



Project 2061  
American Association for the Advancement of Science

# Project 2061 Professional Development Takes a New Direction

“Without high-quality professional development, national standards and state curriculum frameworks may appear to teachers to be little more than attractive, but highly abstract, philosophies.” That was the conclusion of SRI International in a 1996 report on Project 2061 and its influence on science education reform. “We took that as a challenge,” recalled Project 2061 field services coordinator Mary Ann Brearton. “We knew that if reform was ever going to take hold, we needed to be actively engaged with the people who were going to make it happen.” Now, thanks to a generous \$2 million grant from The Pew Charitable Trusts, Project 2061 is launching the first large-scale, long-term professional development program that focuses on science literacy goals and how to help students achieve them.

In just a few years’ time, more than 35 states and a number of districts have created new science and mathematics standards, many of them based on national goals such as *Benchmarks for Science Literacy*, *National Science Education Standards*, or the National Council of Teachers of Mathematics standards. But to make standards-based reform a reality, classroom teachers need help in finding good mate-

rials that align well with standards and benchmarks, tailoring their instruction to the needs of their students, learning what their students should know and how to assess them for it, and filling in gaps in their own content knowledge. According to Project 2061 director Dr. George (Pinky) Nelson, these needs have encouraged the project to branch off in a new direction. “With this funding, we’ll be able to provide benchmarks- and standards-based training to a wider audience than ever before.”

This exciting venture is the first new initiative under Nelson’s leadership of Project 2061. Designed to eventually become a self-sustaining business enterprise, it is a unique endeavor for Project 2061. And while The Pew Charitable Trusts generally do not provide this kind of start-up capital, the Trusts’ director of education programs, Dr. Russ Edgerton, sees the widespread outreach as a good fit with his organization’s activist profile. “This effort will bolster the

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# 2061 *today*

Science Literacy  
for a  
Changing Future

*Mathematics*

*Natural Sciences*

*Social Sciences*

*Technology*

**SPRING 1998**

**VOLUME 8, NUMBER 1**

# Passing the Torch

At the beginning of this year, Dr. F. James Rutherford, founder of Project 2061, stepped down as director. While still collaborating with the project, he is continuing his nearly 50 years of service to science education in his role as education advisor at AAAS. Rutherford appointed Dr. Pinky Nelson as Project 2061's new director. An astronomer, former astronaut, and University of Washington administrator and professor, Nelson had been the project's deputy director since October 1996. Ms. Patsy Garriott, education



Dr. F. James Rutherford,  
Ms. Patsy Garriott, and  
Dr. Pinky Nelson

initiatives representative for Eastman Chemical Company and a member of Project 2061's advisory body, the National Council on Science and Technology Education, talked with Nelson and Rutherford about the transition and what lies ahead for Project 2061.

**PG:** Over the years, Jim, I have watched you cling closely to your vision of science literacy for all students and bring us all back to it when we stray. So I know that this is an interesting transition for you because unlike any other job, there's a part of you in this project. What does this transition mean for the project?

**FJR:** I am confident that the project will stay on course. It has established substantial momentum, and I doubt very much that there will be a huge conceptual shift under Pinky's leadership. If I felt otherwise, I would have never initiated the transition.

That is not to say that there won't be changes. Every leader puts his or her own imprint on an enterprise and rightly so. My guess is that in the next few years, the project will become much more effective in reaching teachers than it has been until now.

**PG:** Pinky, leading a major education effort after working as a scientist for much of your career must seem unusual, although I am sure you have found yourself in many unusual situations.

**PN:** I think it's a good match. Coming to the project as a scientist rather than as an educator, I did not necessarily bring an education agenda that would conflict with what Project 2061 is trying to achieve. In fact, much of the agenda that I do have was shaped by Project 2061 before I got here. As I became more and more involved in education in recent years, I found that the project's philosophy resonated with my own beliefs.

**PG:** In what ways?

**PN:** What impressed me was that Project 2061's science literacy goals serve future scientists and non-scientists equally well. Even more, I share Project 2061's belief that "science literacy" includes the social sciences, history, and mathematics. The idea of science education as a part of an individual's total education is very important.

**PG:** Jim, you initially talked about Project 2061 as a 25-year undertaking. You are now about halfway there. Are you where you anticipated being?

**FJR:** We have not accomplished all we set out to do, and, alas, almost everything has taken longer than I had hoped. Yet at the same time the project has made landmark contributions that were not spelled out in the beginning. *Benchmarks for Science Literacy* is a case in point. This is the nature, I think, of truly inventive R & D work. Anyway, maybe 25 years is not enough—but whatever it takes, AAAS will stick with it.

**PG:** Pinky, how do you feel about the impact that Project 2061 has had on the system in the last dozen years?

**PN:** Humble. There's no doubt that the system has always been complicated, that there are pitfalls and brick walls around every turn. But we've been pushing on the system for long enough that it's actually beginning to move. I'm optimistic that the impact on textbooks and on teachers will grow at an increasing rate in the next few years.

**PG:** A recent third-party evaluation of Project 2061 recommended that you get your tools into the hands of more classroom teachers. Are you making that effort now?

**PN:** Definitely. It was one of the first things that I started working on. Project 2061 has already developed and field-tested many workshops and tools that have the potential to make a real difference.

Over the last year we've done market surveys, developed a business plan, and gotten some funding to get our materials into classrooms and build long-term relationships with school districts. We are trying to build a business that can scale up to satisfy whatever demand exists for standards-based professional development. We are going to market our workshops aggressively, but they will always be tied to the project's ideals and standards of high quality.

**FJR:** The idea is to help teachers develop the skills, insights, and ways of thinking that they need to use our reform tools effectively. Our current workshops do that very well, and we'll be developing more workshops along those lines.

**PG:** Project 2061's "to do" list keeps growing. What are the big priorities in the near future?

**PN:** In the short term our plate is very full. We're going to complete work on five publications this year, and each of those will generate workshops. But the real focus for the next decade is to maintain the core R & D efforts to build on our previous works. At the top of my list is to get the resources to publish the next version of *Science for All Americans*.

I'm also committed to getting the workshop enterprise established and self-sustaining so that we can get our tools into classrooms. We are also planning to develop a database of materials that are reviewed using our curriculum-analysis procedure—similar to *Consumer Reports*. And I'd like to establish a leadership development program at AAAS to bring in post-docs who will be able to carry out standards-based reform.

**PG:** On a more personal note, both of you have backgrounds as scientists, but you have taken different career paths to this point. What ultimately brought you to Project 2061 and science education?

**FJR:** In my case Project 2061 was the culmination of a career. Throughout my career as a high school teacher, university professor, government official, and scientific society staff member, I have had the good fortune to be involved in many different aspects of reform in science education. When I came to AAAS in 1981, to what I

thought was a temporary undertaking, I became convinced that the reform movement wasn't taking hold, in spite of decades of effort from individuals and groups all over the country. This eventually led to the creation of Project 2061. Will it make a significant and lasting difference? Ask me in a decade or so.

**PG:** Pinky, you've had quite a different journey from NASA and space exploration. You mentioned that you became involved in education relatively late in your career. How did that happen?

**PN:** I've always been an educator at heart. Even as I was getting degrees in physics, I was reading about education and visiting classrooms in my leisure time. I also have a personal commitment to make the system better, to try and turn the world upside down. Maybe it's delusional, but I think that talented and driven people can have a positive impact. Project 2061 is a powerful collection of these types of people.

**FJR:** The lesson here is that leadership in K-12 science education can come from different starting places. Some prominent science educators have started their careers as classroom teachers, others as scientists.

I am concerned, however, that too few people start off in science and later come into K-12 education. AAAS has long had successful programs for introducing young scientists to career possibilities as science journalists and as legislative staff and is now putting together a program that focuses on education. The fact that Pinky and many of our staff members have successfully made the transition should encourage others.

**PG:** What strikes me is that both of you see a commitment to the greater good as a large part of your work. That's different than a lot of jobs, maybe a little harder.

**FJR:** Well, I think it's the best science education job in America.

**PN:** It's the only job I would have taken.

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*Talented and driven people can have a positive impact. Project 2061 is a powerful collection of these types of people.*

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SPRING 1998



## ABOUT PROJECT 2061

Project 2061 of the American Association for the Advancement of Science is a long-term initiative to reform K-12 education nationwide so that all high-school graduates are science literate. Its first report, *Science for All Americans*, outlined what all high-school graduates should know and be able to do in science, mathematics, and technology. Project 2061 is now creating a set of reform tools to help educators meet those goals in their own districts.

Working with six school-district teams of teachers and administrators, Project 2061 developed *Benchmarks for Science Literacy*, a curriculum design tool that expands the literacy goals of *Science for All Americans* into specific learning goals for the end of grades 2, 5, 8, and 12. To help educators improve their own understanding of science literacy, Project 2061 has released its first CD-ROM tool, *Resources for Science Literacy: Professional Development*. And to engage a wide audience in discussions about systemic reform, Project 2061 has released *Blueprints for Reform* in print and on-line, which recommends how various aspects of the K-12 education system must change to accommodate necessary curriculum reforms. Project 2061 also offers a variety of workshops and training institutes to support educators.

These tools will soon be joined by: *Resources for Science Literacy: Curriculum Materials Evaluation*, a tool to help educators identify curriculum materials that meet science literacy goals; *Designs for Science Literacy*, a guide that will advocate a systematic design approach to planning a K-12 curriculum; and the *Atlas of Science Literacy*, maps of related benchmarks that trace student progress toward particular adult science literacy goals. Eventually, Project 2061 intends to integrate all of its tools via a computer-based, interactive multimedia curriculum-design and resource system.

AAAS gratefully acknowledges the following for their support of Project 2061: Carnegie Corporation of New York, John D. and Catherine T. MacArthur Foundation, Andrew W. Mellon Foundation, National Science Foundation, and The Pew Charitable Trusts.

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Project 2061 print and electronic products are available from Oxford University Press. For ordering information, please call 1-800-451-7556.

## Professional Development *continued*

### THE PROJECT 2061 APPROACH

With science literacy as its primary focus, Project 2061 provides a variety of professional development opportunities that help educators to:

**USE BENCHMARKS AND STANDARDS.** To improve teaching and learning, educators first need to be clear on exactly what benchmarks require students to know. Project 2061's professional development begins with the basics: understanding the benchmarks. To accomplish this, participants study Project 2061's reform tools *Science for All Americans*, *Benchmarks for Science Literacy*, and *Resources for Science Literacy*.

**RETHINK THE K-12 CURRICULUM.** Trimming the curriculum to expose the most important ideas for all students has to be done carefully, but it is a necessary step in curriculum reform. With a better understanding of learning goals, educators can take a fresh look at how these goals come together to form a coherent story from K through 12.

**ALIGN TESTS AND MATERIALS WITH BENCHMARKS AND STANDARDS.** Deciding what materials to use is one of the most important judgments educators make. Project 2061 workshops take participants through a procedure for evaluating how well textbooks, instructional materials, and tests help students learn benchmark ideas. Participants come away with a better sense of how to make adjustments to improve the match to benchmarks and standards.

**ADAPT TEACHING.** Teachers often find that changing curriculum and materials affects the way they teach. Through its professional development workshops and training institutes, Project 2061 offers educators strategies and tools that will help them put reforms into practice.

skills and knowledge of thousands of K-12 science teachers across the country," Edgerton said.

### A GROWING DEMAND

As benchmarks and standards in science and mathematics have taken hold, an increasing number of schools and districts want their teachers and administrators to become familiar with those goals and what they mean for classroom practice. Project 2061's Brearton noted that, "We've held more than 100 workshops a year for the past couple of years but still get many more requests than we can handle."

To meet this demand, Project 2061 will train a cadre of workshop leaders and begin to market its professional development services as widely as possible this summer. The project plans to deliver more than 500 workshops and science literacy training institutes across the country in the next three years. States and districts can use existing local, state, and federal funds for this training. Project 2061 will also help districts to develop funding from other sources in their

communities to sustain these relationships over time. In this way, thousands of schools and school districts will be able to participate.

### MEETING INDIVIDUAL NEEDS

Project 2061 regularly adapts and customizes its professional development to suit the long-term plans of states, districts, and even schools, wherever they may be in the reform process. Depending on the audience, Project 2061's professional development opportunities range from one-day workshops to raise awareness of standards-based reform to longer training institutes designed to arm educators with the knowledge and skills to use those standards to select materials and plan instruction. Through these training institutes and through longer-term consultation and strategic planning, Project 2061 intends to help districts build their capacity for systemic reform.

For example, Project 2061 held a five-day workshop that helped teachers and supervisors

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## Professional Development *continued*

at Timonium Elementary School in Baltimore to redesign their K-5 curriculum. Stacy Koerber, a Timonium teacher who attended the workshop said that it also “encouraged teachers to be critical thinkers and to honestly question current practices.” According to Kathy Volk, Timonium’s principal, “Very few teachers are provided an opportunity such as this to get a full understanding of the process of change.”

In Philadelphia, Project 2061 training and support helped teachers implement national learning goals in science and mathematics even as they were crafting their own citywide standards. For three years, K-12 teachers and administrators met with Project 2061 staff for a month every summer and once a week during the school year. Their efforts paid off. In its 1997 report on the city’s reform efforts, the Philadelphia Education

Fund describes the significant impact of Project 2061’s professional development:

“...the 2061 teachers brought important perspectives and expertise to the District’s efforts: knowledge that standards creation can be frustrating and takes time; experience in articulating work across all grade levels; skill in analyzing textbooks and materials to see if they are standards-driven; experience with constructivist teaching methods; and a commitment to addressing diversity.”

The stakes have never been higher for science, mathematics, and technology education. This new partnership between The Pew Charitable Trusts and Project 2061 demonstrates the essential role of professional development in improving science and mathematics education for all.

## Early Childhood Conference a Success

In one of the first meetings to seriously address science content in early childhood education, more than 100 researchers, educators, and policymakers gathered in Washington, D.C. this past February for the Forum on Early Childhood Education in Science, Mathematics, and Technology. Project 2061 sponsored the Forum with funding from the National Science Foundation (NSF). Dr. Margaret Cozzens, director of NSF’s Division of Elementary, Secondary and Informal Education, hailed the meeting as a success, indicating that it was “important for the nation’s leading experts to discuss how we can provide the best science and mathematics education for our youngest students.”

Emily Wurtz, a senior education associate at the National Education Goals Panel, was pleased that the forum included a variety of players and noted that, “Starting this kind of dialogue between the early childhood people and the academic content people helps to build a connection that is absolutely essential.” To foster this type of cross-disciplinary interaction, Project 2061 and NSF commissioned papers in the areas of demographics, policy, professional development, cognitive development, curriculum, instruction, assessment, equity, and the role of parents and the community. Panel dis-

cussions at the forum centered on a range of issues related to these topics. The forum also identified policies, partnerships, and practices that can be developed or expanded to improve early childhood education for all students.

Project 2061 director Dr. Pinky Nelson appreciated the opportunity to learn more about the context in which early childhood science education takes place, indicating that “pre-school education is a new focus for us. What we heard will surely inform Project 2061’s future work on science, mathematics, and technology education.”

To build on the dialogue started at the forum, Project 2061 intends to post the papers and resources on its Web site (<http://project2061.aas.org>) and to publish them in a single volume this summer. Visit the Web site to check on their availability. In the meantime, contact Project 2061 at (202) 326-6666 or by e-mail at [project2061@aaas.org](mailto:project2061@aaas.org) for more information or to order the print volume.

## Project 2061 Looks at Assessment

Findings from the Third International Mathematics and Science Study (TIMSS) prompted President Clinton to call last year for a voluntary national mathematics test. And while science and mathematics teachers across the country are making considerable progress in implementing local, state, or national standards, the problem of aligning assessments to those standards remains. Under the direction of program director Dr. Gerald Kulm, Project 2061 is exploring its role in assessment at the local, state, and national levels.

According to Kulm, "The TIMSS data confirm what *Science for All Americans* told us in 1989: 'The present curricula in science and mathematics are overstuffed and undernourished.' Because what gets tested is often what then gets taught, aligning assessments with standards is one way to focus the curriculum on important learning goals."

Over the past year, Project 2061 has been developing a procedure to evaluate the match between assessments and local, state, and national learning goals in science and mathematics. Project staff will soon analyze items from the 1996 National Assessment of Educational Progress and the Stanford 9 Achievement Tests for their alignment with the learning goals in Project 2061's *Benchmarks for Science Literacy* and in the National Research Council's *National Science Education Standards* and the National Council of Teachers of Mathematics standards.

The assessment-analysis procedure and sample item analyses will be included as part of Project 2061's forthcoming tool *Resources for Science Literacy: Curriculum Materials Evaluation*, which is intended to help educators identify materials, instruction, and assessments that meet science literacy goals. In addition, Project 2061 is developing a proposal to work with states and school districts to analyze existing assessments and develop new assessment items that are aligned with benchmarks and standards from the start. Together, these efforts will provide educators with needed support as they work toward science literacy.

## Choosing Good Instructional Materials

It's easy enough to find textbooks and other curriculum materials that cite the influence of Project 2061's *Benchmarks for Science Literacy* or the National Research Council's *National Science Education Standards*. It's quite another thing to identify materials that actually help students to learn the concepts in specific benchmarks or standards. Dr. Harriet Tyson, an author who has long studied practices for selecting textbooks, finds that "although the watchword for textbook adoption in the '90s is 'alignment' [with standards]," educators responsible for selecting texts "have nowhere to turn for thoughtful, impartial information about particular books, how students respond to them, and whether they actually teach the standards." Project 2061 has also noted this need and, with generous funding from the Carnegie Corporation of New York, is creating an on-line database where educators can find detailed information on curriculum materials and the quality of instruction they provide for the particular learning goals from *Benchmarks* or *Standards*.

### PUTTING MATERIALS ANALYSIS TO WORK

Project 2061 has spent several years developing and field-testing a procedure to analyze science and mathematics curriculum materials against specific learning goals. The rigor of the procedure, with its close attention to the precise meaning of learning goals, its comprehensive set of specific criteria and indicators for evaluating instructional strategies, and its insistence on explicit evidence that criteria have been met, makes it reliable from one reviewer to the next—but too time-consuming to be widely practical for the average school or district.

Project 2061, therefore, plans to train independent reviewers—teams of educators, scientists, and mathematicians—to evaluate curriculum materials and prepare detailed, evidence-based reviews that teachers and textbook-adoption committees can use. Rather than provide an overall rating or vague recommendations—"This is a good middle-school textbook"—the reviews will make clear

how well a material supports students' achievement of learning goals within particular topics.

Local educators can weigh these criteria for themselves as they use the reviews to select materials that best serve their students. For example, they can read what reviewers say about how well a material conveys a sense of purpose to students—and decide whether this purpose is likely to interest and motivate their students. With an eye toward their own students' conceptions of science and mathematics, teachers can see how well the material is reported to take into account commonly held student ideas that may cause difficulty in learning the benchmark at hand. They can decide whether the experiences that the material provides with particular scientific phenomena are sufficiently first-hand and varied for their students. They can also review whether a material is weighed down with unnecessary vocabulary or poorly developed mathematical or scientific ideas.

"With this type of information," said Project 2061 curriculum director Jo Ellen Roseman, "adoption committees will, for the first time, be able to determine the likelihood that a material will help students learn important ideas and skills. This should help them to make confident choices about materials—and equip them to demand higher quality, standards-based materials." Only then, she says, will curriculum developers and textbook publishers work harder to focus their products on supporting the teaching and learning of science literacy goals.

### ON-LINE REVIEWS

Project 2061's reviews of curriculum materials will be published in a large, on-line database for easy access by teachers, schools, and districts nationwide. Project 2061 has received funding to begin training science and mathematics reviewers this summer. For the first version of the database, to be released later this year, the reviewers will analyze 12 middle-school textbook series each in science and mathematics. Project 2061 will regularly update the database to keep pace with the constant production—and, we hope, improve—

## DIRECTOR'S NOTES

## Carrying the Fire

Mike Collins, a fellow astronaut, dubbed our role as “carrying the fire.” Literally and metaphorically, we kept the flame of knowledge lit to ward off predators, give off light, and provide some measure of comfort. The story of civilization is also, in part, one of carrying the fire. Today, more than ever, it is the work of parents and communities and schools to keep the fires of curiosity and understanding in every child from dimming or going out altogether. It is also the work of Project 2061. As Project 2061’s new director, I am privileged to be a part of these efforts.

## A GOOD FIT

I discovered the match between Project 2061’s work and my emerging interests in science education in 1993 after reading the newly published *Benchmarks for Science Literacy*. The next spring I used *Science for All Americans* and *Benchmarks* as the basic texts for a seminar at the University of Washington. My students, mostly science and engineering faculty and graduate students, carefully critiqued one chapter of each book every week. At the end of the quarter, I put all of the comments into an envelope and mailed them off along with a “Dear Project 2061” letter. Little did I know that the surest path to the heart of Project 2061’s director Jim Rutherford was through a good seminar.

Soon after receiving my letter, Jim involved me in Project 2061’s work. First, I became a member of the project’s advisory body, the National Council on Science and Technology Education. Then, out of the blue, Jim asked me to come to Washington, D.C., to serve as deputy director with the possibility of succeeding him in a couple of years. I was surprised—and flattered. After long talks with my wife Susie, I agreed to take a two-year leave from the university, fully intending to return to Seattle. The project turned out to be a great fit. Late last fall I willingly agreed to become Project 2061’s director, and I couldn’t be happier.

## SEAMLESS TRANSITION

Succession is always unsettling. Not many organizations plan and then actually carry out a smooth succession after more than a decade of leadership by their founder. It is typical of Jim Rutherford’s foresight that he would plan ahead. It is typical of his grace that he would make the transition so seamless for all of us—himself, me, the Project 2061 staff, the National Council, and Project 2061’s constituencies. And it is typical of the staff that Jim so carefully assembled to be supportive and accepting of me and of the inevitable changes that a new leader brings. For all of these things I am grateful.

At Project 2061, we are carrying the fire by continuing to innovate. This year will see the completion of our work on five publications: *Blueprints for Reform*, *Designs for Science Literacy*, *Atlas of Science Literacy*, *Resources for Science Literacy: Curriculum Materials Evaluation*, and a collection of invited papers from the Forum on Early Childhood Education in Science, Mathematics, and Technology. Completing and publishing reviews of middle school mathematics and science curriculum materials and starting a self-sustaining professional development enterprise will keep us focused and busy.

I’ve been engaged in projects of great importance to the country before, but nothing as challenging and vital as Project 2061. I am thankful to all of you who work with or share interests with Project 2061. Please stay in touch. I look forward to hearing from you.

George D. Nelson  
Director

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*I’ve been engaged in projects of great importance to the country before, but nothing as challenging and vital as Project 2061.*

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### Introducing...

Project 2061 welcomes two new staff members. Research associate **Ann Caldwell**, a former high school chemistry teacher and staff curriculum developer for the American Chemical Society, is assisting in the development of *Resources for Science Literacy: Curriculum Materials Evaluation*. **Susan Shuttleworth**, formerly associate director of public relations at Washington, D.C.'s Shakespeare Theatre, joins Project 2061's Communications Department as an assistant editor. In addition, staff member **Samuel Kim** has been promoted to webmaster and is now responsible for Project 2061's Web site (<http://project2061.aaas.org>).

### Project 2061 to Share Materials-Selection Expertise

Based on her work to develop a procedure for evaluating science and mathematics materials against specific learning goals, Project 2061 curriculum director **Dr. Jo Ellen Roseman** has been invited to serve on the National Research Council project Developing the Capacity to Select Effective Instructional Materials. The committee of researchers and educators will recommend criteria and procedures for selecting instructional materials that align with learning goals in science.

### Collaborations with NASA Fuel Reform

Project 2061 and NASA are joining forces on two projects aimed at furthering science education reform efforts. NASA has provided funding for AAAS to develop a proposal for a program that will foster a new generation of science education leaders. These leaders would work to implement standards-based reform for all students. The program, still in the planning stages, would be run jointly by AAAS' Project 2061 and Directorate for Education and Human Resources and would be open to graduate students, faculty, and administrators. Science education reform leaders from across the country met this past February to begin outlining components of the

program, including mentoring, networking, and developing expertise through fieldwork in schools and communities. A second planning meeting will be held in coming months.

NASA has also provided funding for Project 2061 to train Goddard Space Flight Center managers and curriculum developers/reviewers who are involved in K-12 educational outreach to use Project 2061's curriculum-materials evaluation procedure. This training will produce a protocol for ongoing review of NASA curriculum support materials for their alignment with national standards in science and mathematics.

### Department of Education Holds TIMSS Telecast

Project 2061 took part in the Department of Education's recent nationwide telecast, *TIMSS: Reactions and Resources*, which discussed what the Third International Mathematics and Science Study means for American educators. Project 2061 director **Dr. Pinky Nelson** participated in a panel discussion about the implications of TIMSS for curriculum reform. The telecast also sought to highlight outstanding practices in mathematics and science education in the United States. Project 2061's professional development workshops were featured among these practices in the video *Project 2061: Strategies for Achieving Science Literacy*. For more information about the telecast and other TIMSS-related items visit <http://www.col-ed.org/smcnws/timss/>.

### High Marks for Project 2061

In a recent report on science standards in 36 states, the Fordham Foundation gave its highest rating to Indiana, a state that adopted verbatim the science learning goals published in Project 2061's *Benchmarks for Science Literacy*. In fact, of the six A-rated states in the Fordham study, five of them—Arizona, California, Indiana, New Jersey, and Rhode Island—have recognized Project 2061 as a major influence on their science standards.

Visit our new Web site at <http://project2061.aaas.org>.

## 2061 today

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