

# High School Director – Melissa Marcucci

## Continued...

*This is where CASE's work becomes the most important. Working with Counties' Offices of Education, advocating for science education initiatives and funding at the Capital, sponsoring state-wide Professional Development such as CSEA and the State Rollout Workshops, applying for grants to involve classroom teachers in the development of curricula, and the mass distribution of information regarding all aspects of science education, including Social Justice and Climate Science, to all science educators is a large job that requires dynamic and creative personnel who not only work for but advocate for science education and make themselves visible persons that others can turn to for support, advice, know-how, advocacy, etc. This is why it is important to have a board of members that includes personnel that work in classrooms, as well as district and county levels in addition to those working in the CASE office. Together, the collaborative effort of all parties with all different experiences and views can make a cohesive, effective, equitable, and progressive science education experience for all of California's students, K-12.*

*I believe it should be CASE's primary mission to create a platform for communication among all of California's educators, to provide opportunities for continued education and collaboration, as well as advocate for and be a key player in legislative actions to advance science education across the state, especially in disadvantaged communities. To accomplish these goals, CASE needs to continue pathways of communicating with its members in ways proven most effective through data (i.e. social media platforms, email, etc) as well as through newsletters. Due to a variety of reasons, CASE has cut back the frequency of its member publication. I would like to see this brought back to a bimonthly publication and involve more voices from educators around the state. In addition, I feel it is important to continue increasing our membership and opportunities for members to connect year-round, not just at conference time and to be involved in the organization (i.e. committees). This includes providing opportunities to collaborate for educators in support positions (such as TOSA's/District Coaches) through platforms such as CASE's newly developed monthly Zoom Networking in addition to more connection and collaboration with Administrators (perhaps a monthly "Coffee with the President" Zoom) where they can connect and "make science great again." In addition, I believe it's becoming increasingly important to collaborate and support educators in fields connected to science such as computer science and math. This could include invitations to our Conference, attendance at their Conference, and opportunities to share what they are each doing in the classroom and to gain insight, perspectives, and ideas to improve the cross-curricular development of our students' education. Furthermore, I believe that it is important for CASE to be involved at the State level with promoting and advocating for science education and funding. This includes ensuring science is placed on the State Dashboard for School Accountability as well as ensuring that the integration of social justice and climate science is supported in addition to providing greater support for our disadvantaged teachers and their students. There still exists a large disparity in the science education and opportunities to "do science" not just "learn science" across the state and CASE needs to be the front-runner in pushing for equity. This in turn can translate to greater opportunity for all students in their careers and a brighter future of solutions to problems communities, states, nations, and the world face. Our children are the future...and we need to continue growing in the opportunities we provide for them as our technological world grows and our planet changes. This will include building*

*relationships with key stakeholders, legislators, and businesses which in turn translates to more opportunity for educators and funding for their classrooms so that their 4 walls are no longer the limit, but the Universe.*