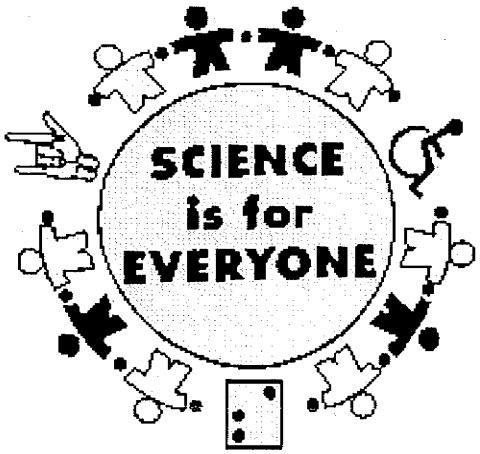
Goodnewsletter



Science Education for Students With Disabilities

SESD

Fall 2001

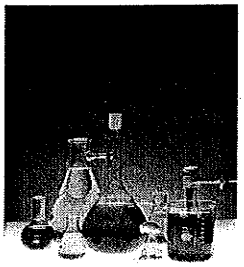
Laureen Summers, Editor

Join us on the SESD Web Page! Please log on and connect with us. Our Web address is http://www.as.wvu.edu/~scidis/orgaizations/index.html

Goodnewsletter

The Official Publication of Science Education for Students with Disabilities

Fall 2001



Message from the President

John Stiles

It is with great honor that I take over as president of SESD. This dedicated organization is well respected among the ranks of science educators, and is known for its hard work in reducing barriers for students who have disabilities. As a long-time science educator, and the father of two children who have disabilities, I take great pride in being a member of SESD, and will work hard to continue to spread its message of accessibility for all science students.

I want to thank the retiring SESD president, Judy Egelston-Dodd, of the National Technical Institute for the Deaf, for her untiring work on behalf of disabled students. Her guidance has been inspiring as I prepared for this office. Judy will continue as chair of the publication committee in her role as past-president.

We welcome Sami Kahn as President-Elect of SESD. Sami has put countless hours of work into SESD projects, including her current position as Membership & Awards chair, and I am excited about having her in yet another important position. Babette Moeller is our new Convention Committee chair, replacing Laureen Summers, who is now our newsletter editor.

I look forward to the next two years with great anticipation. A recently named SESD task force will discuss ideas for new projects, and offer suggestions to our executive committee for implementation of various initiatives. As an all-volunteer organization, we are fortunate to have a quality journal and newsletter, as well as a hard working group of officers and chairs who keep SESD moving ahead. We can always use more help with the various committees' work. If you are interested in helping, or have suggestions and ideas, please contact me at *sesd_1@lycos.com* and I will see that your comments are forwarded to the proper persons.

Please consider writing articles for the Good Newsletter and The Journal of Science Education for Students with Disabilities. All educators have experiences to share, or research results to contribute. Additionally, please photocopy the membership forms and distribute them to colleagues. Or, surprise them with a gift membership!

I look forward to hearing from you. Thank you for your support of SESD, and for helping to make science accessible to all students!

John Stiles, SESD President, 2001-2003

Science is for Everyone!

John R. Stiles, Ph.D.
President, Science Education for
Students with Disabilities
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ENTRY POINT!

ENTRY POINT! is a program of the American Association for the Advancement of Science (AAAS), which offers outstanding summer internships and semester co-ops in major companies throughout the United States, including NASA, IBM, Procter & Gamble, Seagate, Texas Instruments, and others. ENTRY

(see ENTRY POINT! on page 3)

IMPORTANT DATES

February 14-19 - AAAS Meeting, Boston, MA

February 16 – AAAS Brunch for Scientists and Students with Disabilities, Boston, MA

March 27-30, 2002 NSTA National Convention, San Diego, CA

March 28, 2002: SESD Business Meeting

March 29: Science-Abled Breakfast

(ENTRY POINT! from page 2)

POINT! is available to students with disabilities majoring in science, engineering, mathematics, and some business fields. Qualifying students must:

- Be full-time undergraduate or graduate students
- Be a Science, Math, Engineering, or Computer Science major
- Have a B-average GPA (or higher)
- Be a U.S. citizen or have a right-to-work permit.

For more information on ENTRY POINT!, contact:
Laureen Summers
Project on Science, Technology & Disability
AAAS
1200 New York Avenue, NW
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Phone: (202) 326-6649 v/tdd
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http://www.entrypoint.org/

NO IS NOT AN OPTION

Patti Davison

Many things happened on January 20, 1981, it was an extremely eventful day. On that day in 1981, Ronald Reagan was sworn in as the 40th President of the United States and 53 Americans were released from their Iranian captives. An event was also happening in the Davidson family, our son Zachary Scott was entering this world at the Air Force Academy Hospital. All of these were major events to those involved. Zach tried to make an appearance at 28 weeks, but the doctors knew best and that arrival was put on hold for another four weeks to give Zach time to develop and grow. On January 20, 1981, at 32 weeks, Zach joined our family. As delivery approached, things happened quickly. I began hearing phrases like "fetal heart monitor," "breathing shallow," "distress," "low APGAR scores." To my husband, a physician, these terms were the cause of the scurrying in the delivery room. To me, it meant a medical problem at the moment, but I was sure this would work itself out and things would be fine. As Zach and I left the hospital a week later, my main concern was getting our son into his new crib.

As days passed I began hearing new phrases, moderately developmentally delayed was repeated often. Milestones like sitting up, creeping, crawling and walking were delayed for Zach. Vocabulary was limited to one word utterances until the age of 4. Physical therapists, occupational therapists and speech therapists became constant companions for our son. Probably the best "therapist" for Zach was his younger brother, Seth, who was discovering developmental stages on time, and continually demonstrating them for Zach. With 16 months separating them in age, the boys learned together. Because of the many years I had spent as an elementary school teacher, I was beginning to suspect we were headed for some challenges, but never suspected the challenges would come from the "systems" we would meet in Zachary's lifetime.

It was in the early school years, my husband and I became aware of just how different the boys lives would be. With Seth, school years would be a time of learning and growth, socialization and enjoyment, as they should be. With Zach it would mean constant prodding and requests for each service he would receive. It was about this time we developed the phrase "No is not an option" when dealing with schools, administrators, physicians and service agencies. We only wanted the services our son needed in order to make the best possible life choices for him. There is always a way to develop a plan that will work for all when everyone is on the same team. We began to approach his needs with not only his well being in mind, but also how we could improve a system that would make this

(see "...Not an Option" on page 4)

"...Not an Option" from page 3)
path easier for those who came after Zach. Other parents were our biggest resource.

For me, the first hurdle was to go back to school. After being out of a college program for 15 years, I returned and received a Masters degree in Special Education. Now I was equipped with a piece of paper that opened doors for me to help plan our son's education. When our son started school, the special education classrooms were located in a building that housed used textbooks and equipment. Through parents and teachers working together, these classrooms were moved to an elementary campus that allowed our children to interact with other neighborhood kids on a daily basis. As Zach approached upper elementary, Zach's team began to discuss how Zach and regular education students could benefit from each other through mainstreaming. We began this process by placing Zach in a science class. Zach's fellow students helped him construct, fill, and fly his own hot air balloon. We continued with other classes, Zach chose Art. His framed paintings decorate his room today. Another class he desperately wanted to be involved with was Industrial Woods. After many before and after school sessions and the support of a dedicated woods teacher, Zach learned about the safety issues in a woods class. Today his bedroom contains wooden shelves, a cedar chest, bookstand and many projects from his high school woods class. Mainstreaming worked in some classes, some it did not. Zach was by no means ready to give up the one-on-one time with his homeroom teacher, who worked with him on the basics: reading, handwriting, and his math curriculum. Making it a team effort, we were able to make Zachary's school years productive ones.

Our last obstacle with the school system came as we approached our Superintendent with the idea that would allow Zach to participate in graduation ceremonies with the Class of 1999. These were the students he had grown to know and who had been his supporters throughout his school career. We were told this had not been done before. The law states that Zach could graduate at the age of 21, but not at 18, unless we were willing to pull him out of the district at that time. School services would cease. As we weighed all of the options, Zach's fellow classmates made the decision for us. They attended the appropriate School Board meeting and explained that Zach was very much a part of the Class of 1999, he was involved in all of their high school class activities, and was a hit at the Senior Prom, complete with a friend/date from his Special Olympics team. His classmates won the battle. Zach walked down the aisle and onto the stage on graduation day. After a standing ovation from his classmates and the audience, Zach proudly accepted his unsigned diploma. A huge graduation celebration followed but, more importantly it opened the door for others who wished to follow Zach's chosen path. Today at the age of 20, Zach is involved in a work program under the umbrella of the school system, and at age 21 his diploma will be signed. IT CAN BE DONE!!!

We marvel at the lessons Zachary has taught us. So often we have said, "It is not a path we would choose for anyone, BUT, we would not have missed it for the world." Through the challenges, we have met many wonderful people along the way and have become advocates for a population we may never have had the opportunity to meet had it not been for Zachary. Two of Zachary's cousins are special education teachers, his brother Seth a sophomore in college, donates his time to Special Olympics, Challenger Baseball, and Camp Easter Seal. We are not a unique family. We learned early on, "No is not an option, there is a way, if we work together." There are thousands of families across the country who are doing their best to give their special family member the opportunities they need to make their lives rich and meaningful. We have been fortunate to be a part of the journey.

The Do-It Program

Many capable individuals with disabilities face challenges as they pursue academics and careers. They are underrepresented in many rewarding career fields, including science, engineering, business, and technology. DO-IT (Disabilities, Opportunities, Internetworking, and Technology)
(continued on page 5)

("The Do-It Program" from page 4)
serves to increase the participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment.

DO-IT has received national and regional awards including the National Information Infrastructure Award in Education; the King County Adult Service Agency Award, an Outstanding Program Award from the Washington Association on Post Secondary Education Disability (WAPED); the Healthy Way Best of the Web Award; and the President's Award for Excellence in Science, Mathematics, and Engineering Mentoring of underrepresented groups. DO-IT was also showcased in the 1997 President's Summit on Volunteerism and the 1996 NSF Dynamic Partnerships invitational conference.

For more information, contact Do-It:
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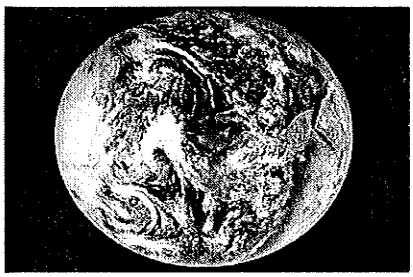
Box 345842
Seattle, WA 98195-4842
doit@u.washington.edu
http://www.washington.edu/doit
206-685-DOIT (Voice, TTY)
Director: Sheryl Burgstahler.



The NSF Program for Persons with Disabilities in Transition

The NSF Program for Persons with Disabilities (PPD) is approaching the tenth anniversary of its establishment. In 1992, Lawrence Scadden was recruited to be the Senior Program Director and charged with establishing the Program. He has served in this capacity since the spring of 1992. From the outset, the goal of the program has always been to recruit, train, and retain students with disabilities in science, engineering, and mathematics (SEM) education leading to careers in these disciplines. Initial program announcements that solicited proposals for grant funds focused on research, development, and demonstration projects that would produce the data needed to identify the best practices for reducing the barriers to inclusion of students with disabilities in SEM education. During this period, 92 awards have been made totaling nearly $40 million.

The projects supported by PPD have produced significant data and products that should help any educational institution at all academic levels to achieve full participation of students with disabilities in SMET programs. Dissemination of the exemplary models of practice will be needed for years to come, but the basic information exists.

In the fall of 2001, PPD will take on a new look. First, Lawrence Scadden is retiring from government in September. Arthur Karshmer, formerly of New Mexico State University and now a professor of computer science at the University of South Florida, will take over the PPD leadership role. Second, a new initiative was launched in the current fiscal year designed to implement the best practices for recruiting and training students with disabilities in SEM. Data show that the most comprehensive projects that received long-term funding from PPD had the best outcomes when measured by the number of students with disabilities graduating with SEM degrees and moving on to graduate school training or entering careers in these disciplines. The new initiative is called Regional Alliances for Students with Disabilities in Science, Mathematics, Engineering, and Technology (or, more simply, Regional Alliances). The Regional Alliance concept parallels the highly successful Alliances for Minority Participation that NSF has funded for over ten years. NSF expects the new Regional Alliances to provide the basis for broad implementation of the PPD research project findings of the past decade.

One major emphasis of PPD research and development projects has related to making

(see NSF Program on page 6)

(NSF Program from page 5)
science and mathematics instructional materials and media accessible to all students including those with disabilities. Excellent results have been produced, and the time for their broad implementation has arrived. Following the lead of Texas and California, some 29 states have implemented or are considering legislation requiring that all new educational materials purchased be accessible to students with disabilities. This should mean more electronic textbooks, audio-enhancement of web sites, and closed-captioning of video products. The producers and publishers of mainstream educational products are coming to realize that they could be missing out on a large share of their potential audience unless they can better accommodate students with disabilities. An upcoming issue of The Science Teacher will include an article highlighting many of the PPD project findings and emphasizing the importance of all science teachers adopting principles now recognized as providing the most effective teaching, principles that also ensure full inclusion of students with disabilities.

Seeing the World Anew: Science and Disability

By Harilyn Rousso, Disabilities Unlimited Consulting Services (HarilynR@aol.com)
From: N. Kreinberg and E. Wahl, Eds. 1997. *Thoughts and Deeds. Equity in Mathematics and Science Education.* PP. 131-134. Washington, DC: The Collaboration for Equity, The American Association for the Advancement of Science.

As the result of disability rights legislation such as the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), young people with disabilities are entitled by law to the same science education experiences and opportunities in school and in after-school programs as their nondisabled peers. For many science educators, this mandate for equal opportunity can feel like one more burden on already limited resources as they struggle to define and devise accessible teaching methods and materials to accommodate the diverse needs and limitations of students with disabilities. Far less recognition is given to the unique contributions that students with disabilities can offer both to the science education of all students, and the various fields of scientific endeavor.

While our society often views disability as a deficit, when it comes to science, the experience of disability can, in fact, be an asset. The experience of having a disability can lead to the development of ways of being in and exploring the world, and a set of skills, attitudes and interests that can be extremely beneficial to the pursuit of science.

People with disabilities often devise innovative ways of exploring materials and their environment involving senses, parts of the body and/or creative instruments not typically used by nondisabled people for such exploration. For example, those who rely on sight to determine how to open a cardboard milk carton are often unaware that the sense of touch can work equally well, allowing one to identify the seam and hence the back of the
carton, which means the pouring spout is on the other side. This is common knowledge among people who are blind, and collaborative learning between blind and sighted explorers can highlight to all learners the value of tactile cues. Also, for wheelchair users, viewing the world at eye level, i.e. from the seated position, can lead to a different, interesting perspective on the world compared to those who stand; and rolling rather than walking can foster an important understanding of such concepts as gravity, speed and friction.

For people with disabilities, dealing with their own disability-related limitations and learning how to survive in an inhospitable world designed for nondisabled people can lead to the development of attitudes well-suited for scientific learning. These include creative problem-solving, flexibility, a tolerance for uncertainty, an acceptance of interdependence and an appreciation of difference. For example, as a young girl with cerebral palsy that severely limited the dexterity of my right hand, I astonished my piano teacher by being able to

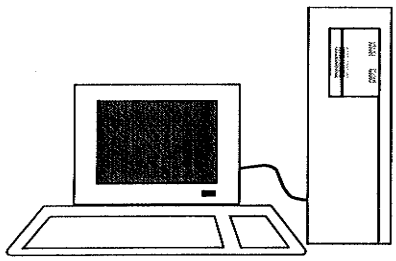
(continued on page 7)

("Seeing the World Anew..." from page 6)
handle the greater complexity of the music designated for the right hand simply by crossing over hands. Such a simple but nontraditional solution to a seemingly insoluble problem was inconceivable to my traditionally trained teacher but was part and parcel of my survival skills and offered an important lesson to my nondisabled sister about how to think creatively and how to do the so-called undoable. From figuring out how to distinguish different denominations of money when you cannot see, to developing ways to button your shirt sleeves when you have no use of your fingers, to devising schemes to assess the exact moment that your parents arrive home when you cannot hear them at the door, disability breeds creativity and all students can benefit from it.

Although we tend to stereotype scientists as isolated, eccentric individuals locked up in their laboratories, making discoveries on their own, in fact many scientific endeavors require collaboration, cooperation and interdependence. While our culture and schools continue to foster traditional American values of independence, individualism and competition, the experience of disability can teach important lessons about giving and receiving help, interdependence, and the value of clear, direct communication that can serve one well in the laboratory.

I know a sculptor who is quadriplegic; she sculpts by giving precise instructions to her assistants, who serve as her hands. While it is tempting to think that her assistants are the true artists, she is, in fact, the sculptor in charge. When she has given the same directions to two assistants who have had no contact with each other, they both produce identical pieces of sculpture. Through the experience of disability, this woman has learned to articulate her vision and her needs in direct, specific ways, so much so that she gets precisely the help she needs in forms that are replicable. She has much to teach about how to utilize the skills of others without losing one's vision and without exploiting the other.

Many more examples of the contributions of the experience of disability to scientific learning could be offered here, but the intent is mainly to pique curiosity and bring into question the view of disability as a deficit. It is no mistake that the prolific inventor Thomas Edison chose not to undergo treatment for his hearing impairment. He knew that it served him well in his work.



WICHITA, Kan. - Six students graduated in 2001 from the area's most adaptive computer training school with nationally-recognized certifications from Microsoft Office User Specialist and CompTia. Friday's School of Adaptive Computer Training graduates are: Crystal Berry, Patricia Gamble, Angel Grace, Tamsen Kayzer, Leia Spurgeon and Teresia Williams.

The school's mission of enhancing the computer technical skills and marketability of people with special needs provides employers a new resource to recruit job candidates for computer-related fields. All SACT students benefit from customized training and job-placement assistance. The SACT is non-profit school accredited through Cowley County Community College and a project of the Cerebral Palsy Research Foundation of Kansas, Inc.

(Certain project costs of the SACT have been underwritten by the Kansas Department of Commerce & Housing, Kansas Community Service Program.)

Media note: For more information, call Liz Grandin at (316) 652-1544.

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ANNOUNCINCING A NEW PUBLICATION

DOUBLE JEOPARDY

Addressing Gender Equity in Special Education
Harilyn Rousso and Michael L. Wehmeyer, editors

It's time for teachers and other school personnel working with students with disabilities to provide a gender equitable educational experience.

Highlighting the educational issues of girls and young women with disabilities, Double Jeopardy examines how they are exposed to discrimination based on gender and disability/special education status, and how they experience less successful vocational outcomes than their disabled male or nondisabled female peers upon leaving school. It studies both gender equity issues and inequitable practices that affect a wide range of students, such as Title IX, biased curricula, inequitable student-teacher interactions, and other issues such as eligibility for special education services. The book also describes innovative programs and strategies designed to empower disabled youth, who are ten percent of all students.

"This book is unique in that it focuses on gender equity and disability equity with additional important attention to race, age, and economic issues that contribute to multiple types of inequitable educational treatments and outcomes." -- Susan Shurberg Klein, editor of Sex Equity and Sexuality in Education

Contributors include Adrienne Asch, Michael Benz, Bonnie Doren, Estelle Eskenazi, Nancy Ferreyra, Michelle Fine, Craig Flood, Merle Froschl, Dolores A. Grayson, Katherine Hanson, Taran Jefferies, Eric Jolly, Melissa Keyes, Eleanor Linn, Theresa Mickey McCormick, Harilyn Rousso, Ellen Rubin, Michelle Schwartz, Susan Shaffer, Linda Shevitz, Susan J. Smith, Ellen Wahl, Michael L. Wehmeyer, and Maryann Wickett.

Harilyn Rousso is Executive Director of Disabilities Unlimited Consulting Services. She is the author of Disabled, Female, and Proud! Stories of Ten Women with Disabilities, with Susan Gushee O'Malley and Mary Severance. Michael L. Wehmeyer is Research Associate Professor and Director, Beach Center on Families and Disability, University of Kansas. He is the coauthor, with Martin Agran and Carolyn Hughes, of Teaching Self-determination to Students with Disabilities: Basic Skills for Successful Transition.

A Brief History of National Science Teacher Association Pre-Conference Programs on Teaching Science to Students with Disabilities

By
Greg P. Stefanich

The years have passed so quickly. The 10th Annual National Science Teacher Association (NSTA) Pre-conference Program on Teaching Science to Students with Disabilities will be held on March 25-26, 2002 at the NSTA National Convention in San Diego. The goals of the pre-conference programs have remained fairly stable: to provide opportunities for teachers, administrators and teacher educators to improve their knowledge and familiarity with resources for the teaching science to students with disabilities, to acquaint participants with strategies for improved teaching, and to provide a forum of conversation regarding current and future needs of educators regarding inclusive practice. The mode of delivery consists of two-day pre-conference programs and maintaining an exhibit booth in the exhibition hall throughout the conference.

The current National Science Teachers Association (NSTA) pre-conference series began in 1993 following conversations between Virginia Stern from the American Association for the Advancement of Science (AAAS); Edward Keller from the University of West Virginia (UWV); Harry Lang and Judy Egelston-Dodd from the National Technical Institute of the Deaf at the Rochester Institute of Technology (RIT-NTID); George Davis, then president of the Science Association for Persons with Disabilities (SAPD), which is now titled, Science Education for Students with Disabilities (SESD); Marily DeWall from the National Science Teachers Association (NSTA); and Greg Stefanich from the University of Northern Iowa (UNI).

The first pre-conference had, as a primary goal, to develop a futures agenda for providing direction to better serve the needs of all students in our nation's schools. Strengths, limitations and recommendations were proposed in the area of motor/orthopedic impairments, visual impairments, deaf and hard-of hearing and learning disabilities. The recommendations forwarded by the participants continue to guide the actions of those committed to improving educational opportunities for all students.

It appears that IDEA 1997 has had a dramatic effect on teacher inquiry about meeting the needs of students with disabilities in science classrooms. Since 1998 the number of requests from science teachers for information about teaching science to students with disabilities, has more than tripled. Evaluations from participants at the NSTA pre-conferences continue to be positive and many past participants express a continuing need for more information. Materials are currently being distributed to over 2000 conference attendees annually. Inquiries at Ed Keller's web site (*http://www.as.wvu.edu/~scidis*) have increased dramatically. Many conference attendees have a particular interest in the web site card because of the ease in accessing information and difficulties in transport of print materials.

The pre-conference activities have been centered on:

1) developing an awareness of the importance of inclusive science learning to both general classroom teachers and special educators.
2) stimulating others to take an active role in improving science learning opportunities for students with disabilities.
3) providing information relating to the research on effective schools and best practice for all students.
4) providing information about organizations, agencies, suppliers, assistive technologies, internet resources, and instructional materials relating to the teaching of science to students with disabilities.
5) providing a forum where directors of NSF supported projects can share information about their programs.

The programs have been able to continue through financial support from the National Science Foundation, outstanding logistics support from the staff at the National Science Teachers Association, ongoing support from staff members at the American Association for the Advancement of Science, and assistance in many forms from the membership of the association for Science Education for Students with Disabilities. It has been a great opportunity. Thanks to all that have contributed.

2001-2002 SESD Directory

Science Education for Students with Disabilities – Executive Board and Officers 2001-2002	
President	John Stiles c/o The Universal American School, P.O. Box 17035 Khaldiya 72451, Kuwait 011-965-562-7229; 011-965-562-5343 (FAX) E-mail: john_stiles@lycos.com
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Public Committee Chair	Ed Keller, Jr. West Virginia University, Box 6057, Morgantown, WV 26506 304-293-5201 ext. 2513; 304-293-6363 (FAX) E-mail: U0072@WVNVM.WVNET.EDU Homepage: http://www.as.wvu.edu/~scidis/
Bibliography Coordinator	Janet Mansfield Davies 1394 Cavan Street, Boulder, CO 80303-1604 303-666-9312 (HO); 303-673-1803 (FAX)

The Lawrence Scadden
Teacher of the Year Award in Science Education for Students with Disabilities

Open to:

- **All current K-12 teachers** (general education, special education, or science teachers, public or private);
- Must have taught at least 5 years;
- Must have made an outstanding contribution to science students with disabilities.

The recipient will be recognized at the annual National Science Teachers Association Convention in 2002 (San Diego, CA) and will receive a **$1,000 award** to be applied to travel expenses for the conference.

Complete attached form and send to the address below by Dec. 21, 2001:

Sami Kahn
Awards Chair
61 W. 62nd Street, Apt. 12A
New York, NY 10023
samkn@aol.com

Sponsored by **RASEM** (Regional Alliance for Science, Engineering, and Mathematics for Students with Disabilities) New Mexico State University and **SESD** (Science Education for Students with Disabilities).

Application Form
2001-2002 LAWRENCE SCADDEN TEACHER OF THE YEAR AWARD
IN SCIENCE FOR STUDENTS WITH DISABILITIES

Name of applicant / nominee: _____
School: _____ Telephone: _____
School address: _____
_____
Grade level / Courses taught: _____
Home phone: _____ E-mail: _____
Grades and/or Subjects taught: _____
Years in current position: _____ Total years teaching: _____
Name of school administrator: _____ Title: _____

Person nominating (if applicable) _____
Address: _____
_____
_____
Home phone: _____ Work phone: _____
E-mail address: _____
Professional relationship to nominee: _____
Signature of Nominator: _____ Date: _____

Please complete the enclosed application form, making sure to answer all questions. Send all supporting material with the application by December 21, 2001 to:

Sami Kahn, Awards Committee Chair
61 West 62nd Street, Apt. 12A
New York, NY 10023
samkn @ aol.com

2000 Award Winner: Charlene Counsell, Central E.S. , LaGrande, Oregon
1999 Award Winner: Alan Roth, Washington State School for the Blind
1998 Award winner: Don Berthiaume, H.S. Biology, Biddeford, Maine
1998 Merit award: Pattyanne Corsentino, Place M.S., Denver, Colorado

To be completed by nominator or supervisor: On this sheet, or on letterhead stationery, please explain why you have nominated the person for the Lawrence Scadden Teacher of the Year Award in Science Education for Students with Disabilities. Include your relationship to the nominee, how long you have known the nominee/applicant and any observations you have made which explain the exemplary nature of his/her work in science with students who have disabilities.

NAME OF NOMINEE / APPLICANT: _____

NAME: _____

2001-2002 LAWRENCE SCADDEN TEACHER OF THE YEAR AWARD

IN SCIENCE FOR STUDENTS WITH DISABILITIES

APPLICATION PORTFOLIO CHECKLIST:

_____ Application cover page

_____ Letter of recommendation from nominator (if applicable)

_____ Letter of support from supervisor (if different than nominator)

_____ Double-spaced applicant statement regarding qualifications (Why you are deserving of the award -- Philosophy statements are acceptable, but descriptive narratives are given more weight). Limit: 1000 words.

_____ Enclose at least one lesson plan which you have modified for students who have disabilities. Please limit examples to three.

_____ Enclose an updated resume, including professional development.

_____ Optional: letters from parents, students or other community members (limit 3).

_____ Optional: photos, news clippings, or other support material.

PLEASE SEND YOUR COMPLETED PORTFOLIO BY DECEMBER 21, 2001 TO THE ADDRESS ON THE APPLICATION COVER PAGE.

Please complete the following information and send with your dues to:

David Bartlett, SESD Treasurer
405 West Main Street
Northville, MI 48167

Name: _____ Telephone: _____
Position: _____ E-mail address: _____
Institution: _____
Mailing Address: _____
City/ State/ Zip Code: _____
√ Committee Interest: __Membership __Convention __Award __Listserv/web __Bid Update __Newsletter
SESD T-shirts: _____L _____XL $15 T-shirts: _____
Dues*: ___$10.00 for Indiv. Or Library ___Overseas Members $16.00 ___$5.00 Students Dues: _____
Bibliography: _____$5.00 (overseas members $8.00) Bid: _____
Total Enclosed: _____

*Due cover one year of membership benefits starting April 1 to March 31 of the next year. Check your mailing label for your renewal date.

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