I. Project
Components of MAST

- **Pre-service initiative** to establish undergraduate physics and physical science programs leading to teacher licensure

- **In-service professional development** for science teachers designed to improve content knowledge in physical science, earth and space science and to improve skills related to inquiry-based teaching
In-service Component

- Inquiry-based content aligned with Mississippi Science Framework and National Science Education Standards
- 20 days of professional development (a two-week summer session and 10 Saturday sessions during the school year)
- Exposure to experts and supporting partners from all over the U.S. (e.g., Cornell University, University of California)
- Access to the resources at JSU such as SMART (Science and Math Advance Resources for Teaching) Center and JSU Observatories and Observatories in Arizona, Hawaii and Australia
In-service Component

- Three school visits from MAST faculty and staff
  - Visits to participating teachers’ classrooms to observe MAST professional development activities in practice
  - Visits to demonstrate the potential use of iPod technology for teaching and learning science
  - Visits to provide students and teachers with an interactive space show given in a portable planetarium
Pre-service Component

+ Scholarships for undergraduates who are interested in becoming physics or physical science teachers
+ Two types of coursework in physical science or physics education:
  + All of the Jackson State courses required for a BS degree in physical science or physics education
  + MAST professional development (see in-service component)
+ Physics and physical science education licensures
II. Impact and Indicators

January 25, 2010
Selected Impacts and Indicators

Increased *teacher* knowledge in physical, earth and space science

- Greater gains from pre to post in teacher content knowledge compared to a control group
- Change in perceptions of knowledge

Increased *student* content knowledge in physical, earth and space science

- Greater gains from pre to post in student content knowledge (compared to a control group)
Selected Impacts and Indicators

Improvement in teacher practice: Science content enactment

- Teachers demonstrate enactment, defined as:
  - Use of MAST-like materials
  - Use of MAST pedagogical strategies (e.g., inquiry)
  - Use of MAST learning goals
Selected Impacts and Indicators

**Improvement in practice: Adaptations of curricula**

- Use of MAST adaptation strategies in teaching the same content in which the strategy was modeled.
- Use of MAST adaptation strategies in teaching different content in which the strategy was modeled.

**Improvement in practice: Science technology integration**

- Use of MAST technology materials as opposed to technology used previously
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