

2007

Annual

Report

WORLD CLASS SCIENCE FOR THE 21ST CENTURY:  
**INVESTING IN THE FUTURE**

“...THE MOST POWERFUL INSTRUMENT FOR CHANGE, AND THEREFORE THE PLACE TO BEGIN, LIES AT THE VERY CORE OF EDUCATION —WITH TEACHING ITSELF.”

– **John Glenn**, Commission Chairman,  
National Commission on Mathematics and  
Science Teaching for the 21st Century

## 2007 ANNUAL REPORT

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## LETTER FROM THE **PRESIDENT**

What is “World Class Science for the 21st Century?” The globalization of the economy--along with the expanding influence of technology--has caused us to rethink what skills and knowledge our students will need as they enter the 21st-century workplace. This is central to NSTA’s mission “to promote excellence and innovation in science teaching and learning for all.” We invite you to read about many of our activities this past year that support this mission.

Our work with the Partnership for Twenty-First Century Skills will help to identify the needs of all students and how we can better prepare them for our future world. This past year we have also focused on the specific issues associated with the science provided in our urban schools. NSTA has a task force working on how we can help the many urban students who perform below proficient levels in science.

NSTA has also initiated a program to begin the process of updating the National Science Education Standards. The National Science Education Standards were first published in 1996, prior to the explosion of the internet and many of the other influences of technology. These standards need to be updated to reflect 21st-century proficiencies and current learning theory.

One of the most exciting new NSTA initiatives this year is the creation of the Center for Science Education. It is our hope that this new facility will provide the place where individuals and organizations dedicated to the improvement of science education can come together to find solutions to the challenges of the 21st century.

This time in history is truly a pivotal time for science education. It has many challenges and the promise of many innovative changes. The strength of NSTA is the ingenuity of the organization and its members. The solutions are the product of many. We invite you to become one of the many.

**P. John Whitsett**  
NSTA President 2007-2008

## 2007 HIGHLIGHTS

The National Science Teachers Association is the largest organization in the world dedicated to promoting excellence and innovation in science teaching and learning for all. We work to improve science education and increase student learning by engaging all teachers of science and help them by supporting and enhancing their teaching. NSTA also advocates for the importance of science and science learning, and works to enhance science education through research-based policy and practice. NSTA strategic goals and notable highlights and accomplishments this past year include the following:

### Strategic Goal 1:

Engage all teachers of science continually to improve science education.

- NSTA's Urban Science Education Leaders (USEL) initiative is gearing up to address the specific issues and concerns related to science education provided in large urban school systems.

- The Toshiba/NSTA ExploraVision Awards Program continued its trend of increased participation by receiving 4.4 percent more entries than in 2006. The number of entries received in 2007 was the highest in the past nine years and resulted in a larger number of student participants. In addition, the number of participating schools increased by one-third.
- The Toyota TAPESTRY Grant program implemented an online proposal process, and the number of applications increased 15 percent from last year.
- The 2007 National Congress on Science Education was attended by 132 individuals, including 38 state delegates.
- NSTA's third International Science Education Day conference, titled "The Many Faces of Scientific Inquiry: A Global Perspective on Classroom Applications (K-16)," focused on elementary, secondary, and college teaching levels. NSTA also participated in a joint UK/USA symposium on science education held in York, England.
- NSTA's membership has climbed to more than 57,000. More than 20 percent of NSTA's individual members are students and new teachers.
- NSTA now has 104 student chapters in colleges and universities nationwide.

## Strategic Goal 2:

Improve student learning by supporting and enhancing science teaching.

- More than 15,000 teachers and administrators attended the National Conference on Science Education and area conferences.
- More than 170,000 teachers and 694,000 students took advantage of SciLinks, a joint program of NSTA and major publishers that connects the content of science textbooks to NSTA-approved websites to enrich student learning.
- NSTA Press® experienced a third year of double-percentage growth in book sales. Strong new series were introduced, such as *Uncovering Student Ideas in Science*, the *Exemplary Science* series, and *The Story of Science* series by Joy Hakim, co-published with the Smithsonian.
- NSTA journals garnered numerous awards last year, including top prize (Gold Award) to *Science & Children* for general excellence in scholarly journals from the Society of National Association Publications (SNAP). A new safety column was introduced in *Science & Children* and *Science Scope* by Ken Roy, and *Science Scope* and the *Journal of College Science Teaching* were redesigned.
- Our online offerings also expanded last year. NSTA launched *Scientific Principals*, a monthly e-newsletter targeted to elementary administrators. The NSTA website and online Science Store were also redesigned and now include customer reviews and other “Amazon.com-like” features.

- Building a Presence for Science (BaP), NSTA’s largest networking initiative, continues to be a primary vehicle for information dissemination to more than 49,000 science educators in 35 states and the District of Columbia on a broad range of professional opportunities. Recently, NSTA unveiled the redesigned and enhanced BaP website.
- The Mickelson ExxonMobil Teachers Academy, administered by NSTA, is in its fourth year. It has garnered national media attention and has expanded from one summer Academy to three. The 2007 Academies hosted the following special guests: Phil and Amy Mickelson, Secretary of Education Margaret Spellings, and NASA Astronaut Bernard Harris.
- Eleven Professional Development Institutes--focused, content-based workshops that explore key topics in significant depth--were offered on subjects such as inquiry, teaching science with information technology, research-based approaches for improving student learning, integrating science and engineering technology, mentoring, the outdoor classroom, effective science lessons, and developing leadership skills. Single-day institutes are followed by 12 hours of additional programming.
- In 2007, NSTA unveiled its newly developed School Services Initiative, a professional development service that informs and advances high-quality and effective science teaching. The services include a research and standard-based review that provides a thorough assessment of a K-12 science program, promoting the use of education research to inform policy and practice, and providing professional development tools and resources.
- NSTA has also been selected to serve as the science advisor to the GE Education Foundation, and will work with the Foundation to facilitate the planning and implementation of actions most critical to improving the science program in each GE participating district.

## Strategic Goal 3:

Advocate for the importance of science, both science literacy and the development of scientific expertise.

- The association advocated on key science and math education policy issues and related legislation before Congress this past year, including the No Child Left Behind Act and the America COMPETES Act. NSTA was invited to testify three times before the House panel on Research and Science Education on a variety of topics including laboratory science, federal STEM programs, and nanotechnology.
- Several key events and activities, such as the Mickelson ExxonMobil Teachers Academy, the 50th anniversary of Sputnik, and the findings from the PISA 2006 study, resulted in positive coverage for NSTA and science education in several major media outlets, including *USA Today*, *Washington Post*, *New York Times*, *National Public Radio*, *U.S. News and World Report*, *Education Week*, *Education Daily*, and the *Boston Globe*.

## Strategic Goal 4:

Enhance science education through research-based policy and practice.

- Our Research Dissemination Conferences (RDCs) are one-day, single-topic conferences, held during an NSTA conference and designed to familiarize practitioners with current National Science Foundation-funded research on science education. In 2008, the topic for the RDCs is Science Assessment: Research and Practical Approaches. The companion book (second in the series of Research Dissemination Conference books), *Linking Science and Assessment in the 3-12 Classroom* will be available in the spring of 2008. *Linking Science and Literacy* received the 2007 Choice award from the Association of College and Research Libraries for its outstanding contribution to upper-division undergraduates and practitioners.

## PURSUING A VISION FOR CHANGE

In 2000, the Glenn Commission called for a major national effort to improve science and math education in its visionary report, *Before It's Too Late*. Emphasizing the sweeping need for change, the report laid out an ambitious and highly-detailed plan for improving the performance of American students and reinvigorating science and math teaching. Yet eight years later, minimal progress has been made in implementing the commission's ideas on the scale that its members envisioned, and at a level that is desperately needed for our nation's schools.

In response, the National Science Teachers Association launched the national Center for Science Education. Chaired by Senator John Glenn, former NASA astronaut, this extraordinary new initiative will provide programs to promote leadership, learning, and advocacy among the nation's science teachers, as well as a state-of-the-art facility that will allow educators to engage in these remarkable new programs.

### The Center for Science Education

At the heart of this initiative will be the new \$30 million, state-of-the-art, LEED-certified facility that will serve as the central gathering place for science educators to meet and discuss important science education topics, current reform efforts and legislation, and new programs and projects being developed. The first facility of its kind designed specially for science educators, the Center for Science Education (CSE) will provide both a virtual and an actual science education learning center; enable those with a vested interest in science education to come together for symposia, conferences, and workshops; and house a technology-smart web seminar studio to broadcast, and host, virtual meetings on a global scale. More importantly, the CSE will include a variety of programs geared towards improving science education and strengthening professional growth among new and seasoned science teachers in the United States. CSE programs include the NSTA Learning Center, the CSE Leadership Institute, and the NSTA New Science Teacher Academy.

## NSTA's Center for Science Education

*NSTA wishes to extend its appreciation to the following individuals, corporations, and foundations for their inaugural gifts to the campaign:*

### Individuals

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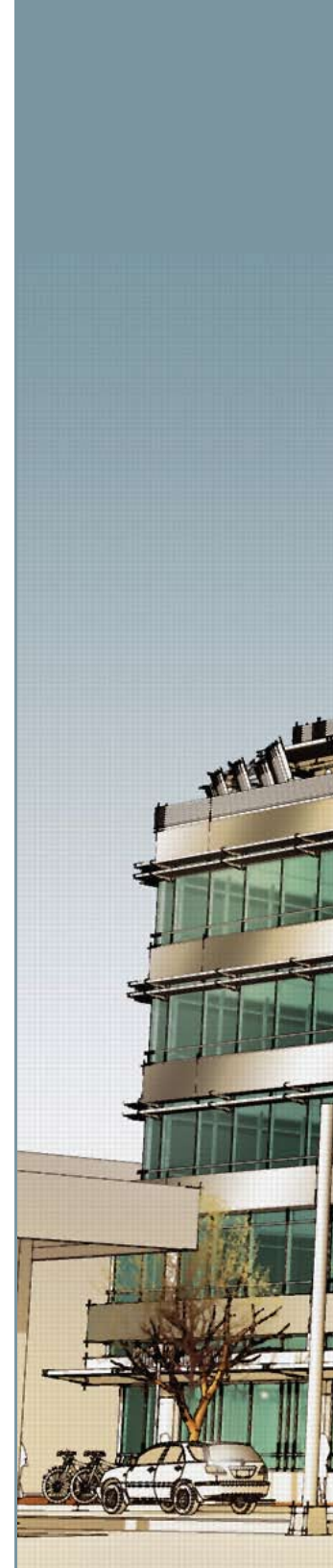
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### Foundations

Agilent Technologies Foundation  
Amgen Foundation  
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GE Foundation



## NSTA Goes Green

A hallmark and central design feature of the new building will be its world-class urban architecture that employs green, sustainable technologies. The LEED-certified project will

- Embrace the latest in green developments to manage stormwater runoff;
- Reduce water demand and waste;
- Conserve energy through efficient mechanical and electrical systems; and
- Use natural and recycled materials to reduce construction waste, improve indoor air quality, and leave a smaller carbon footprint on the environment.



## ENHANCING TEACHER PROFESSIONAL DEVELOPMENT

### NSTA Learning Center

Quality professional development (PD) is cited as the best way to enhance the knowledge and skills of science teachers, but few resources are dedicated to this endeavor. To help meet the individual professional development needs of the science teacher, NSTA has developed the NSTA Learning Center, a state-of-the-art internet portal. The NSTA Learning Center houses thousands of standards-based resources, free one- to two-hour content-based learning experiences called Science Objects, and the PD indexer tool, which connects individual teachers to these resources, then enables them to assess and document their personal progress.

In addition, the NSTA Learning Center features personalized tools such as My Library, My Notepad, My PD Plan and Portfolio, and My Transcript, allowing educators to manage, track, document, and certify their professional development growth over a period of time. A comprehensive “one-stop shop” for science supervisors and teachers, the NSTA Learning Center enables the user to participate in online short courses, join colleagues in free interactive web seminars, and research specific science-teaching topics by searching through more than 1,800 NSTA journal articles and 300 e-chapters from selected NSTA Press books.

This impressive collection of high-quality resources and tools will satisfy the needs of both individual teachers and districts and will make the NSTA Learning Center the “home base” for the science teaching profession. Other NSTA Learning Center resources include

- **NSTA SciPacks** - Based on the national science standards, SciPacks are 5- to 10- hour online learning experiences developed to assist educators in understanding the science content they teach. More than 13 SciPacks are currently available, each containing a set of three to five Science Objects that incorporate interactive simulations and related questions. Each includes access to an e-mail content expert to answer questions and provides an opportunity to pass a final assessment and earn a certificate demonstrating mastery of the content within the SciPack.
- **NSTA SciGuides™** - SciGuides are online thematically based packages of pre-evaluated and standards-aligned web accessible resources for science teachers to use in their classrooms. Tens of thousands of visitors each month access one of 24 SciGuides currently available.
- **NSTA Symposia** - The symposia are standards-based, face-to-face workshops that provide online follow-up learning opportunities, such as live web seminars and asynchronous NSTA listserv discussions. The content of symposia is delivered in partnership with NASA, NSF, NOAA, FDA, and NSTA Press authors in science, technology, engineering, and math-related content areas.





**“WHAT TEACHERS KNOW AND CAN DO IS THE MOST IMPORTANT INFLUENCE ON WHAT STUDENTS LEARN.”**

- National Commission on Teaching & America's Future

## INCREASING SUPPORT FOR ALL TEACHERS OF SCIENCE

### NSTA New Science Teacher Academy

During the spring of 2007, NSTA launched the NSTA New Science Teacher Academy, a program co-founded by the Amgen Foundation and designed specifically for new middle and secondary school science educators in their first few years of teaching. The program was established to help reduce the high attrition rate in the science teaching profession by providing professional development and mentoring support to early-career science teachers. The New Science Teacher Academy received nearly a thousand applications from teachers around the country, of which 200 Amgen-NSTA Fellows and Associate Fellows were selected as the first cohort to take part in the program.

Representing 37 states and the District of Columbia, the 2007 Amgen-NSTA Fellows and Associate Fellows are engaging in wide-ranging discussions online with a community of other Fellows and mentors, participating in a slew of interactive web-based activities tailored specifically for them, and will be attending a variety of workshops and presentations at the NSTA National Conference on Science Education in Boston.



The NSTA New Science Teacher Academy has attracted the attention of media from across the country, having been covered in several national, local, and trade publications including

- *Arizona Daily Star*
- *Baltimore Examiner*
- *Baltimore Sun*
- *Bismarck Tribune*
- *Corpus Christi Caller-Times*
- *Education Week*
- *Huntington Beach Wave*
- *LA Daily News*
- *Ledger-Enquirer*
- *Lincoln Journal Star*
- *Omaha World-Herald*
- *Sun Journal*
- *The Charlotte Observer*
- *The Coloradoan*
- *The Washington Post*

## ADVOCATING FOR HIGH-QUALITY SCIENCE EDUCATION

### CSE Leadership Institute

Designed to keep science educators well-informed about new insights, methods, and research in science teaching, the CSE Leadership Institute will offer summer workshops, symposia, research dissemination conferences, and teacher leadership programs.

Scholars from around the world will visit the Institute to interpret and implement the latest research on how students learn science and to provide strategic guidance for all of its programs. In addition, expert task forces will help direct large-scale Institute programs. Already in the planning stages are initiatives to secure greater public awareness of the importance of science education and to explore the next steps for achieving the vision of the National Science Education Standards.

### Science Matters

Over the last several years, the business, scientific, and education communities have declared through several reports and public announcements that our nation's global competitiveness is in jeopardy unless we commit ourselves to providing better science and mathematics education to our youth. Yet despite their best efforts, few parents share their sense of urgency. To increase awareness among the public about science education and motivate citizens to get involved, NSTA will launch a national public engagement campaign called Science Matters.

This focused initiative will directly target parents of elementary school students, helping them understand why strong science and math skills are essential in ensuring their child's success in the technological economy of the 21st century. The Science Matters campaign will also encourage parents to take a proactive role in the cultivation of their child's interest in science and motivate them to get more involved

**“A FOCUSED PROFESSIONAL DEVELOPMENT EXPERIENCE LED BY QUALIFIED TEACHERS, MENTORS, AND COLLEAGUES IS THE INDISPENSABLE FOUNDATION FOR COMPETENCE AND HIGH-QUALITY TEACHING.”**

- National Commission on Mathematics and Science Teaching for the 21st Century

in advocating for high-quality science education in their schools and communities.

### Science Anchors

In 1996, the National Research Council released the National Science Education Standards (NSES). The NSES present a vision of a scientifically literate populace, and outline what students need to know, understand, and be able to do to be scientifically literate at different grade levels. The standards-based reform efforts that followed sought to establish a coherent education system focused on providing all students a sufficient level of knowledge and skills in science.

Today, NSTA and the science education community are working to update the NSES and to help educators focus more deeply on core topics, integrate up-to-date science content, use research on learning, and connect to meaningful assessments.

Working with national experts, the CSE Leadership Institute will focus on core science concepts that reflect a national consensus on essential skills

and knowledge for 21st-century learning. This effort, initially called Science Anchors, will provide clear recommendations for key science concepts and practices for all students and lead to the effective implementation of science education curricula, instruction, and assessment in U.S. classrooms.



## FISCAL YEAR 2006-2007

### ACKNOWLEDGEMENT OF CONTRIBUTORS

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American Council on Education  
 American Geophysical Union (AGU)  
 Anheuser-Busch Adventure Parks  
 The Association for Science Education  
 Bank of America  
 California Institute of Technology - Jet  
 Propulsion Laboratory  
 Carolina Biological Supply Co.  
 Ciba Foundation  
 Delta Education/Frey-NEO/CPO  
 Divisions of School Speciality Science

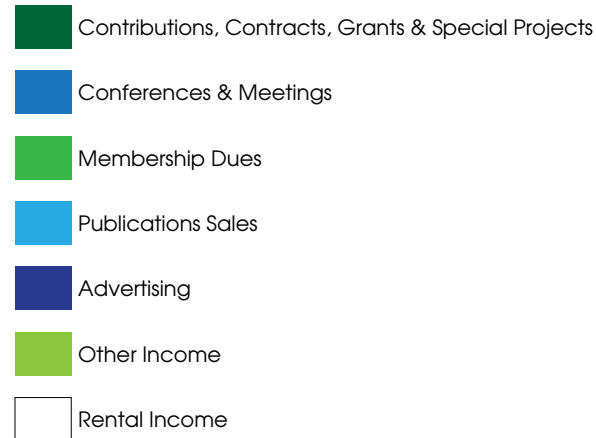
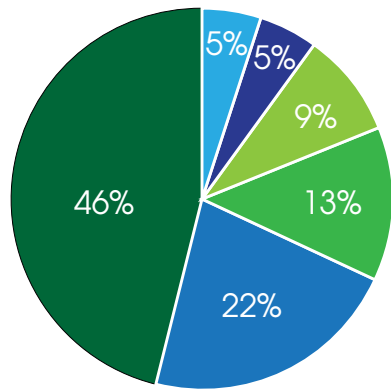
Discovery Education  
 Dow Chemical Company  
 Drug, Chemical & Associated  
 Technologies Association (DCAT)  
 Environmental Literacy Council  
 ETA Cuisinaire  
 ExxonMobil Corporation  
 Food and Drug Administration  
 GEICO  
 General Education Development  
 Testing Services  
 Glencoe/McGraw-Hill  
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 College of Agriculture and Natural  
 Resources  
 University of Nebraska State Museum  
 Utah Science Teachers Association  
 Vernier Software  
 VSP - Vision Care  
 Ward's Natural Science

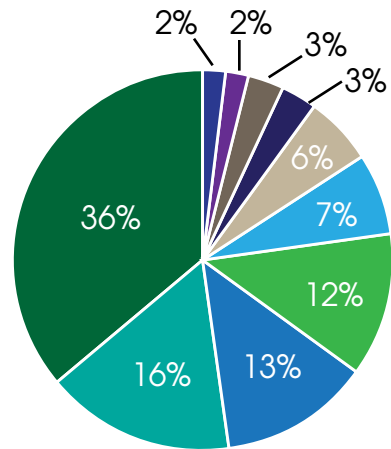
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 Relations department at 703-312-9375.

# STATEMENT OF ACTIVITIES

## NSTA Revenue Fiscal Year 2007



## NSTA Expenses Fiscal Year 2007



### Revenue, Gains & Other Support

Contributions, Contracts, Grants & Special Projects	12,322,546
Conferences & Meetings	6,036,668
Membership Dues	3,542,995
Publications Sales	1,423,210
Advertising	1,342,228
Other Income	2,376,643
Rental Income, Net	133,976
<b>Total Program Service Revenue</b>	<b>27,178,266</b>

### Expenses

Contributions, Contracts, Grants & Special Projects	8,420,658
Less Allocated Indirects	
Conferences & Meetings	3,175,612
Membership Expenses	2,891,211
Publications Sales	1,705,949
Advertising	500,934
Other Program Expenses	1,467,471
The Center for Science Education	631,224
Fundraising	357,635
Administration	3,810,472
Board of Directors/Committees	617,821
<b>Total Operating Expenses</b>	<b>23,578,987</b>
<b>Change In Net Assets Before Effect of Adoption of FASB Statement No. 158</b>	<b>3,599,279</b>
<b>Effect of Adoption of FASB Statement No. 155</b>	<b>(278,136)</b>
<b>Change in Net Assets</b>	<b>3,321,143</b>

## STATEMENT OF FINANCIAL POSITION

Assets	2007	2006
<b>Current Assets</b>		
Cash & Cash Equivalents	5,550,510	3,833,936
Short-term Investments	4,166,092	3,969,666
Accounts Receivable, Net	842,697	836,060
Contracts & Grants Receivable	1,623,831	2,354,233
Contributions Receivable, Current Portion	365,283	147,962
Inventory	779,479	648,659
Prepaid Expenses	168,898	100,553
<b>Total Current Assets</b>	<b>13,496,790</b>	<b>11,891,069</b>
<b>Noncurrent Assets</b>		
Long-term Board Designated Investments	1,884,745	1,485,694
Long-term Investments, Temporarily Restricted	651,031	525,259
Long-term Life Member Investments	400,309	341,384
Other Long-term Investments	2,364,211	2,030,032
Long-term Contributions Receivable	1,381,827	-
Inventory, Net of Current Portion	317,678	316,741
Fixed Assets, Net	6,471,037	6,373,673
Deferred Bond Issuance Costs	141,245	152,469
Other Assets	6,707	7,700
<b>Total Assets</b>	<b>27,115,580</b>	<b>23,124,021</b>

Liabilities and Net Assets	2007	2006
<b>Current Liabilities</b>		
Accounts Payable & Accrued Expenses	1,977,466	2,156,403
Deferred Membership Dues	2,256,119	2,311,782
Deferred Contracts, Grants & Special Projects	1,460,369	979,756
Deferred SciLinks	1,863,019	1,912,824
Deferred Deposits	324,327	145,123
Current Maturities of Bonds Payable	235,000	225,000
Postretirement Benefit Obligation, Current	69,779	-
<b>Total Current Liabilities</b>	<b>8,186,079</b>	<b>7,730,888</b>
<b>Long-term Liabilities</b>		
Bonds Payable, Less Current Maturities	3,680,000	3,915,000
Deferred Life Member Dues	418,107	418,107
Postretirement Benefits Obligation, Less Current	2,769,447	2,291,913
Long-term Deferred Deposits	-	27,309
<b>Total Liabilities</b>	<b>15,053,633</b>	<b>14,383,217</b>
<b>Commitments and Contingencies</b>		
<b>Net Assets</b>		
Unrestricted, Undesignated	6,671,343	6,479,443
Unrestricted, Board Designated	1,884,745	1,485,694
<b>Total Unrestricted Net Assets</b>	<b>8,556,088</b>	<b>7,965,137</b>
<b>Temporarily Restricted</b>	<b>3,505,859</b>	<b>775,667</b>
<b>Total Net Assets</b>	<b>12,061,947</b>	<b>8,740,804</b>
<b>Total Liabilities and Net Assets</b>	<b>27,115,580</b>	<b>23,124,021</b>

## INDEPENDENT AUDITOR'S REPORT

### To the Board of Directors of the National Science Teachers Association



We have audited the accompanying statement of financial position of the National Science Teachers Association (the Association) as of May 31, 2007, and the related statements of activities, changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Association's 2006 financial statements which were audited by other auditors whose report dated August 17, 2006, expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to the financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the

financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the National Science Teachers Association as of May 31, 2007, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated October 24, 2007, on our consideration of the Association's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over

financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying schedules of functional expenses and changes in deferred contracts, grants and special projects for the year ended May 31, 2007 are presented for purposes of additional analysis and are not a required part of the financial statements of the Association. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

RAFFA, P.C.  
Washington, DC  
October 24, 2007

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