

# Connecticut Science Supervisors Association



## Newsletter

September, 2010  
Volume XX, Number 1

### President's Message

Harry Rosvally

[president@cssaonline.net](mailto:president@cssaonline.net)

The new school year begins ... a fresh start ... a clean slate. Welcome back! We have a very exciting line-up of keynote speakers and pre-dinner workshop facilitators for you this year at our dinner meetings. We have somewhat ambitiously scheduled 5 dinner meetings (September 29th, November 17th, January 12th, March 9th, and May 11th) for the 2010-2011 school year. Thanks in advance to our sponsors, It's About Time Publishing, School Specialty, Kendall Hunt, Houghton Mifflin Harcourt, and Carolina Biological. This year we will try to preview the following meeting's speaker to give you time to invite others to join you at the meeting. So, you will find an article about our keynote speaker for November, Anne Tweed, as well as an article about our keynote speaker for September, Art Eisenkraft, in this edition of the newsletter. By the way, both Art and Anne are previous NSTA Presidents! Past dinner meetings have tended to be very well attended when we featured noted authors, such as Paul Hewitt and Ken Miller, so we will have a number of authors joining us this year.

Next month will be our Annual Science Educator Professional Development Conference (Saturday, October 30<sup>th</sup> at Hamden Middle School). Please look for an article in this newsletter with additional details and encourage your teachers to come for the plenary speaker sessions and the myriad of workshop opportunities. The vendors will have tables set up in the gymnasium and there will be raffle prizes awarded. Look for on-line registration through the CSTA website, [www.csta-us.org](http://www.csta-us.org).

I recently had the opportunity to meet with a number of informal science educators, and they have so many resources that they would like to share with their local schools. Lori Paradis Brant of the CT Forest and Park Association ([lbrant@ctwoodlands.org](mailto:lbrant@ctwoodlands.org)) shared information

about a CT Green Schools Workshop on December 14 and 15 (different locations). Project Learning Tree ([www.pltgreenschools.org](http://www.pltgreenschools.org)) offers PD for teachers and a number of "action projects" and investigations for students. The Forest & Park Association has listed "Blue-Blazed Hiking Trails" which include over 800 miles of Hiking Trails in CT.

Your local nature center wants to interact with your schools. Of course you know that they make an excellent destination for field trips, but please also include them when you are planning a science fair (they can help to guide the planning, serve as mentors to students working on projects, provide specific PD for your teachers, and/or serve as judges at the competition). They may maintain a professional library that can serve as an additional resource to your school. Invite them to guest lecture in an elementary, middle, or high school classroom. Invite them as a keynote speaker for a science symposium. Most nature center directors have become experts in writing grants (often their "bread and butter"), so call on their expertise when you need to write a grant.

#### In This Issue:

President's Message	1
Pre-Dinner Workshop	2
Editor's Corner: Write for the CSSA Newsletter	2
September and November Dinner Speakers	3
Safety: Fire Extinguishers	5
CSTA Science Education Conference	6
CSSA Officers	8
CSSA Board of Directors	8

They may have some advice for you on looking for non-traditional funding sources, they may be able to edit and revise your grant proposal drafts, or they may become a co-applicant for a grant (which collaboration often strengthens consideration for your application).

Recently, I was contacted by Susan Glasspiegel with the RCT FIRST Robotics Organization. This is the kind of e-mail or phone call you want to receive ... she was offering funding! J.C. Penney is willing to partially sponsor new Robotics teams within a 20 mile radius of each of their stores (there are several across the state). The FIRST organization can help with start-up logistics including contacting prospective mentors for the team. There is a special event scheduled for October 2nd at Lyme/ Old Lyme Middle School (with a beach theme!) at which time teams will be presenting their robot projects from last year, which would give newcomers a decent perspective about what is entailed

with getting involved with the FIRST Robotics Competition. It is possible for neighboring towns to combine their efforts to sponsor a team (this often helps to build the numbers, since you want somewhere more than a dozen kids, and on the upper end, perhaps as many as 100 kids involved with the robotics team).

Similarly, I was contacted last spring by Helen Charov and Honora Kenney who are organizers (Officers) of the CT Invention Convention. They knew of a large CT corporation that wanted to support additional programs in our region, and they had some upcoming training for teachers interested in running those programs.

My point here is that there are abundant opportunities and resources to support us in our individual quests to be the ultimate science supervisors and leaders. Your organization (CSSA) is also here to support you.

---

## Pre-dinner professional development

Pre-Dinner Professional Development Session on Supervision will be presented by:

Liz Buttner

*CT State Department of Education K-8 Science Consultant*

---

## Editor's Corner: Write for the CSSA Newsletter

Frank LaBanca

[labancaf@oxfordpublicschools.org](mailto:labancaf@oxfordpublicschools.org)

As a science education leaders in Connecticut, consider sharing your expertise with other science educators. The *Newsletter* is looking for *commentaries* on topics of interest for science leaders. Short manuscripts from 500-1000 words (about 1 page of this newsletter) are ideal for publication here and a great opportunity to share "best practices" that can help other leaders improve the quality of their programs.

Topics might include:

- What have you found to be an effective supervision strategy?
- What common formative or summative practices are working well to improve student achievement in your school or district?
- What advice can you offer neophyte science leaders?

Please let me know if you have an interest to share your knowledge. We can certainly collaborate on a piece.

## About the September Speaker:



Arthur Eisenkraft

*Author, Developer, and National Science Consultant*

Dr. Eisenkraft, lead author and the project director of Active Chemistry and Active Physics, recently was elected as a Fellow of the AAAS. He also has been recognized with the following awards: Presidential Award for Excellence in Science Teaching, 1986 from President Reagan; AAPT Distinguished Service Citation for "excellent contributions to the teaching of physics", 1989; Science Teacher of the Year, Disney American Teacher Awards in their American Teacher Awards program, 1991.

In 1999 Dr. Eisenkraft was elected to a 3-year cycle as the President-Elect, President and Retiring President of the NSTA. Also in 1999, he was the sole recipient of an award for Excellence in Pre-College Physics teaching from AAPT. In 2009, he was named the recipient of the prestigious Robert A. Millikan Medal for notable and creative contributions to the teaching of physics.

Dr. Eisenkraft, has played a major role in supporting numerous pilots and implementations of Active Chemistry and Active Physics, across the country from San Diego to Boston. He has also completed a 5-week distance learning course as an additional support system for Active Physics. He serves on numerous advisory boards including The Merck Institute of Science Education; BSCS; the National Academy of Sciences and EDC.

source: <http://www.its-about-time.com/htmls/pd/eisenkraft.html>

---

## About the November Speaker:



Anne Tweed

*Senior Consultant, Mid-continent Research for Education and Learning*

Anne Tweed is a Senior Consultant at Mid-continent Research for Education and Learning (McREL), in Aurora, Colorado. As a principal consultant with McREL, Anne provides services that support the ongoing needs of teachers, schools, and districts and serves as the associate director of the North Central Comprehensive Center. Her work with clients focuses on professional development activities designed to assist schools, districts and state departments with the development of highly qualified teachers.

She is currently the co-Principal Investigator on the Nano-Teach grant project. The project links nano-scale science curriculum into the high schools and also links to the research base on effective instruction. Her recent publications, *Hard-to-Teach*, looks into "What are students' ideas?" and then provides a conceptual change model that leads to student understanding. She is author of the *DESI* textbook and enjoys leading professional development workshops. Currently, she is consulting with the Danbury Elementary Science Instructional Coaching Academy (funded by an MSP grant), and as she facilitates a series of two-day workshops for their cohort.

Anne is the past-president of NSTA. She spent 30 years as a high school science educator, and has taught many subjects, including environmental science, biology, chemistry, earth science, and marine science. Anne has written many articles and worked on the program planning team to revise the 2009 NAEP Framework for Science. She was a Colorado state finalist for the prestigious Presidential Awards for Excellence in Mathematics and Science Teaching program, Outstanding Biology Teacher, Gustav Ohaus winner for Innovations in Science Teaching, and Colorado Distinguished High School Science Teacher, among others. She earned an M.S. degree in botany from the University of Minnesota, a B.A. degree in biology from Colorado College, and a teaching certificate from the University of Colorado. She is the author of *Designing Effective Science Instruction: What Works in Science Classrooms* and co-author of *Hard-to-Teach Biology Concepts: A Framework to Deepen Student Understanding* (with Susan Koba), *Science Curriculum Handbook* (with Jan Tuomi), and *Environmental Science* (with Andrew H. Lapinski and Robert M. Schoch).

sources: <http://www.mcrel.org/newsroom/tweed.asp>, <http://www.amazon.com>, <http://www.mcrel.org/about/staffdir/request.asp?staffID=131>

# Safe Science: Be Protected!

Dr. Ken Roy

Director of Environmental Health & Safety  
Glastonbury Public Schools  
Glastonbury, CT 06033-3099

Safety Compliance Consultant  
NSTA, NSELA, ICASE  
Fax 860-652-7275

Email: [Royk@glastonburyus.org](mailto:Royk@glastonburyus.org)

## PORTABLE EXTINGUISHERS: Safety on Fire!

The 2003 edition of the International Fire Code was developed to be fully compatible with all appropriate International Codes or I-Codes published by The International Code Council or ICC. The fire code was originally developed to protect public health, safety and welfare. Included in the 2003 IFC edition under section 906 are Portable Fire Extinguishers. The code states that even with quick-response sprinklers, fire extinguishers shall be required only in special-hazard areas. Included in those listed areas are academic science laboratories. The point is even with a sprinkler system, those areas housing hazardous flammables should still have portable fire extinguishers. Every school science laboratory has them or should. Equally important is the need to know when, what type and how to use them. If the employer has the expectation that designated employees such as science teachers will use fire extinguishers, the standard operating procedures in the department's safety plan needs to include annual fire extinguisher training.

### I. FIRE EXTINGUISHER SPECS!

The IFC has specific specification relative to fire extinguisher location and storage.

Section 906.5 titled Conspicuous location notes that extinguishers must be placed in a conspicuous location where they are readily accessible and immediately available for use. Readily accessible means they are not to be obstructed and in view. Signage is required, especially in places where visual obstruction cannot be avoided.

Section 906.7 titled Hangers and brackets states that those extinguishers not housed in cabinets must be installed on hangers or brackets which are securely anchored to the mounting surface, based on the manufacturer's instructions. In the case of cabinet use in school science labs, they are not to be locked.

Section 906.9 titled Height above floor prescribes distances above the floor based on the weight of the extinguisher. For example, an extinguisher 40 pounds or less (18 kg) is to be installed so that the top of the extinguisher is not more than 5 feet (1524 mm) above the floor. Those with gross weight exceeding 40 pounds (18 kg) are to be installed with its top not more than 3.5 feet (1067 mm) above the floor. The clearance between the floor and the bottom of the installed hand-held extinguisher shall not be less than 4 inches (102 mm).

### II. SHOULD I STAY OR SHOULD I GO? - USE OF EXTINGUISHERS!

Before an employee decides to fight a fire, consideration needs to be given to the following items: size of the fire, route of escape, level of heat, amount of smoke and fumes. Remember that buildings can be replaced, employees can not. If you are unsure, leave it and let the fire department extinguish the fire.

### III. SOUND THE ALARM!

If the fire is very small, chances are it can be handled in a few moments. In any other situation, some one needs to start evacuating the science laboratory or classroom, and calling the fire department for back up. The point is to know the standard operating procedure for your facility. Also, how can the office be contacted? Is there a fire pull box in the area?

#### IV. KNOW YOUR ABC'S!

Use of an inappropriate type of extinguisher can make a fire worst in some instances. There are four basic classes of fires and extinguishers for science laboratories:

---

Type A: <i>Think Ashes!</i>	This is for ordinary combustibles including wood, paper, and plastics.
Type B: <i>Think Barrels!</i>	This is for flammable liquids such as oils, greases, oil-based paints, and some plastics.
Type C: <i>Think Current!</i>	This is for electrical equipment including wires, circuit breaker panels, appliances, and computers.
Type D:	This is for combustible metals such as magnesium, potassium, sodium and lithium.

---

The combination ABC fire extinguishers are a good choice for science laboratories. They can be used to extinguish the first three types of fires noted. Again, use judgement. A Type A water based extinguisher used on an electrical fire could severely shock the user! Know your ABC's! If combustible metals are used, a Type D extinguisher is required. Type D extinguisher powders are also available when using small quantities of combustible metals.

#### V. PASS IT ON PLEASE!

An easy way to remember the plan of attack in fighting a fire is the acronym PASS.

- 
- P: Pull the pin on the extinguisher.
  - A: Aim the extinguisher low at the base of the flame. A distance of approximately 6-10 feet is preferable.
  - S: Squeeze the trigger. Remember the extinguisher will provide approximately between 5-25 seconds of action, depending on its size.
  - S: Sweep from side-to-side. Remember to try to push back the fire in an organized pattern.
- 

#### VI. JUST WHEN YOU THINK IT IS OVER!

Make sure the fire is out. A smoldering fire can burst into flames. Also, it is critical to replace the fire extinguisher as soon as possible. It can happen again! Local fire departments are dedicated to helping make places safe from fires. They can be of invaluable assistance in training employees and writing standard operating procedures.

Science teachers should check with their local fire departments to determine if they are operating under an adopted International Fire Code. In science laboratories where flammables are used - fire protection, including access to portable fire extinguishers and teacher training are critical in saving both teacher and student lives!

#### INTERNET REFERENCE:

International Fire Code: <http://www2.rigov.org/pdf/inspections/2003InternationCodes/2003InternationalFireCode.pdf>.  
Why Do A



# Connecticut's Science Education Conference

**October 30, 2010**  
**8:00 AM - 4:00 PM**

**Hamden Middle School**  
**2623 Dixwell Ave**  
**Hamden, CT**

**Connecticut's Science Education Conference** is the premier professional development conference in science. This annual event draws educators from all across the state of Connecticut. Workshops address all levels from Kindergarten through University and all areas of science education including life science, earth/space science, physical science, assessment, inquiry and literacy. An Exhibit Hall features more the 50 commercial and non-profit organizations. CEUs are available for all workshops.

**REGISTRATION - NOW OPEN!**  
**Register at: [www.csta-us.org](http://www.csta-us.org)**

**Conference sponsored by Connecticut Science Teachers Association,  
Connecticut Science Supervisors Association, and MIT Alumni Club**

## SCHEDULE AT A GLANCE

7:45 AM - 8:30 AM	Registration in Main Hallway, Breakfast in Cafeteria
8:30 AM - 9:30 AM	Session A Workshops
9:45 AM - 10:45 AM	Keynote Speaker
10:45 AM - 11:00 AM	CSTA Annual Meeting
11:15 AM - 12:15 PM	Session B Workshops
12:15 PM	Exhibit Hall Opens
12:15 PM - 1:45 PM	Lunch
1:45 PM - 2:45 PM	Session C Workshops
2:45 PM - 3:30 PM	Exhibit Hall Raffles
3:30 PM	Conference Ends and Exhibit Hall Closes



## KEYNOTE SPEAKER: 9:45-10:45 in Auditorium



**Keynote Speaker:** Jeff Winokur

Author of *Science and Literacy: A Natural Fit*

**Jeff Winokur** is nationally known for his work in the science-literacy connection. He is part of the author team for *Science & Literacy*, Heinemann's groundbreaking professional development program. Mr. Winokur is an early childhood and elementary science specialist at Wheelock. He works with schools and districts to develop their capacity to improve the teaching of science to children. This has included serving as consultant to many schools in the Boston Public

Schools as well as to Boston's science department. As an instructor in education at Wheelock, he has taught both undergraduate and graduate-level courses in teaching science to children. Jeff also works at the Center for Science Education at Education Development Center, where he consults with school districts around the country.

Jeff Winokur's work in science education includes having been co-host of the video professional development series for educators, *Looking at Learning... Again* (1997) produced by the Harvard-Smithsonian Center for Astrophysics for Annenberg - Corporation for Public Broadcasting. Winokur was a collaborating author on The Young Scientist Series, a series of early childhood science teacher guides and training materials, published by Redleaf Press. He is co-author of articles that have appeared in the National Science Teachers Association (NSTA) journal *Science and Children* ("The Science and Mathematics of Building Structures", January, 2004, and "Capitalizing on Literacy Strategies", February, 2004), as well as chapters in two books published by NSTA Press: *Learning Science and the Science of Learning* (2002) and *Linking Science & Literacy in the K-8 Classroom* (2006).

Eloise Farmer  
210 Holcomb Hill Road  
New Hartford, CT 06512

### CSSA Officers for 2010-2011

President	Harry Rosvally <i>Danbury Public Schools</i>
President-Elect	Melinda Meyer <i>New Canaan Public Schools</i>
Past President	Fred Myers <i>Glastonbury Public Schools</i>
Membership Secretary	Eloise Farmer <i>Building a Presence</i>
Recording Secretary	Estelle Fanucci <i>Amity Public Schools</i>
Treasurer	Kathleen Daly <i>Milford Public Schools</i>
Director Emeritus	Malcolm Cheney
Director Emeritus	Barbara Kmetz
Director Emeritus	John Uss
Director Emeritus	Steve Weinberg

### CSSA Board Members 2010-11

Eugene Bourquin	<i>Retired</i>
Raymond Delehant	<i>Retired</i>
Bruce Faitsch	<i>Retired</i>
Gennaro Frumento	<i>Southern Connecticut State University</i>
Josiah Hills	<i>Danbury Public Schools</i>
Sandra Justin	<i>University of Connecticut</i>
David Lopath	<i>Connecticut Academy</i>
Christopher Ozmun	<i>Vernon Public Schools</i>
Rich Therrien	<i>New Haven Public Schools</i>
Ralph Yulo	<i>Eastern Connecticut State University</i>
Archivist	Linda Froschauer <i>NSTA</i>
Arrangements Coordinator	Tamre Mockus <i>North Branford Public Schools</i>
CEU Coordinator	Marilyn Odell <i>Retired</i>
Newsletter Editor	Frank LaBanca <i>Oxford Public Schools</i>
Website Coordinator	Eloise Farmer <i>Building a Presence</i>