



Voice

Back to School

The Voice of K–12 Computer Science Education and its Educators

Volume 11, Issue 4

September 2015

Inside This Issue

FEATURES

- 2015 CSTA Conference Review*
- Conference Reflections All Kids Code*
- Engaging All Learners*
- Congratulations Computational Thinking for Educators*

COLUMNS

- Student Opportunities Spotlight*
- Bits and Bytes*
- Equity Matters*
- Chapter News: Arkansas*
- Chapter News: Connecticut*
- Meet Lindsay and Betsy Job Seekers and Employers*

INFO BRIEFS

- Keep Up with CSTA! Staff*
- Contribute to the Voice*
- Contact Info*
- Meet the Authors*
- Mark Your Calendar*

IN THE NEXT
VOICE

CSEd Week
Advocacy

2015 CSTA Conference Review

Lissa Clayborn

The 2015 CSTA Annual Conference 2015 was the best yet! Over 390 educators gathered in Grapevine, Texas, for the premier computer science professional development event of the year. A conference of this quality doesn't happen without months of preparation, planning, and hard work.

Behind the scenes, our conference planning committee (Doug Peterson, Program Chair; Duncan Buell, Review Chair; J. Philip East, Workshop Chair; Dave Reed, Professional Development Chair; Stephanie Hoepfner, Tammy Pirmann, Hal Speed, Sheena Vaidyanathan, Henry Vo, and Lizan Ward) set the stage by selecting a stellar line-up of presentations.

They also expanded the number of professional development offerings by adding an additional day that included a networking session, a hands-on activity, a Google Tinker Studio, and four new three-hour workshops. Tuesday's offerings also expanded to include a lunch-time industry panel that focused on "Preparing kids for a CS career."

Workshops began Sunday evening, the first day of this three-day conference, and continued through Monday. Fourteen workshops were offered on the new CS Principles (CSP) curriculum projects, including resources from Code.org, the Beauty and Joy of Computing, and Mobile CSP; data analysis with R; and embedding CS in the science classroom, to mention just a few.

Monday's activities culminated in a trip to the University of Texas Dallas campus where attendees were treated to a tour of the facility, heard from students, and enjoyed a lovely

buffet.

Day three, Tuesday, continued with a fantastic lineup of sessions beginning with Seth Andrew, Chief Technology Officer of the United States, as the opening keynote speaker. Seth shared his thoughts on how K–12 CS education can be revitalized.

Tuesday's 23 one-hour sessions and six twenty-minute mini-sessions included a variety of topics. Recognized at the conference were Dr. Betsy Hargrove, Administrator Impact Award; Carl Lyman, runner up; and Carl Frank as Advocate of the Year. Three developers from GearBox, a game development company, closed the day with insights about CS careers to share with students.

The conference wrapped up with the CSTA Big Big Giveaway and a reception hosted by Code.org. The sessions and keynotes for the CSTA Annual Conference were chosen through a proposal and review system.

If you missed this year's conference, you will be able to view some of the one-hour sessions in September on the conference microsite at www.cstaconference.org.

The 2016 CSTA Annual Conference will be in San Diego, California, July 10, 11, and 12. Mark your calendar now and consider sharing your expertise as a presenter or workshop leader. The call for proposals for the 2016 conference will be announced early this fall via the CSTA announcements listserv.

A special thank you to our sponsors for making the 2015 Conference possible: Google, Lockheed Martin, Microsoft, NCWIT, Oracle Academy, and UT Dallas.

Keep Up with CSTA!

csta.acm.org

Twitter
(@CSTeachersA
and #csta14)

Facebook
(Computer Science
Teachers Association)

LinkedIn
(search for computer science
teachers association)

Board Officers

David Reed

Chair

DaveReed@creighton.edu

Deborah Seehorn

Past-chair

deborah.seehorn@outlook.com

Staff

Mark R. Nelson

Executive Director

Phone: 518.281.2975

m.nelson@csta-hq.org

Lissa Clayborn

Deputy Executive Director/
Chief Operating Officer

Phone: 212.626.0507

l.clayborn@csta-hq.org

Pat Phillips

Editor

Phone: 608.436.3050

cstapubs@csta.acm.org

Visit CSTA Online

Membership Information

Curriculum

Teaching Resources

Professional Development

Advocacy and Outreach

Research



csta.acm.org

Conference Reflections

A Newcomer's Perspective from Mark R. Nelson, CSTA Executive Director

On the first day of the CSTA Conference, Dave Reed, chair of the CSTA Board, issued a challenge: I was to learn the name of all attendees by the end of the event. Alas, I fell short of that goal and only mastered perhaps a quarter to a third of the nearly 400 attendees.

In pursuit of the challenge presented, I met a diverse collection of individuals who make up the CSTA community. I met early on with three amazing teachers from Connecticut: Chinma Uche, Melissa Fearington, and Betsy Dillard. They shared inspiring stories that really set the tone of the event in my mind: great stories, powerful ideas, passionate teacher leaders, and promising new relationships. This year's event revealed an impressive array of teacher leaders from across the CS teacher community.

CSTA 2015 marks the launching point for CSTA's next decade. Our strategic planning process will define a specific set of initiatives designed to add value to the CSTA membership.

Feedback from members at CSTA 2015 will make it into those initiatives. For example, in the year ahead we will launch a new website and member experience. We will make additional enhancements to CS 2016, and prioritize activities to strengthen support for Chapters. The CSTA mission matters and the conference yielded great feedback for me to consider as we plan our future activities.

Thank you to all of those whom I met in Grapevine for making my first CSTA conference a positive experience and one to remember. I appreciate the time so many attendees took to introduce themselves, share ideas, ask questions, and welcome me to the community. I also appreciate all the hard work members of the community do to support CS teachers, education, and CSTA more generally. I look forward to engaging with many members in the year ahead, and I am already looking forward to CSTA 2016 in San Diego.

All Kids Code

Grant Smith

Editor's note: Grant Smith teaches in the Avondale Elementary School District, Arizona—the district of this year's CSTA Administrator Impact Award recipient, Dr. Betsy Hargrove.

Flora is very quotable, her most notable sayings include: "Not all tattoos are visible," "This is a no cry zone," and "It's an ice cream lunch kinda day." If she wasn't paying attention when you asked her a question, she would flatly respond, "Whatever is best for the children."

This last quote was more than just a way to get out of trouble for tuning out while people were talking; it was a philosophy that guided her many years as an educator. Flora retired a few weeks ago, but before leaving, she used her position as the Avondale Elementary School District (AESD) Director of Academic Services to support a bold initiative.

In 2014, AESD in Avondale, Arizona, was looking for a technology integration specialist to help with the 1:1 program. In an interview for the position, I talked about how I had

CSTA Voice ISSN: 1555-2128

CSTA Voice is a publication of the Computer Science Teachers Association.

CSTA Voice is a quarterly publication for members of the Computer Science Teachers Association. It provides analysis and commentary on issues relating to K–12 computer science education, resources for educators, and information for members. The publication supports CSTA's mission to promote the teaching of computer science and other computing disciplines.

Change of Address and Membership Questions: Contact Member Services via e-mail at cstahelp@csta.acm.org, or call 1-800-342-6626 (U.S. & Canada) or +1-212-626-0500 (Global).

Reproduction Rights Information: No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or information storage and retrieval system, without permission in writing from the publisher. Exception: permission to photocopy [individual] items for internal or personal use is hereby granted by CSTA.

Criteria for submitting articles: Potential writers for CSTA should send a brief description of the proposed article, estimated word count, statement of value to members, author's name & brief bio/background info, and suggested title to the editor at cstapubs@csta.acm.org. The final length, due date and title will be negotiated for chosen articles.

Notice to Authors Contributing to CSTA Newsletter: By submitting your article for distribution in this publication, you hereby grant to CSTA the following non-exclusive, perpetual, worldwide rights:

- to publish in print on condition of acceptance by the editor
- to digitize and post your article in the electronic version of this publication
- to allow users to copy and distribute the article for noncommercial, educational or research purposes

However, as a contributing author, you retain copyright to your article and CSTA will make every effort to refer requests for commercial use directly to you.

recently changed careers and taught coding classes at the primary level. Flora and I eagerly discussed the possibility of teaching all students in the district, K-8, how to code. She hired me and subtly focused my responsibilities on the “other duties as assigned” portion of my job description. In the beginning, I worked less on selling the idea and more on making it happen. Flora and I didn’t ask for permission. Thankfully, after spectacular results, we never had to ask for forgiveness either. The initiative was only made possible because a district leader empowered me to scale up my work.

After I helped the Technology Special Area teachers start teaching our new curriculum, I began to sell the “All Kids Code” initiative to the Governing Board and Administrators. Throughout the year, I curated appropriate curriculum, ran community events, and trained teachers to ensure student success. Without a central leader to champion the initiative, things would have fallen apart very quickly.

At the end of our first semester of teaching all kids to code, I presented our progress to the AESD Superintendent, Dr. Betsy Hargrove, and the Governing Board. They saw the amazing skills our students had gained and compared them to what used to be taught in the computer labs (Word, PowerPoint, etc.). In response, I was given carte blanche to do whatever was necessary for the success of the program. At the end of the school year, the district adopted our Computer Programming Curriculum Guide as the official curriculum for the former Technology Special Area class.

I still hold in my memory the face Dr. Hargrove made when she realized the amazing impact this initiative would have on our students. From that moment forward, Dr. Hargrove led the charge to teach all kids code. She promoted the program in the community and with our staff. She constantly encouraged students to work hard and helped them with their programs. I was not surprised when I heard that Dr. Hargrove had won this year’s Administrator Impact award from CSTA. As the superintendent, Dr. Hargrove provided crucial support for the continuation of our “All Kids Code” initiative.

If “free” is the most popular word in education, “ideal” is the least popular word. I could not find a single curriculum that could be called “ideal” to teach all kids to code. However, I did find many free resources. Our students used a combination of Code.org, Scratch, Khan Academy, and others to learn at their own pace. My team and I outlined five levels for students to progress through. In the first three levels, students gain skills in computational thinking. Level 4 introduces a real-world programming language, JavaScript. In Level 5 students work on a project based learning activity to create a program that solves a problem of their choosing. With technology moving so quickly, we focused less on the tools, and more on the learning outcomes outlined in our curriculum guide.

The All Kids Code initiative can only fail if we become complacent. There are many aspects of the program that we want to improve. We need to become more data-driven. Students should have more non-linear lessons with expanded freedom to create programs of their choice. Students should also be able to more easily share their work, receive meaningful feedback, and reflect on their own learning. Educators need more training to improve their content knowledge and ability to change roles from traditional teacher to learning facilitator. Because we have set high expectations for our students, we should similarly hold ourselves up to a standard that makes us stretch.

I am proud to be part of this outstanding initiative. Through the generous support of Emerald Data Solutions (creators of BoardDocs), I am dedicating the next year of my career to refining the All Kids Code initiative. I will work at creating a scalable solution that will enable all districts to easily replicate my work for free. As Flora would put it: Teaching all our students to code is what’s best for the children.

LEARN MORE:
www.edtechsmith.com/coding-in-the-classroom.html
goo.gl/hIqlhA (AESD’s Computer Programming Curriculum Guide)



Let us know if your contact information changes.

t.nash@csta-hq.org

Contribute to the CSTA Voice

The editorial board of the *CSTA Voice* is dedicated to ensuring that this publication reflects the interests, needs, and talents of the *CSTA* membership. Please consider sharing your expertise and love for computer science education by contributing newsletter content.

Potential writers for the *CSTA Voice* should send a brief description of the proposed article, estimated word count, statement of value to members, author’s name and brief bio/background info, and suggested title to the editor at: cstapubs@csta.acm.org. The final length, due date, and title will be negotiated for chosen articles. Please share your knowledge.

Volunteer today!

The CSTA Voice welcomes your comments.

E-MAIL: cstapubs@csta.acm.org
PHONE: 1-608-436-3050

Letters to the Editor are limited to 200 words and may be edited for clarification.



ACM founded CSTA as part of its commitment to K-12 computer science education.

Congratulations, Betsy Hargrove
Avondale Elementary School District, Arizona
CSTA Administrator Impact Award

CSTA THANKS



CSTA CONFERENCE COMMITTEE

Doug Peterson
Program Chair

Duncan Buell
Review Chair

J. Philip East
Workshop Chair

Dave Reed
Professional Dev. Chair

Stephanie Hoepfner
Tammy Pirmann
Hal Speed
Sheena Vaidyanathan
Henry Vo
Lizan Ward



VOLUNTEERS

CSTA Texas Central
CSTA Dallas/Fort Worth
CSTA Greater Houston
CSTA Members
and Board

KEYNOTE SPEAKERS

Seth Andrew
Sean Reardon
Jimmy Sieben

PRESENTERS AND LEADERS

Engaging All Learners

Making the Implicit Explicit

Eric Allatta

The Academy for Software Engineering (AFSE) (afsenyc.org) is a New York City (NYC) public high school, opened in 2012 to create and deliver a four-year computer science (CS) sequence (in addition to standard courses) accessible to every NYC student. As a Career and Technical Education (CTE) Academy, all of the electives are focused to prepare students for futures in a computing-driven economy.

There is a thin line that we traverse with our students separating lack of engagement, because the work is too challenging or too open-ended, from work that is over-scaffolded and boring. If we want all of our students to be successful in our classes, we need more than interesting projects.

To broaden participation in CS, we need to make explicit what is too often left implicit. Assignments must be built with structures that support learning by providing entry points for every student and targeting specific skills. However, the supports must diminish thoughtfully over time lest we encourage over reliance.

We try to identify sub-skills that we often assume kids will acquire, and build instruction and practice around making those skills explicit and concrete. We believe that implicit assumptions often become the barriers to broadening participation in more advanced course work, and we believe that by developing pedagogy around making implicit skills explicit we can engage more students in rigorous CS.

In all courses, but especially in our introduction to CS “toolbox” course, we use a tiered assignment structure to provide multiple entry points for all students. Tiered assignments have multiple layers, where each layer completes or expands upon a version of the main idea. Each tier aligns with a level of Bloom’s Taxonomy, and we generally use three tiers.

The first is a knowledge/application tier where students repeat steps to solve a problem that has been modeled for them. The second requires some analysis of the problem or extrapolation of the idea to a different context. The third is open-ended and requires students to make judgments about possible solutions. Grades are tied to these levels; the more tasks students accomplish, the higher their grades, demonstrat-

ing higher conceptual mastery of the learning objectives.

We look for alignments through the vertical levels of our course sequence that we can unpack into more of the implicit skills and habits that students need in advanced coursework. Two of those vertically aligned sub-skills that we have found are tracing and testing. By incorporating specific sub-skills, such as tracing a conditional expression into a project, students can explicitly practice skills that are needed to be successful in upper level courses where it is necessary to assume them as a foundation.

Beginning with Scratch, we have students trace code examples and track changes to find patterns and identify similarities, differences, and needs for abstraction. Writing examples of functions, comparing the results of a project to requirements, and articulating expected behaviors are all examples of testing. The assignment we call “Grumpy Fowls” is a quintessential example of tiered assignments and gives students an opportunity to practice with explicit sub-skills. Here is a brief description:

The student enters into a Scratch project with obvious missing features: the bird flies at the pig but nothing happens when they collide. The missing features motivate a lesson on Boolean expression and practice evaluating Boolean expressions and predicting the behavior of conditional expressions. Students then go back to the Scratch project and fill in the missing features.

The assignment itself is tiered. At the first tier, students are given three pigs in different locations. The code needed to complete the conditional is first given as a worked example, then somewhat complete, and finally, entirely missing.

At the second tier, students need to detect collision with a wall that comes between the bird and the pigs. It requires some white boarding and is solved with a nested *if* statement.

At the third tier, students are encouraged to be game developers and implement new possible features from a bank of suggestions.

As we continue to develop our pedagogy, we are looking for ways to bring more evaluative and judgment-based thinking into the application level of our assignments.

Computational Thinking for Educators

Elaine Kao

Computational thinking (CT) has gained considerable momentum over the past several years. Google has played a role in this with our continued efforts around Exploring Computational Thinking (g.co/exploringCT), which includes a curated collection of classroom-ready lesson plans, videos, and other CT-integrated resources. But while many around the world have become familiar with this phrase, the majority of educators and administrators still continue to struggle with what CT is and how they might integrate and apply it to their own teaching strategies and curriculum.

To this end, we have developed Computational Thinking for Educators (computationalthinkingcourse.withgoogle.com), a free, online course where educators can explore and learn

- What is CT?: Educators will learn what computational thinking is, where it occurs, why it matters, and how it is being applied.
- Exploring Algorithms: Educators will walk through examples of algorithms that are applicable to their subjects, experience the power of algorithms, and learn how technology can be useful for implementing and automating algorithms.
- Finding Patterns: Educators will explore examples of patterns and develop their own processes for approaching a problem through pattern recognition.
- Developing Algorithms: Educators will apply the computational process to a given problem and learn how algorithms can

While CT is essential to the development of computer applications, it can be used to support problem solving across all disciplines.

more about what CT is and how it can be integrated into a variety of subject areas that they teach, whether it be computer science, humanities, math, or science.

Through this course, educators will learn that everyone can benefit from thinking computationally. While CT is essential to the development of computer applications, it can be used to support problem solving across any and all disciplines. Students who learn CT across the curriculum can begin to see a relationship between subjects, as well as between school and life outside of the classroom. Likewise, for educators, CT can enhance what they are already doing and teaching in their classrooms.

This course is not meant to teach everything there is to know about CT. The goal of our course is to increase awareness of CT among all educators around the world and encourage them to integrate CT into their everyday content. It is designed for educators who may not already know what CT is, for those who want to understand and learn why and how CT applies to them, and for those who want to explore how they can use CT in their classrooms to support and enhance student learning.

Thus the course is divided into five parts, each focusing on the following:

- articulate a process or rule.
- Applying CT: Educators will create a statement of how CT applies to their specific subject area and design a plan for how to integrate it into their work and classroom.

And for those who do not have the time to create their own CT-integrated materials, this course includes links to a variety of resources developed by other educators who have already started to incorporate CT into their specific disciplines and subject areas. During this course, educators can also connect with other like-minded educators and subject-matter experts via the course community, where educators can ask and/or answer questions, collaborate, and share resources with one another.

For more information on Computational Thinking for Educators or to register, visit: computationalthinkingcourse.withgoogle.com. For direct access to the curated collection of CT-integrated lessons, videos, and other resources, visit: g.co/exploringCT.

Editor’s note: We would like to thank Google for its support of the CSTA and the K–12 CS education community.

Meet the Authors

Eric Allatta

Academy for Software Engineering

Eric is a founding CS teacher of the Academy and has been a pilot instructor for the development of AP CS Principles since 2013.

Lissa Clayborn

Deputy Executive Director/Chief Operating Officer, CSTA

Lissa has worked for over 15 years in the nonprofit educational technology sector. Before joining the CSTA team, Lissa was the Director of Operations at the International Society for Technology in Education.

Ammi Ludwick

AiC Program Director, NCWIT

Ammi is responsible for program implementation of the Collegiate, Educator and High School Awards. She works closely with the managers of the NCWIT AspireIT K–12 Outreach program and the NCWIT Aspirations in Computing Community.

Daniel Moix

Vice-President, CSTA Arkansas

Daniel is a CS teacher at ASMSA and a CSTA CSALT member. He is leading an initiative called Coding Arkansas’ Future.

Mark R. Nelson

Executive Director, CSTA

Mark is the new Executive Director for CSTA. He joins CSTA with a rich background and experience in teaching, research, service, and executive roles.

Grant Smith

Technology Coordinator, Avondale Elementary School District

Grant initiated the All Kids Code initiative to teach programming to all K–8 students. He is a certified Google Trainer.

Student Opportunities

Faces of Computing - A Student Competition from CSTA

The CSTA Equity Committee is pleased to announce this year's annual video competition, "Faces of Computing," to showcase the diversity of individuals participating in, and benefiting from, computer science (CS). The theme of this year's competition is "Computing for the Common Good." Students are encouraged to submit entries to show how computing can make the world a better place for its citizens. Ideas for videos include:

- Promotional: show your school's CS program and the ways it works to teach computing for good.
- Project demonstration: a potential or completed CS project that exemplifies the theme.
- Informational: highlight existing ways that computing is a force for good in any field.
- Documentary: create a documentary of a historical figure or event from CS that showcases the theme.

The video design format can be a commercial, a trailer, a public service announcement, a skit, or simply informational. We're looking for creative interpretations of the theme.

Guidelines:

- An image of students must be in the video.
- The video must clearly demonstrate the theme, "Computing for the Common Good."
- The students in the video must be from diverse backgrounds or the video must highlight the involvement of diverse people in computing.
- The video should include creative images that reflect students' lives, interests, and experiences with computing.
- The videos must be posted on a video service of the student's choice and the link submitted to CSTA using an online form.
- The video cannot be longer than 3 minutes.

The deadline for submission is November 7, 2015. Winners will be announced during CS Education Week. More information, including how to submit your video, will be available soon on the CSTA website (csta.acm.org). For inspiration see last year's winners at: blog.csta.acm.org/2014/12/08/winners-of-faces-of-computing-contest.

Spotlight

CSTA Advocate of the Year: Carl Frank

Carl Frank teaches computer science (CS) at the Arkansas School for Mathematics, Sciences & Arts in Hot Springs, Arkansas. In his role as president of the CSTA Arkansas chapter, he has done phenomenal work over the last year to lay the foundation for the explosion of CS education in Arkansas. Partnering with the Arkansas STEM Coalition and the Arkansas Academy of Computing, Carl organized the first Arkansas CS Education Summit, bringing together nearly 200 leaders from education, government, and industry. This helped set the climate for Arkansas Act 187 of 2015, requiring all public and charter high schools in Arkansas to offer CS classes. The bill passed unanimously. Plans are being made for a second summit in October.

Carl has volunteered his time on Arkansas Department of Education committees to set learning outcomes for two new

CS courses. Because of his work, the Arkansas standards are aligned with the CSTA K–12 standards. He also served on a committee to set outcomes for CS education programs of study at Arkansas colleges and universities.

Carl's friendly demeanor and "never-met-a-stranger" attitude have allowed him to grow a network of stakeholders, yielding a diverse network of advocates and allies.

"Carl was my high school CS teacher. He was my mentor when I began teaching CS, and he is a fantastic colleague. He and I have worked closely for over a decade, and it's time he's recognized for his fantastic contributions to K–12 CS education in Arkansas." ~ Daniel Moix

Bits and Bytes

The ACM/CSTA Cutler-Bell Prize Announced

Four winners in The ACM/CSTA Cutler-Bell Prize in High School Computing will receive \$10,000 prizes in recognition of computer science (CS) excellence! The contest is sponsored by Drs. David Cutler and Gordon Bell of Microsoft who provided a million dollar endowment for the prize. Four prizes will be awarded to the higher education institutions of the winning high school seniors.

Applications are now open. Applicants must be U.S. high school seniors. Students must submit an artifact that engages modern computing technology and CS. Judges will be looking for submissions that demonstrate ingenuity, complexity, relevancy, originality, and a desire to further CS as a discipline. Each entrant must have an advisor, a K–12 teacher who is knowledgeable in computing.

The winners will be invited to attend the awards ceremony next year. Submission guidelines and application forms are available on the CSTA website (csta.acm.org/Advocacy_Outreach/sub/Cutler-BellPrize.html). The submission deadline is January 1, 2016.

Kids, Code, and Computer Science Magazine

The Kids, Code, and Computer Science Magazine (www.kidscodecs.com) covers software programming, CS, and how we use technology in our daily lives -- just for kids. Published online since August 2013, the magazine recently added a print version for school and community libraries in February 2015. Content includes articles plus resource pages of often hard-to-find information, such as software languages created for education, coding schools, summer tech camps, and resources for learning a language. The magazine features resources that support the CSTA K–12 CS Standards.

Equity Matters

Aspirations in Computing Student and Teacher Awards
Ammi Ludwick

The need for more young women to take an interest in computing is well understood. In 2014, only 20% of Advanced Placement Computer Science (AP CS) test-takers were female. The Aspirations in Computing (AiC) program was designed to reverse this trend by providing encouragement and visibility, and recognizing technically

inclined young women. AiC is a talent development initiative of the National Center for Women & Information Technology (NCWIT). The NCWIT Award for Aspirations in Computing honors high school women for their computing-related achievements and interests.

The AiC Award offers both a national and local competitions to generate support and visibility for women’s participation in computing nationwide. Last year, over 1,660 women were recognized at events representing all 50 states, the District of Columbia, Puerto Rico, and overseas U.S. Military Bases.

We want to honor even more students this year and that means we need you! Sixty-seven percent of applicants say they applied because they were encouraged to do so by an educator. You inspire these young women every day. It is through your teaching they see the value of CS education. Past award winners report becoming proud, inspired, determined, confident, excited, and encouraged about their futures in computing after winning the award.

In addition to identifying a pool of talented young women, NCWIT also recognizes outstanding educators like you who play a pivotal role in helping to encourage young women to explore their interest in computing and technology. Each AiC Educator Award recipient is given up to \$1000 in cash, as well as professional development funds, and is honored at the regional award ceremony alongside the student winners. “This has opened up my mind to finding new ways to help these ladies achieve goals they once thought were impossible,” an Educator Award winner reported.

Applications for the 2016 Aspirations High School and Educator Award are open from September 1 to October 26, 2015. For application forms or for information about NCWIT or the AiC program, visit www.aspirations.org or contact aspirations@ncwit.org.

Chapter News: Arkansas

Coding Arkansas’ Future

Daniel Moix

Until this year, only about 24 districts in Arkansas offered computer science (CS) courses. But thanks to a collaboration between Arkansas School for Mathematics, Sciences and the Arts (ASMSA) (www.asmsa.org) and the Arkansas CSTA Chapter, the state of CS education in Arkansas is about to change.

During the upcoming year, many districts will be teaching Essentials of Computer Programming, one of the state’s new CS courses. In July, teachers from 15 schools participating in this initiative received a week of professional development to learn the fundamentals of CS.

Students in these districts will receive some of the course instruction online from ASMSA CS teachers through video conferencing and a learning management system, Canvas. Other instruction will be delivered face-to-face by the classroom teachers who are new to CS.

Daniel Moix, CSTA Arkansas Vice-President and a CSALT member, is leading this initiative, called “Coding Arkansas’ Future,” and is teaching the content from ASMSA. This initiative will expand the CS teaching capacity in Arkansas and move the state toward the Governor’s vision of CS being taught in every district in Arkansas.

In February, Gov. Hutchinson signed Act 187 into law that requires all public and charter high schools in Arkansas to offer CS courses beginning with the 2015-16 academic year. The course may be counted as a math credit toward students’ graduation requirements. The law fulfilled a 2014 campaign promise to increase CS education opportunities within the state. Learn more about CS in Arkansas at: www.asmsa.org/news-events/239/asmsa-coding-arkansas-future-through-new-program.

Chapter News: Connecticut

Connecticut CS Teachers Recognized

Computer science (CS) teachers have put CS education in the spotlight by being recognized with a variety of teacher awards. Congratulations to all.

Jackie Corricelli of Conard High School in West Hartford, was awarded the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) (recognition.paemst.org/finalist_profile/35744).

Melissa Fearington was named the Educator of the Year by the Simsbury School District. She teaches Advanced Placement CS A and Computer Science Principles (CSP) as a Mobile CSP teacher. She and her CS students trained K–12 teachers in the district to teach Code.org courses and thereby introduced CS to every student in her district (www.courant.com/entertainment/music/hc-simsbury-educator-of-the-year-20150609-premiumvideo.html).

Laura Grover of Kolbe Cathedral High School in Bridgeport, was named Teacher of the Year by the Rotary Club. Laura joined Connecticut CSTA as a Mobile CSP teacher. She is an active participant in the association and promotes the mission of CSTA (www.kolbecaths.org/latest-news/rotaryclubnamesstudentandteacheroftheyear).

Chinma Uche of the Academy of Aerospace and Engineering High School in Hartford, was named Teacher of the Year in the Capitol Region Education Council (CREC) school district. She teaches AP CS A and the Mobile CSP version of CS Principles.

SHOW ME THE NUMBERS CSTA 2015 ANNUAL CONFERENCE STATS	
Attendees	390
Workshop seats	485
Sessions	24
Workshops	14
Keynotes	2
Sponsors	6
Exhibitors	15
Industry panel	1
Receptions	2
New events for 2015	6
Take home swag items	6,800

Source: CSTA Conference Committee

We're on the Web: csta.acm.org
Like our Facebook page!

Meet Lindsay and Betsy

CSTA welcomes Lindsay Bradley, CSTA Project Manager. Lindsay brings over 10 years of experience to CSTA, having worked for a number of educational organizations including CBT Nuggets, the Educational Policy Improvement Center (EPIC), Educational Testing Service (ETS), and St. Mary's University, where she also received her Bachelor and Master of Arts degrees. Lindsay's previous roles have focused on project management, research, writing and presenting, client relations, executive coordination, teaching, and events and travel planning. In her spare time, Lindsay enjoys reading, music, dancing, and spending time in the great outdoors with her husband, Justin, and daughter, Annora. Lindsay can be reached at: l.bradley@csta-hq.org.

CSTA also welcomes Betsy Simpkins, CSTA Awards Coordinator. Betsy joins our team in Oregon after eight years working in higher education within the Oregon corrections system managing a college program and teaching classes for incarcerated adults. She holds a Master of Arts degree in Education and recently published an article in a national journal about her work inside prisons. With years of program coordination experience, we are excited to have Betsy as she takes on the challenge of managing this very generous award to high school seniors sponsored by Drs. Cutler and Bell. Betsy can be reached at: b.simpkins@csta-hq.org.

Attention Job Seekers and Employers

The CSTA Career and Job Center is the perfect place for job seekers and employers in K–12 computer science (CS) education to find each other!

Job Seekers: The CSTA Career and Job Center will help you find your next great career opportunity in our searchable database of CS education jobs. Search CS education jobs in academia and corporate including: CS teacher, technical coordinator/administrator, curriculum developer, K–12 CS education outreach coordinator, and others. Post your resume, and take advantage of free career tools for job searchers. These services are provided FREE to CSTA individual educator members.

Employers: Begin your search for an exemplary educator by creating a company profile and posting your available jobs, and, while you're waiting for applications to arrive, search through the resumes in the database. What better place to find talent than your own CS community?

To access the CSTA Job Board, visit: <http://cstajobs.acm.org> or click the Job Board button from the CSTA homepage.

For the latest and greatest tips & tricks and news & views, check out
The Advocate Blog
blog.csta.acm.org

MARK YOUR CALENDAR

Consortium for Computing Sciences in Colleges (Midwestern)
October 2–3, 2015, Evansville, Indiana
www.ccsc.org/midwest/conference

Consortium for Computing Sciences in Colleges (Rocky Mountain)
October 2–3, 2015, Cedar City, Utah
www.ccsc.org/rockymt

Consortium for Computing Sciences in Colleges (Northwestern)
October 9–10, 2015, Seattle, Washington
www.ccsc.org/northwest/2015

Consortium for Computing Sciences in Colleges (Eastern)
October 23–24, 2015, Galloway, New Jersey
www.ccsc-eastern.org

Consortium for Computing Sciences in Colleges (Southeastern)
November 6–7, 2015, Salem, Virginia
www.ccscse.org

WiPSCE (Workshop in Primary and Secondary Computing Education)
November 9–11, 2015, London, United Kingdom
www.wipsce.org

CSEd Week
December 7–13, 2015, Communities Worldwide
csedweek.org



2016 CSTA Annual Conference
July 10–12, 2016, San Diego, California
cstaconference.org



Check the most recent CSTA events on the CSTA website
csta.acm.org/ProfessionalDevelopment/sub/TeacherWorkshops.html
List your CSTA event by contacting t.nash@csta-hq.org