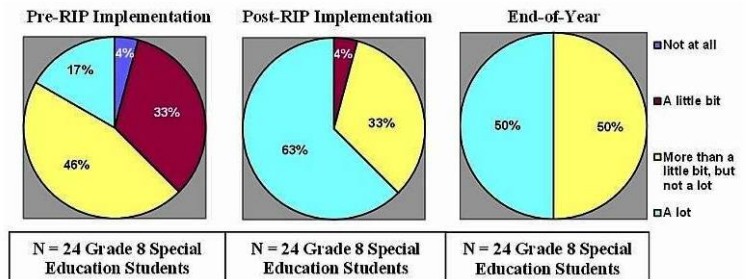


NSTA Designates ANOVA Science Education's RIP® ~ing Through STEM "Exemplary"

Selection was based on its highly successful impact on learning and instruction for Grades K-12, and student lifelong thinking and decision making empowerment.

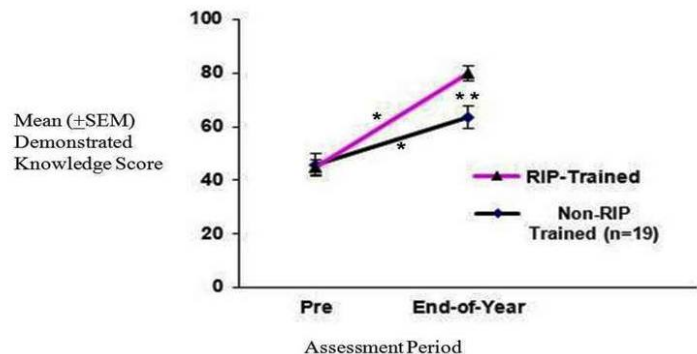
HONOLULU, HI, USA, April 30, 2014 /EINPresswire.com/ -- ANOVA Science Education Corporation (ANOVA Science, <http://scientificinquiry.com>) today announced that its "Research Investigation Process" (RIP®) STEM education model has been recognized with the distinction of "Exemplary Program in STEM Education" by the National Science Teachers Association (NSTA). "We are delighted that our 'RIP~ing Through STEM™' was selected by this highly respected STEM organization. This distinction is a result of many years of consistently solid data-based evidence generated from implementation of the RIP in schools," stated ANOVA Science's President Dr. Robert Landsman. "These data include an extensive conglomeration of externally- and internally-generated assessments and program evaluations focusing on student learning performance and teacher instructional practices, as well as both groups' attitudes towards learning and teaching STEM content."

Figure 1. Special Education Grade 8 student responses to "How much do you like science?" before (Pre-RIP Implementation), after (Post-RIP Implementation) learning through the RIP model, and at the end of the school year (End-of-Year).



The percentage of middle school Special Education students who like to learn about science increased dramatically over time. By the end of the year, all of these students liked science, with half of them liking it "a lot." "All of the evidence from last year and this year point to the RIP program being especially beneficial for learning in this special population of students." (Source: External evaluation; Pergolizzi, 2008.)

Figure 2. Grade K knowledge of standards-based science content learned through the RIP (RIP-trained) or through another unknown instructional strategy (non-RIP-trained control) at the start of the school year prior to any science being introduced into the classroom (Pre) and at the end of the school year (End-of-Year).



Demonstrated Grade K student non-inquiry science knowledge gained using the RIP or another non-RIP instructional/learning method. Those who learned science content through the RIP model performed significantly (***) better on an assessment measuring science knowledge gained than Grade K students who learned science content through other methods of instruction. (Source: External evaluation; Pergolizzi, 2008.)

The "RIP~ing Through STEM" scientific and engineering practices-based critical thinking education model and program for Grades kindergarten through 12 integrates the four STEM (science, technology, engineering, and mathematics) content areas in a rigorous instructional and learning paradigm; naturally incorporates the newest technologies available; and stimulates students' interest, excitement, and the desire to learn. "RIP~ing Through STEM" is tightly aligned with the Next Generation Science Standards (NGSS) and complements and supports the shift toward inquiry-based learning paradigms by the Common Core State Standards (CCSS).

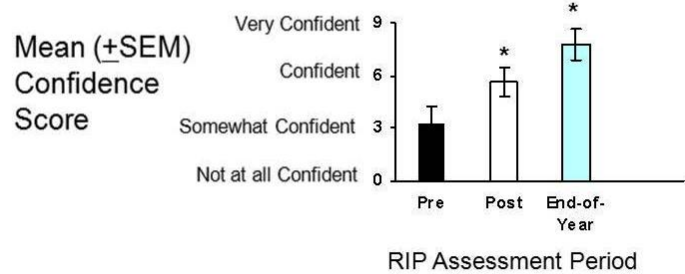
The scientific and engineering practices that compose the RIP make learning of STEM enjoyable for even the challenged student (Figure 1:

www.anovascience.com/PR%20Figures/Figure1--4-30-2014.jpg), and students as young as kindergartners seem to learn standards-based STEM content better using this model than other instructional approaches (Figure 2:

www.anovascience.com/PR%20Figures/Figure2--4-30-2014.jpg). The "RIP~ing Through STEM" program also fosters teacher confidence in STEM instructional ability (Figure 3:

www.anovascience.com/PR%20Figures/Figure3--4-30-2014.jpg).

Figure 3. K-12 teacher self-reported confidence level for ability to use scientific and engineering practices as tools for thinking, learning, and teaching science, and ability to engage their students in these practices before (Pre-RIP model training), after (Post-RIP model implementation), and at the end of the school year (End-of-Year).



By the end of the initial RIP model teacher training workshop (Post-Assessment), teacher confidence level for ability to use scientific science and engineering practices and for understanding of teaching STEM content through scientific inquiry increased significantly (*). At the end of the year, teachers approached levels near "very confident." (Source: External evaluation; Leveen, 2012.)

Examples of RIP model incorporation of STEM can be found as "[Featured RIP Scientific Inquiries](http://www.scientificinquiry.com)" at www.scientificinquiry.com and in ANOVA Science's recently published book, "[Making Scientific Practices Matter](http://www.scientific-practices.com) in the Classroom ... and Beyond" (visit www.scientific-practices.com for extensive

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This distinction is a result of many years of consistently solid data-based evidence generated from implementation of the RIP in schools.

Robert Landsman, PHD

preview of the contents and a complimentary copy of the Foreword written by past NSTA President Dr. Robert E. Yager). Both feature personal journeys authored by teachers who put the RIP into action in their classrooms, resulting in success stories for both their students and themselves.

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Corporation assists schools in implementing scientific research-based science education and STEM programs, providing students with critical thinking and decision-making tools for life-long learning skills that support economic growth and global competitiveness through high-quality, continuous, and data-driven teacher support in schools and classrooms throughout the U.S. As sole distributor of products and [services](#) associated with the "Research Investigation Process" (RIP®) inquiry-based science and "RIP~ing Through STEM™" education program for K-12 schools, the contribution of ANOVA Science's vision toward the nation's movement for science education and STEM reform has been recognized and is well received by national and state education organizations. ANOVA Science's activities and services include professional development workshops, seminars, and projects; teacher coaching and mentoring; curriculum development addressing state and national STEM, science, and Common Core State Standards (CCSS); and publishing scientific inquiry/scientific and engineering practices K-12 education instructional materials available at <http://anovascience.com> and <http://scientific-practices.com>.

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This press release can be viewed online at: <http://www.einpresswire.com>

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