Working Groups. It recorded 1,234 recipients clicking, with an 18.4% click rate. It was a strong response to an invitation to come together, share classroom experiences, and learn from other teachers.

18.4%
click rate

1,234 recipients clicking



THE WANNINKHOF SCHOLARSHIP

In 2026 we welcomed another cohort of teacher Scholars into our Summer STEM Institute. Here are some reflections from a few of our scholars.

"I liked the focus on actionable advice, examples, and time to work. Much of the other PD I take is not taught by classroom teachers, so the workshop leaders often forget to use best teaching practices when teaching us, ironically. By having full time classroom teachers leading the workshop, the PD was more effectively run and modeled many current best practices in the classroom." Craig BB.

"I think that STEMteachersNYC's teacher-led PD felt more authentic and practical because real classroom teachers were modeling strategies they actually use. The hands-on, collaborative structure made the learning more relevant and immediately useful for my own instruction." Lesly R.

"It was a good experience. Learning from someone who daily puts it into practice." Holly M.

The Wanninkhof Excellence in Teaching Scholarships are dedicated to supporting STEM teachers who want to continuously learn and grow as STEM educators in order to achieve excellence in their teaching practice and who teach in high needs schools.

STEMteachersNYC has established this fund to help our STEM education community continue to grow, even during times of difficulty. New York City teachers who teach at Title 1 schools, as well as teachers from under-resourced schools throughout the country, are encouraged to apply. Each year this program allows us to offer over 20 scholarships to our Summer STEM Institute workshops.

The Wanninkhof Family is the founder and benefactor of our scholarship program. Since 2016, in honor of Patrick Wanninkhof and the incredibly vibrant STEM teacher he was, they have made annual donations with the aim of supporting STEM teachers in their growth as professionals. On behalf of our awardees, we remain grateful for this opportunity and for making these learning experiences possible.



Patrick Wanninkhof

"AWESOME! I loved having teachers who had real experience currently in the classroom." Nazia J.

"I love the approach to PD. This workshop was very helpful because it focused on a specific topic (chem labs), and we were able to discuss the pedagogy of teaching for the labs, do the labs, see the tips and tricks of running them, and then we were able to collaborate because all of us are teaching the same subject. I loved doing the investigations... I also liked the comparison of Gemini and Notebook LM, etc." Edith S.

"I enjoyed that the facilitators are teachers that are currently teaching the topics. The facilitators used their own experiences and work with us. Usually the PDs I have attended do not have real teachers. Some of the resources shared in the past PD do not fit to the ESS curriculum. The resources in this PD are very helpful and I will be definatly using them for my practice." Myrna G.

DONORS

"I especially appreciated the opportunity to collaboratively plan mini-lessons, teach them immediately, and receive constructive feedback from other educators." ***Sharmain***

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John Brown Cook Foundation
Consolidated Edison
The Jaffe Family Foundation
Siegel Family Endowment

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Valentine Perry Snyder Fund
The Tides Center/Starfish Institute
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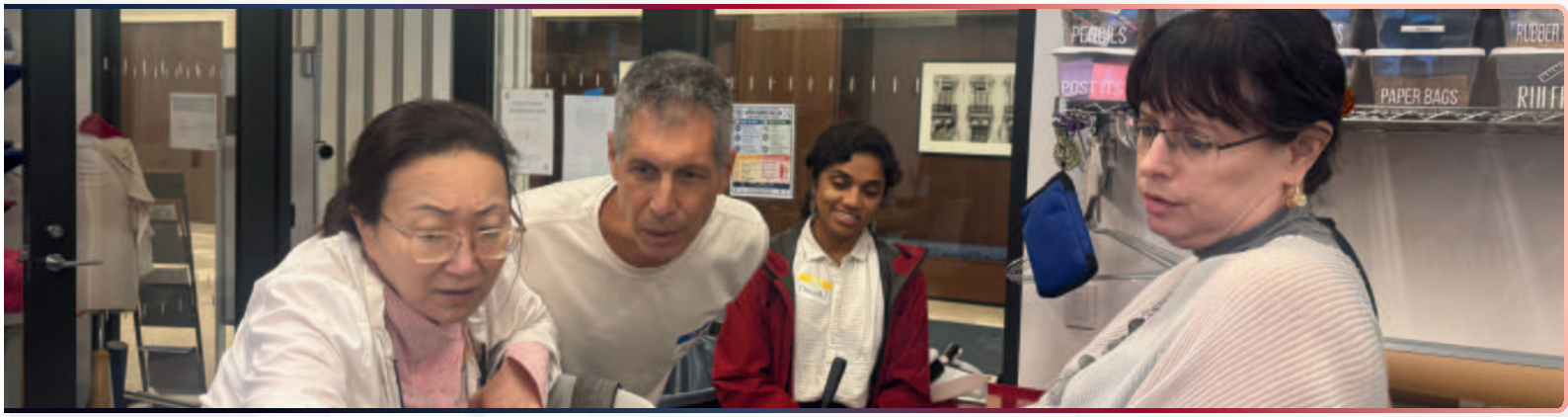
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SIEGEL FAMILY ENDOWMENT

THE WANNINKHOF FAMILY

THANK YOU TO OUR LEADERS

I found the STEMteachersNYC approach to professional development to be practical, collaborative, and directly connected to classroom teaching. The sessions were led by experienced teachers who shared real lessons, strategies, and challenges from their own classrooms, making the learning relevant and immediately applicable. Unlike many traditional workshops, this teacher-led experience encouraged open discussion, collaboration, and the exchange of ideas, giving me strategies and resources that I can confidently implement with my students this school year. Hamdi E.

Content-based, student-focused labs were designed so students had to actually prove their claims through data rather than being told the "right" answer, which shifts the emphasis from memorization to genuine scientific reasoning. Watching [the leader] push us to question our own reasoning process as learners, which is exactly the habit of mind we want to build in students and it's easier to teach a skill you've had to practice yourself. Arshia S.

I am writing my own bio curriculum (with lots of scaffolding) and want to find ways to implement a lot of the teaching strategies in my classroom, whether we do the regents labs or not. It is my first year teaching, and education looks a lot different than it did when I took HS biology 20 years ago, so it's great to have some pedagogy inspiration as well as our discussions about our goals as science teachers. Kelsie A.

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