

# Voice

The voice  
of K-12  
computer  
science  
education  
and its  
educators

Volume 15  
Issue 1  
March 2019

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## Please Join Us at the CSTA 2019 Conference

I remember how lonely it can be to be a computer science teacher. That's why I'm personally inviting each and every one of you to join us for CSTA's 2019 Annual Conference!

Come connect with CSTA and your fellow educators from across the country and around the world in Phoenix, July 7–10, 2019.

Whether this is your first time attending **CSTA's Annual Conference** or you're a seasoned attendee, here are my suggestions for making this a great conference experience.

- Be brave and meet new people! If you are an elementary school teacher, check out the #CSK8 chat and let them know you'll be attending. Share your plans to attend a session you're excited about using #CSTA2019. You never know, the session presenter may become a new best friend!
- When you plan your schedule, add some networking time to connect with others and build new connections.
- Arrive by Monday, July 8, so you can enjoy the awesome Welcome Reception—thank you to Microsoft for making it possible.
- Save room in your bag for the **great swag** you'll pick up as a CSTA+ member.
- Visit the CSTA Conference [website](#) to register at early-bird prices (through March 31).
- Follow CSTA's social media channels to catch the latest conference news and updates on workshops and sessions.

I promise you won't be lonely!

See you in July.

Jake Baskin

CSTA Executive Director

## Upcoming CSTA 2019 Conference Deadlines

Take advantage of these ways to save at CSTA 2019 before the savings pass you by.

- Save \$50 on registration by registering by March 31.
- Join or upgrade to CSTA+ membership to save \$75 on your conference registration.
- Apply for a scholarship by March 15.

Visit [cstaconference.org](http://cstaconference.org) for information on these savings.

## CSTA Thanks...

Debbie Carter  
for proofreading  
every one of the  
73 issues  
of the *Voice*  
beginning in 2005.

## Checkout the RESOURCES at CSTeachers.org

- [Publications](#)
- [CSTA K-12 CS Standards](#)
- [Align Your Curriculum](#)
- [Highlighted Resources](#)
- [Research and Reports](#)
- [Grant Support Request](#)

# Meet CSTA+ Member Kimberly Ingraham Beck

*Editor's note: Kimberly Ingraham Beck transitioned from orchestra director to computer science (CS) teacher. She is now the treasurer of the [Omaha Metro Area CSTA chapter](#) and loves her CSTA+ membership benefits. We talked with her about her work and role as a member of the Omaha Metro Area CSTA chapter.*

## How did you get involved in CS?

My involvement with CS started by learning a variety of computer languages in high school. I began my teaching career as a high school instrumental music instructor. I taught a couple of technology classes as my schedule allowed but I wanted to do more with technology. I found an open position, applied, and got it. I absolutely love my job and I love CS!

## Do you have a specific role within your CSTA chapter?

I joined the Omaha Metro Area CSTA chapter about a year and a half ago. I am the new chapter treasurer.

## Has CSTA helped your career?

CSTA has been so helpful to me! From networking with other teachers and professional development opportunities at the CSTA conference to resources for my classes, I am so, so grateful for this organization and proud to be a CSTA+ member.

## What benefit of CSTA+ membership do you utilize the most?

I'm very interested in Sphero robots and accessories and will use the discount from my CSTA+ benefit on my next Sphero purchase. I am also very interested in the free and discounted access to certification preparation courses from Pluralsight One.

## What's one thing people would be surprised to know about you?

I was the high school band and orchestra director at a large high school for six years.

Learn more about CSTA+ membership and the many benefits you'll receive [here](#).

## Know your CSTA+ Membership Benefits!

**CSTA+ Members enjoy free access to over 20 courses from Pluralsight. Develop your skills and prepare for computer science certification exams with courses in IT, operations, and more.**

Become a CSTA+ member now at <http://csta.plus>

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# First-ever CS Conference in Hawaii

SHANE ASSELSTINE

In December 2018, **CSTA Hawaii** hosted the first-ever computer science (CS) conference to be held in the state. Although there are several conferences focused on educational technology, we felt it was time to have one focused on CS. With over 100 educators in attendance and 30 volunteers, it was a fantastic day of sharing, learning, and networking. Educators from as close as the host 'Iolani School and as far away as the Philippines, made this an international event.

The CSTA Hawaii executive board started the day with facts about CS and the growing public interest over the past year. We empowered several teachers and students through a moderated panel to tell how CS has impacted their schools. Nine CS teachers from across the state presented breakout sessions organized in tracks for elementary, middle school, and high school teachers. The College Board held two sessions, an overview and a mock reading for the CS AP exam.



During lunch, attendees interacted in the student gallery with students as young as eight who were demonstrating applications of CS in the classroom. Several exhibitors were on site to demonstrate a wide range of resources and

professional development opportunities.

We closed the conference with a large-group session in which we reflected on the day, shared the collected resource links, and committed to continue moving CS education forward. The educators and volunteers that helped make this event happen created a positive, energetic vibe heading into the winter break and provided a spark for many to drive their excitement into the upcoming semester.



**CSTA Hawaii** understands that this event only happens with the generous support of sponsors and volunteers. We want to thank CSTA, STEMworks, Project Lead The Way (PLTW), Computational Thinkers, Google CSFirst, and the College Board for their sponsorship. We also want to thank those who participated as panelists, presenters, exhibitors, and attendees for making this event an overwhelming success.

**Support your local CSTA Chapter with your CSTA+ Membership!**

The new CSTA+ membership tier allows us to deliver a much richer level of support and value, without impacting the support we offer our standard, nonpaid members. It will also help us grow and sustain our local chapters, annual events, and central organization.

**Best of all, 50% of CSTA+ dues will go directly to local chapter programs.**

**Become a CSTA+ member today!**

# Classroom Resources for Java

MIKE MCCLENDON

*Editor's note: Educators are invited to share their favorite teaching resources and teaching strategies with Voice readers in this column of "Classroom Resources."*

A web search for "AP Computer Science A Java" returns over 17 million hits; it's awesome to live in such an information-rich era, but this is overwhelming. Where do new high school Java teachers even begin to find helpful materials for their classes? When a new teacher asks me, I point them to three excellent resources that I have used with great success over the past several years. I'd like to share my classroom-proven suggestions with you.

## Curriculum

First on the list is the excellent, comprehensive computer science (CS) curriculum package from A+ Computer Science, a company created by Houston-area CS teacher Stacey Armstrong. The materials are designed for high school teachers and include a sample syllabus, slides, labs, quizzes, and tests. Java is the middle course in this package, which also includes material for both a beginners' course and a more advanced course.

The Java material is very comprehensive, thoroughly covering the essentials of Java to help students prepare for their first college CS course and it completely covers the topics required for the AP exam. A+ also offers an on-line practice site and several additional test-prep materials. I consider A+ a must-have for a new Java teacher.

## YouTube

Most of my students tell me that YouTube is the first place they explore when they want to learn something, and YouTube has scores

of Java tutorials. I use several different YouTube resources for Java topics, but one creator really stands out because of the positive responses from students. My high school students easily relate to Bucky Roberts and find his explanations and examples clear and easy to understand.

I also really like Bucky, but with one reservation—I always completely preview his videos before showing them. Sometimes his humor is a little "on the edge." I mark the humor spots and fast-forward through them.

## Books

There are countless Java books available, many of which my students will not use unless forced to by an assignment. My goal is to excite students about CS by using learning materials that they enjoy. A collection of Java books by Annette Godtland is an example of such a resource. There are currently four books in the *Do-It-Yourself Java Games* series. The first book, *Do-It-Yourself Java Games: An Introduction to Java Computer Programming* is just right for high school CS beginners. The depth and complexity of topics increases with each subsequent book in the series.

Students respond positively because the books are project based, which is exactly how they want to learn. Java topics, such as loops, conditionals, classes, and methods are taught as a means to solve challenges encountered while creating a program. The books are written in a dialog style, more like a teacher-student interaction than a traditional textbook monologue.

I hope these suggestions are useful for your teaching.

## Additional resources:

[Bucky Roberts Java Tutorials](#)  
[A+ Computer Science](#)  
[Godtland Software](#)

## MARCH AUTHORS

### SHANE ASSELSTINE / PEARL CITY, HI

Shane is the past-president of CSTA Hawaii and is the Technology Integration Specialist at Momilani Elementary School.

### LIEN DIAZ / GEORGIA TECH

Lien is a founding partner of the Constellations Center for Equity in Computing at Georgia Tech. She is Director of Educational Innovation and Leadership.

### MICHAEL JONES / UNITED KINGDOM

Michael is a United Kingdom qualified CS teacher. He is involved in developing trainee teachers and assessment systems.

### MIKE MCCLENDON / CENTENNIAL HS, IDAHO

Mike teaches AP-CS A, web design, MySQL, and MongoDB in the West Ada School District.

### BARB SCHWAMMAN / OSAGE COMMUNITY SCHOOL DISTRICT, IOWA

Barb has been the Superintendent of the Iowa district since 2015. She received the 2018 CSTA Administrator Impact Award.

### VICKY ZHENG / EGG HARBOR TOWNSHIP HS, NEW JERSEY

Vicky is a junior at Egg Harbor. She believes all students should learn CS and is passionate about increasing female participation in CS.

# Creating CS Opportunities for All

BARB SCHWAMMAN

*Editor's note: Barb Schwamman, Superintendent of Osage Community School District and Superintendent of Riceville Community School District in Osage and Riceville, Iowa, received the 2018 CSTA Administrator Impact Award. During her time as Superintendent in Osage, she's grown computer science (CS) from nothing to courses at the middle and high school levels. Barb has supported the training of 40 K-5 teachers with CS Fundamentals Workshops. She is now enabling the additions of game development and cybersecurity in rural Osage.*

The Osage Community Schools in rural Northeast Iowa has made huge strides in CS for all—all students and all teachers. The district saw a need; a few students had coding and technology skills, but there were no formal classes or curriculum for everyone else.

Working together with the district's technology coach Kelley Molitor and high school teacher, Chris Kyhl, we created a plan to move the district forward and give students in our rural Iowa district the same opportunities as students in urban areas. Our goal is to become a leader in CS education in Iowa. Everyone will benefit if we produce students who are CS savvy. It is not enough to be a technology consumer; these students can be the creators of videos, websites, apps, and so much more.

CS classes are now available at all grade levels, opening new opportunities for our kids. All elementary teachers have been trained and our philosophy is to start kids young and to expose them to as much CS as possible. In the middle school, all students take an exploratory class in CS and a similar class is a required for all high school ninth graders. A career pathway, including courses such as Introductory CS, Introduction to Robotics, Web Design, Game Design, and Advanced Placement CS, has been established.

We have plans to expand offerings to include topics such as cybersecurity. A "STEAM" Festival with hands-on activities is

scheduled for March 12, 2019. The district recently established an ESports Club that has over 30 members. Opportunities in the Osage district can be viewed [here](#).

Without leadership and excellent professional development, we would not be where we are today. Osage has utilized training from [Code.org](#) and partnered with [NewBoCo](#) in Cedar Rapids, Iowa, to provide professional learning. The district has also received a grant from the State of Iowa to send staff to national training events and bring experts to the district to work with students and staff.

For more information please email [bschwamman@osage.k12.ia.us](mailto:bschwamman@osage.k12.ia.us) or visit the Osage School [website](#).

## CSTA Thanks...

**The CSTA 2019 Conference Planning Committee and the nearly 170 volunteers who reviewed the conference proposals.**

Past Chair	Daniel Moix
Conference Chair	Tammy Pirmann
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Ad Hoc	Dave Reed
Ad Hoc	Brian Nelson
Ad Hoc	Dan Schneider
Ad Hoc	Janic Mak
Ad Hoc	David Herring

# 2019 CSTA Bylaws Update

## A Message from CSTA's Board Chair and Chair Elect

As we launched the new era of CSTA last summer, it became clear to the board that we needed to update our organizational Bylaws to reflect the current practices of the organization and align with the strategic plan we have charted for CSTA.

A committee made up of three board members and led by incoming board Chairperson Jen Rosato brought the suggested updates to the full board in October of 2018, where they were unanimously supported. We most strongly believe that these updates are in the best interest of the association and most importantly, its chapters and members.

The final step in this process is a full vote by membership and we encourage you to vote in support of the below amendments. If you have any questions about these updates, we will be holding a webinar on March 5, 2019, at 7:00ET/4:00PT to speak with the community about these updates.

Fred Martin and Jen Rosato

### Overview of Updates

The process to ratify these proposed amendments is broken into two votes for the membership. The first vote is to make a group of amendments that update the bylaws to reflect the current practices of the organization. The second vote updates voting rights for members. Both groups are summarized below.

#### Group 1: Updates to reflect current practices

CSTA's operations have grown since the last update to the Bylaws in 2015. There are a number of minor language updates and process changes that reflect CSTA's current organizational practices that are suggested and supported by the Board of Directors.

These are summarized to include:

- Consistent use of "Chairperson" instead of President or Chair throughout.
- Consistent use of "educator" throughout to reflect not only teachers, but also administrators, counselors, and those in the out-of-school education space.
- Accurate representation of the current legal standing and relationship with ACM (Article I).
- Expanded definition and scope of membership and local chapters (Articles II and III).
- Revised definition of non-discrimination statement to increase inclusivity (Article II).
- Clarification of the dues-based paid membership structure (Article III).
- Clarifying the roles and responsibilities of the Executive Director and Board of Directors for overall governance and day-to-day activities (Articles IV, V and VI).
- Simplifying committee language and moving process documentation to the organization's *Policies and Procedures Manual* (Article V).

#### Group 2: Voting rights

The introduction and growth of paid membership is an essential aspect of the future sustainability of CSTA as established by the Board of Directors. In order to appropriately value the importance of voting privileges, committee and board service to our organization, we propose making these privileges available through the paid-membership level. Currently, less than 4% of CSTA's membership participates in elections. This amendment will allow those that value this privilege to opt into the process. This change also brings CSTA into alignment with best practices of peer organizations and sends a strong signal to current and future supporters that our membership is invested in the future of the organization.

The board fully supports these amendments as best for the future of CSTA. There are no dissenting opinions and therefore no rebuttal language included in the proposed changes.

# It Doesn't Matter Where Students Go to School. Except That It Does

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LIEN DIAZ

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With the school year well underway, I can't help but reflect on where we are today in computer science (CS) education. Numerous initiatives to expand access to CS were initiated over the last decade. Many successful stories of school systems integrating computing into their curriculum have been shared. Standards have been created or updated and there has been an increase in policies acknowledging the importance of CS.

Through my prior work on the *Advanced Placement Computer Science Principles* (AP CSP) project funded by the National Science Foundation, I was fortunate to meet high school teachers across the nation, passionate and dedicated to bringing the highest quality CS experiences to their students. The teachers who participated in the pilot were amazing. They came to meetings to learn, to contribute, and to form a community that would help sustain success for a course which has rooted in its framework the goal of broadening participation in computing.

I am forever grateful for having met these teachers as I learned so much about perseverance from them. And notably, they helped fuel my commitment to contest injustices that still exist in American education. These are the questions that continue to drive my work in a new role as Director of Educational Innovation and Leadership at the **Constellations Center for Equity in Computing** at Georgia Tech.

- What effect did the AP pilot have on how and where the course is currently being offered across the nation?
- Why didn't the pilot include more teachers of color (Black and Hispanic/Latino teachers) and teachers representing schools in most need of assistance with prioritizing CS education?
- Why weren't teachers from inner city or urban schools like in San Antonio, Oakland, Dallas, Detroit, Chicago, Baltimore, or Atlanta in the pilot? Or teachers from rural New Mexico, Montana, North and South Dakota?
- Are there enough teachers to teach CS in these places?

Regardless, there is more work to do to achieve a fair representation of teachers and students in schools in low-income communities.

I raise these questions publicly now because this time of year is an ideal time to reflect on our efforts to achieve equity in computing education. The mission of the Constellations Center is to democratize computing. As such, I want to be transparent in promoting access to computing, not only in places where structures already exist to serve students well, but also in school systems where we haven't been as keen as we ought to be.

In the background of Georgia Tech's campus lies the Atlanta Public Schools (APS), a system unique to its surrounding seven counties that make up the Atlanta metropolitan area. APS represents the segregated population of students that live in South Atlanta, where 80% of the students are Black, 7% are Hispanic/Latino, and 12% are White. The average household annual income in these neighborhoods is approximately \$29,000. Of the ten public non-charter high schools in APS, seven of them do not report any White students enrolled. In 2016, every surrounding school system in the Atlanta metropolitan area that had two or more public non-charter high schools had two or more public non-charter high schools offering at least one section of the AP CS A or the AP CSP course, or both. APS did not. There was only one public non-charter high school in APS that offered an AP CSP course with a teacher in the classroom.

It shouldn't matter where students go to school, except that it does. It shouldn't matter where teachers teach, but it does. Of course, all teachers are challenged with providing the finest educational experiences possible for their students, but the truth is this challenge is exacerbated for teachers in schools in low-income communities.

*Continued on page 8*

Continued from page 7

I don't have complete answers to my questions just yet—it's a work in progress. But if you're reading this article now, it's likely you're keeping up with the latest efforts on CS education or you may simply want to know more about what is happening in this space. Whatever the case may be, the point is that in improving efforts to expand access to computing we must find better ways to reach teachers (and students) in schools like those in APS across the nation. We must acknowledge that they warrant more commitment from this community. We can't keep going to the successful schools. We must be in systems where there is no justice in computing education and make it right.

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# CSTA Grants Support Chapter Success

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During last year's launch of CSTA+ membership, our organization reaffirmed its dedication to the growth of its local chapters by pledging 50 percent of dues back to fund chapters. Thanks to this funding—and the generous support of CSTA's partners—CSTA has introduced the new Chapter Grants program.

Launched in late 2018, the CSTA Chapter Grants Program is designed to support CSTA chapters in reaching their goals of building strong communities, providing professional development, and establishing an operational foundation. Through this program, chapter leadership can apply for funds and CSTA support to expand the impact of local programs or start new programs that support the growth of computer science education and enhance the value of local chapters.

In January, CSTA awarded its first grant to the Dallas Fort Worth chapter to help subsidize the cost of their **2019 DFW Collaborative Conference**. We're looking forward to awarding more grants in 2019.

Contact [Leslie.Scantlebury@csteachers.org](mailto:Leslie.Scantlebury@csteachers.org) for more information on the Chapter Grants Program.

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## Know your CSTA+ Membership Benefits!

CSTA+ members have access to early registration for the conference with special rates. Become a CSTA+ member now at <http://csta.plus> to ensure you're the first to know.

### Keep up with CSTA!

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**LinkedIn**  
[Computer Science Teachers Association](https://www.linkedin.com/company/ComputerScienceTeachersAssociation)

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# HackEHT— A Middle School Hackathon

VICKY ZHENG

*Editor's note: Vicky is a junior at [Egg Harbor Township High School](#) in New Jersey. She planned a hackathon with the support of her teacher and [CSTA Southern New Jersey](#) President, Adam Swift.*

I was inspired to develop a hackathon for middle school students after talking to my former middle school Coding Club advisor about my experience attending Stockton University's hackathon (StockHack). During our discussion, I realized that there were few hackathons open to middle school students. I decided to plan a middle school hackathon because I understand the importance of introducing students to computer science (CS) early.

I pitched the idea to my CS teacher, Mr. Swift, and he agreed to assist with the administrative side of the event. With his encouragement, I started planning HackEHT. To recreate the atmosphere of the hackathons I had attended, I developed a schedule which included workshops to introduce the participants to new software and time to create projects of their own. With an outline of the day's events, the next step was picking the perfect date. We decided that a hackathon would be a great way to celebrate CSEd Week.

To build a program of interesting activities, I asked several of my peers to prepare 25-minute workshops introducing CS concepts and software. Through these workshops, participants learned about Scratch, artificial intelligence, TinkerCad, Unity, Kodu, and Alice. I created a short video and flyer promoting the event. I also designed an event program outlining the day's schedule and recognizing those who contributed to the event.

My goal for HackEHT was simple: get middle school students interested in CS while having fun. Encouraged by my experiences at various hackathons like StockHack

and PennApps, I wanted younger students to experience a hackathon in a fun and comfortable environment.

I encountered some challenges. The main one was finding a middle ground between simple, block-based programming that students are familiar with and more difficult text-based coding. I decided to use software that students could easily learn in the time we had available, so most of the workshops focused on block-based, drag-and-drop programming. However, I included more advanced workshops as well to ensure all participants, novice and advanced, were challenged. One extremely successful, yet challenging workshop, featured Unity Game Engine. The middle school students loved the design feature and game-based nature of Unity. They were shown the design components of the software and sample code they could model.

Overall, HackEHT was a great success; the middle school participants were engaged throughout the workshops, displayed creativity and talents through the projects and programs they designed, spent the day collaborating with each other, and most importantly, they had fun!

In the future, I want to continue HackEHT and make this student-run hackathon an annual event. I plan to introduce workshops focusing on software new to students. I may also extend the HackEHT invitation to districts beyond Egg Harbor Township. As HackEHT grows, I want to raise money to cover the costs, including food and prizes.

Based on the positive feedback from participants, their parents, and technology teachers, hosting a middle school hackathon is a "can't miss" opportunity to promote CS and create excitement among younger students.

For first-time hackathon planners, I would recommend attending a hackathon. There you will get a feel for the atmosphere and details associated with planning a hackathon. You will see participants learn new CS concepts and explore different software applications while collaborating with friends on a project. Although there is often a competitive component in hackathons, they provide an opportunity to learn, create, and collaborate with peers and other CS enthusiasts.

HackEHT was not as long or extensive as some, but it was a starting point. Middle school CS experiences are super valuable when it comes to encouraging students to sign up for more CS learning. In the end, the most important thing is to ensure the participants learn new things and have fun.

# CSTA Election: Make Your Voice Heard

For more than a decade, CSTA has been widely recognized as the voice for K–12 computer science (CS) teachers. CSTA works to connect teachers with quality professional development, build and support a community of practice, and advocate for K–12 CS education on behalf of its more than 26,000 members.

The CSTA Board of Directors consists of 14 voting representatives, with 11 of those elected directly by the membership. In addition to working with the Executive Director in setting the organization’s direction, Board members lead in many of CSTA’s operational tasks through committees and task forces.

In this issue, we are pleased to announce the eight candidates for the four open 2019–2021 Board positions. An introduction to each follows.

## **K–8 Teacher Representative:**

Alana Robinson and Vicky Sedgwick

## **9–12 Teacher Representative:**

Doug Bergman and Art Lopez

## **School District Representative:**

Dan Blier and Bryan Twarek

## **At-Large Representative:**

Lien Diaz and Michelle Friend

As in past years, the election will take place online using the ElectionBuddy voting system.

All current CSTA members should have received an email from ElectionBuddy with a personalized link to the ballot. If have not received your email, first check your spam filter, then contact [CSTA Customer Service](#).

**Voting ends March 26**

## **K–8 Representative Nominees**

### **Alana Robinson**

Special Education K–8 Technology & Computer Science Teacher | P811M The Mickey Mantle School/New York City Department of Education | Brooklyn, New York

I believe access to computer science (CS) education for all students is required in this 21<sup>st</sup> Century digital economy. As a special education K–8 CS educator, I have seen the tremendous growth and development in my students’ problem-solving skills, confidence, computational thinking skills, grit, and persistence with the exposure to CS. I want to be part of a cohort of CS educator leaders who will give access and opportunity to all students so they will be skilled and inspired to be the next generation of innovators and problem solvers. We should be infusing ethics of computing and impacts of computing in all K–12 classes in order to develop empathetic digital students. As an educator of fourteen years in the special education sphere, access, equity, ethics, and diversity should be core values in CS education and for CS education leaders.

### **Vicky Sedgwick**

K–8 Technology Teacher | St. Martin’s Episcopal School | Canoga Park, California

Computer science education (CS) is vital in today’s world. As more states adopt standards for CS in K–12, I am hopeful that computer science will be taught to all students. But there is more work to be done to ensure that this happens. When I decided that I wanted my students to learn computer science, finding CSTA and the CSTA K–12 Standards were the keys to developing a program at my school and in building a support network for me. It is important that all teachers of CS feel supported in their efforts to bring CS to their students. I believe that CSTA is the organization that can help teachers to build support systems for themselves, locally, through chapters, and online. Through my involvement with CSTA, I have helped to build online communities for K–8 teachers through bi-monthly #CSK8 Twitter chats and the CSTAK8 Facebook group. I look forward to helping to strengthen these communities and finding other ways to support K–8 CS teachers.

## 9–12 Representative Nominees

### **Doug Bergman**

Computer Science Department Chair, High School CS Teacher | Porter-Gaud School | Charleston, South Carolina

The last two years have been an incredible journey as part of the leadership team of CSTA. With 20+ years of experience teaching CS, I have a firm grasp of what engaging CS looks like, what CS teachers need, where the challenges lie, and where the opportunities are. As CS becomes a part of the curriculum in more schools across the country, we have the opportunity to distinguish ourselves from other disciplines. Every day, we use technologies which are engaging, dynamic, and interactive—we have to make sure our CS classroom reflect that same spirit. By developing classes which are hands-on, creative, interactive, project-based, and relevant, we can attract a wider variety of students, especially students who have not yet thought about CS as something they might be interested in. Students across all subjects and interests should explore how CS can help them address the problems in the areas they have a passion for. We need just as many students minoring in CS as we need majoring in CS.

### **Art Lopez**

District Curriculum Specialist (TOSA) Computer Science, Computer Science Teacher | Sweetwater High School | Chula Vista, California

My name is Art Lopez and I currently work as the district curriculum specialist for computer science (CS) in the Sweetwater Union High School District and I teach AP CSP at Sweetwater High School. I am also credentialed as a bilingual educator in the state of California. I feel that I am both a strong and uniquely qualified candidate for the position. For the past eight years, I have been engaged and networking within the CS education space and movement at national, regional, and local levels. I have, and continue to be, an advocate and champion for equity access and for broadening participation of underrepresented groups in CS, such as women, ethnically diverse students, English Language Learners, and students of Learning Differences. I have been involved in, worked, and collaborated with several organizations, communities, and individuals across the nation, regionally, and locally, on CS education policies and initiatives, curriculum and instruction, and PD.

## School District Representative Nominees

### **Dan Blier**

Computer Science Curriculum Specialist | Plano ISD | Dallas, Texas

I would like to see our organization continue to build targeted K–12 computer science (CS) professional development. Our organization must continue to be the voice that advocates for funding at the national level. Given our current climate that puts coding news, we must work with our regional organizations to influence the implementation of new partnerships that benefit our members and their students. I believe my skills and experience will bring new ideas and passion to our organization.

### **Bryan Twarek**

Computer Science Supervisor | San Francisco Unified School District | San Francisco, California

I have had the privilege of serving on the CSTA Board of Directors for the last two years. I'm proud of the organization's growth during this time, and I would be honored to continue my position. I am well qualified given my unique experience across many levels of the educational system, from classroom teacher and site leader, to district, state, and national leader. I have the privilege of directing the expansion of computer science (CS) education in San Francisco's public schools, where we are working to teach all students from pre-K to twelfth grade. My success across an entire school system makes me a strong candidate and has prepared me to support an even broader group of CS educators. With a growing number of CS teachers, the CSTA has a great opportunity to act as their primary community and voice. I want to help the CSTA capitalize on this opportunity and provide meaningful professional development and connections for CS educators across the world, particularly those new to CS.

## At-Large Representative Nominees

### Lien Diaz

Director, Education Innovation and Leadership |  
Constellations Center for Equity in Computing | Atlanta,  
Georgia

I'm an advocate for equity and I'm a computer science (CS) and STEM education crusader. My work is motivated by challenging the status quo to change perspectives of CS education and make transparent the issues that must be addressed to obtain equity in computing. I believe that equity must be at the heart of all efforts to overcome socioeconomic barriers and issues of race, gender, and identity that persist in CS education. I strive to ensure that underrepresented groups (women, people of color, disabled) have their voices heard, especially in matters of inclusion and equity. As a former teacher, I believe in raising the significance of the teaching profession. Together, we must lift the importance of CS teachers if we are to improve on CS education in our nation. And we must work to diversify CS teachers so that students of color can envision the possibilities in CS with teachers they can relate to. I advocate for differentiated PD to meet the needs of teachers and equip them to help ensure higher levels of engagement and success in CS classrooms.

### Michelle Friend

Assistant Professor | University of Nebraska at Omaha |  
Omaha, Nebraska

One of the greatest accomplishments of my life is helping create CSTA, and I am a passionate supporter of the organization. The CSTA conference in July reminded me of the energy the organization can inspire, and moved me to re-engage and help once again; I had stepped away from leadership to pursue a Ph.D. in computer science (CS) education. Now, with a new perspective as a CS teacher educator and researcher, in addition to my prior experience as a classroom teacher, I want to help CSTA meet the needs of teachers and support exemplary CS education for ALL students.

# Make Your Voice Heard

## K–8 Teacher Representative

Alana Robinson  
Vicky Sedgwick

## 9–12 Teacher Representative

Doug Bergman  
Art Lopez

## School District Representative

Dan Blier  
Bryan Twarek

## At-Large Representative

Lien Diaz  
Michelle Friend

The election will take place online using the ElectionBuddy voting system.

All current CSTA members should have received an email from ElectionBuddy with a personalized link to the ballot. If have not received your email, first check your spam filter, then contact **CSTA Customer Service**.

Learn more about the candidates **here**.

Voting ends March 26, so be sure to make your voice is heard.

# VOTE!

# What's Coming Up

Find more upcoming CS events on the CSTA [website](#).

List your CSTA event by contacting: [customerservice@csteachers.org](mailto:customerservice@csteachers.org)



## CCSC (Southwestern)

March 22–23, 2019  
Stanford, CA

## CCSC (South Central)

April 5, 2019  
Dallas, TX

## CCSC (Central Plains)

April 5–6, 2019  
Cottleville, MO

## CCSC (Mid-South)

April 12–13, 2019  
Little Rock, AR

## CCSC (Northeastern)

April 12–13, 2019  
West Haven, CT

## AP Computer Science A Reading

June 2–8, 2019  
Kansas City, MO

## AP Computer Science Principles Reading

June 11–17, 2019  
Kansas City, MO

## AZ CS PD Week

July 17–21, 2019  
Tempe, AZ

## 2019 CSTA Annual Conference

July 7–10, 2019  
Phoenix, AZ

## CEMC

August 13–15, 2019  
Waterloo, Ontario, Canada

## Computing at School (CAS)

Upcoming events in the UK

## College Board Webex Meetings

Various dates and times

## College Board Workshops and Institutes

Various dates and times

**Enjoy the benefits  
Become a  
CSTA+ member now!**

**2019 CSTA Annual  
Conference  
Register today!**  
[cstaconference.org](http://cstaconference.org)