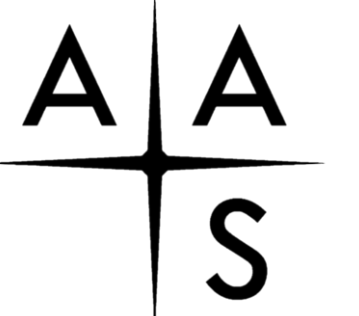


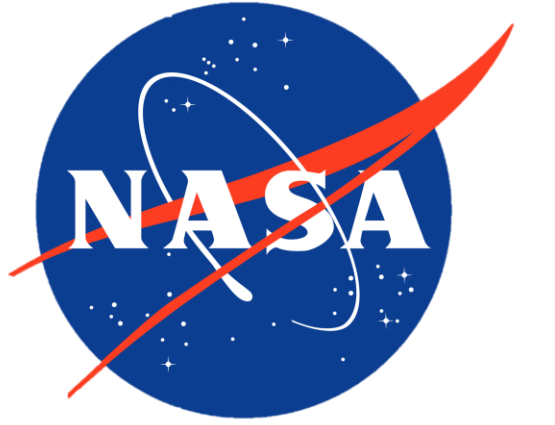
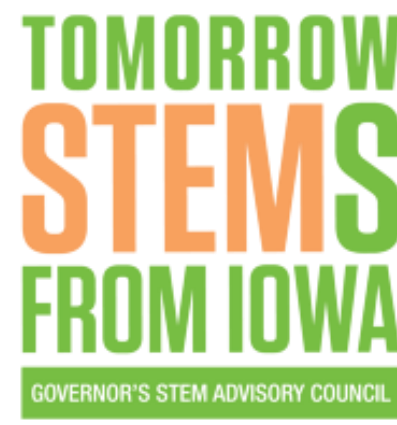
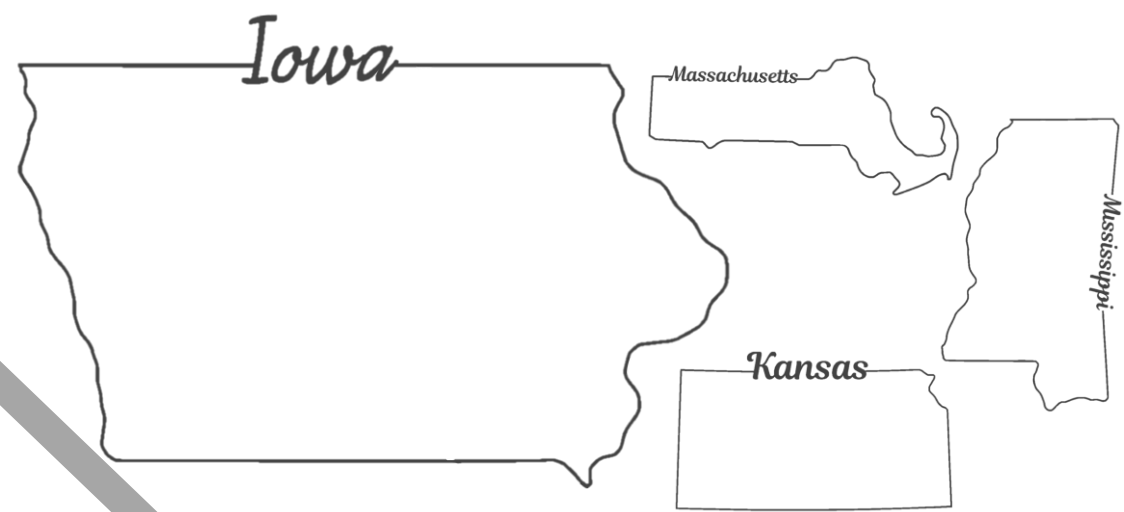


The NITARP Splash and its Ripples NASA/IPAC Teacher Archive Research Program

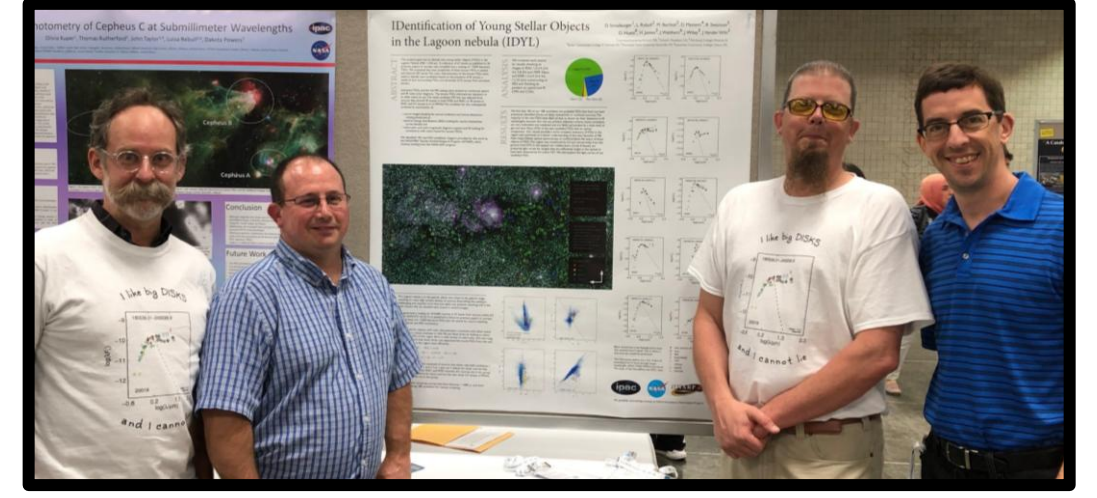
Bechtel, Michael Dean



2019 - 233rd
AAS meeting

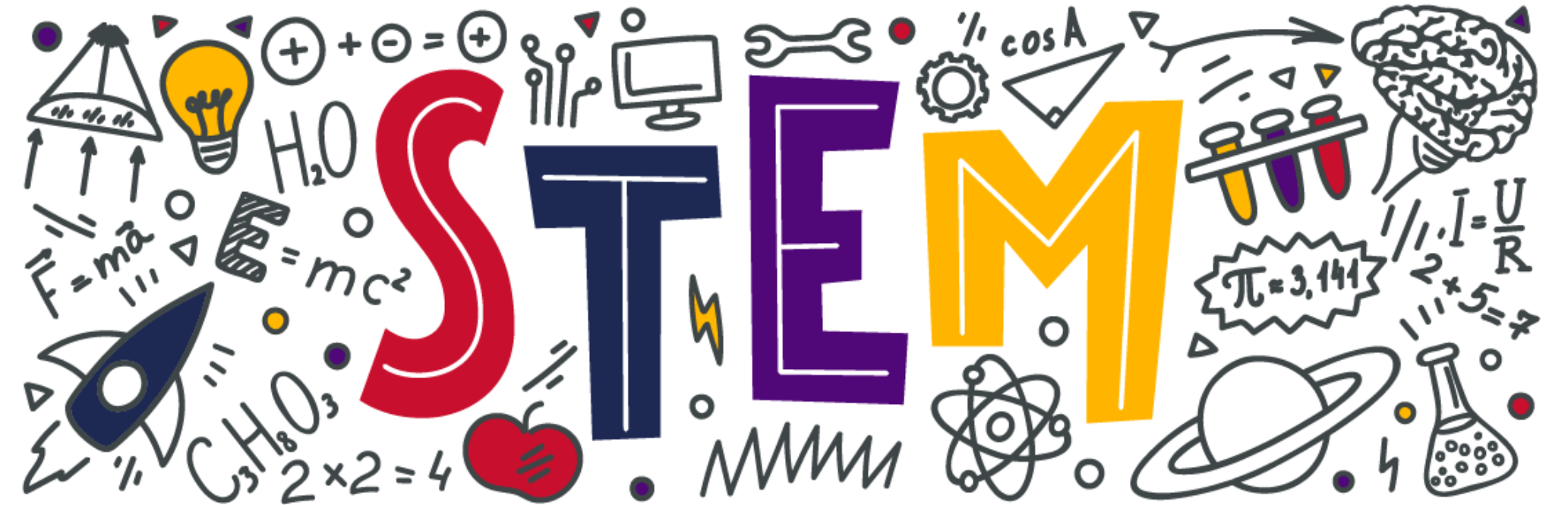


The 2019 NITARP Rebull team was mentor David Strasburger (MA), Danny Mattern (KS), Bob Swanson (MS), and Mike Bechtel (IA) and each bringing 1-3 students. The 6 program commitments are: attend initial AAS, year-long remote work, summer PD in Pasadena, attend concluding AAS, serve as NASA/ NITARP ambassador, and mentor teachers.



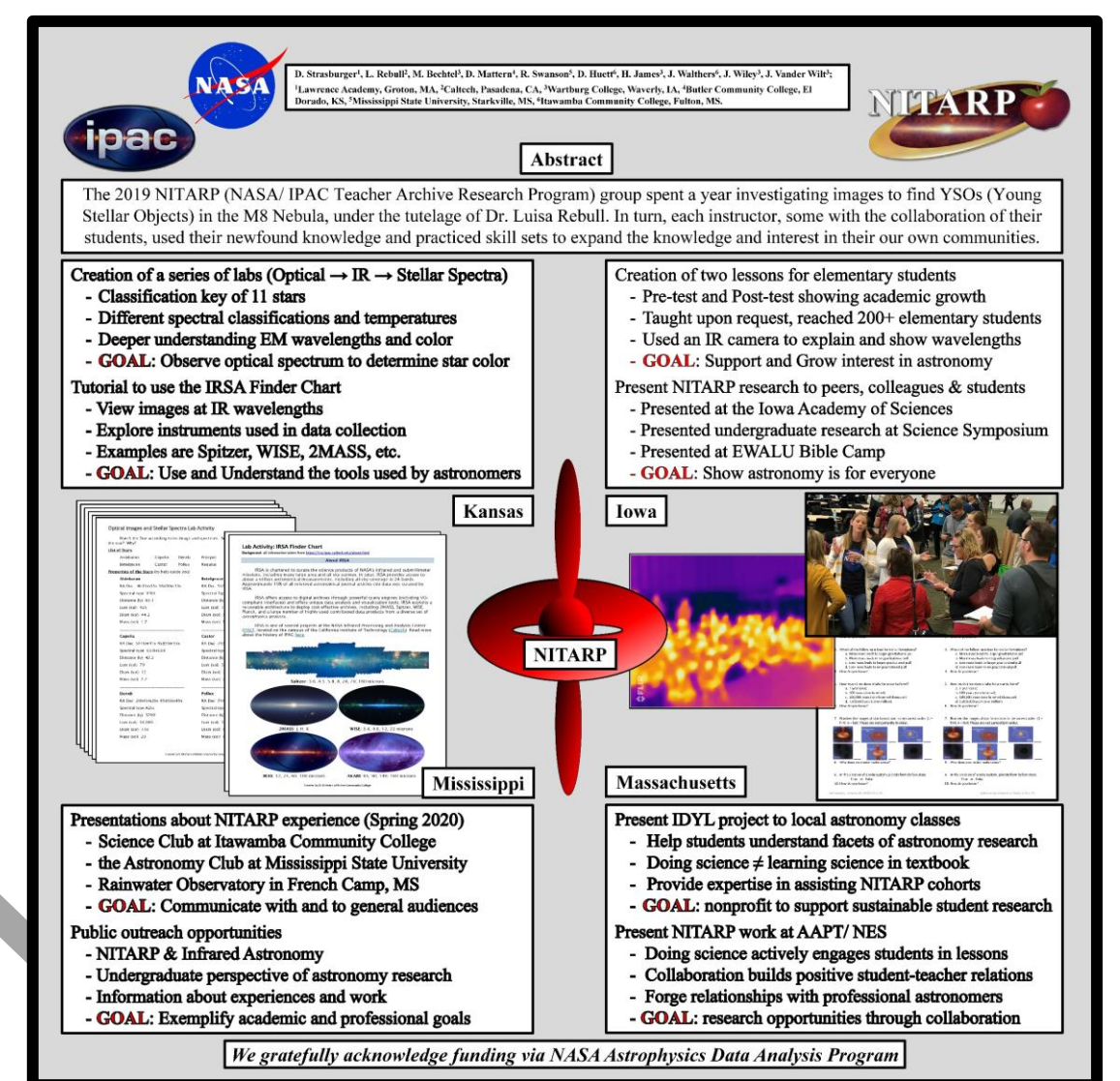
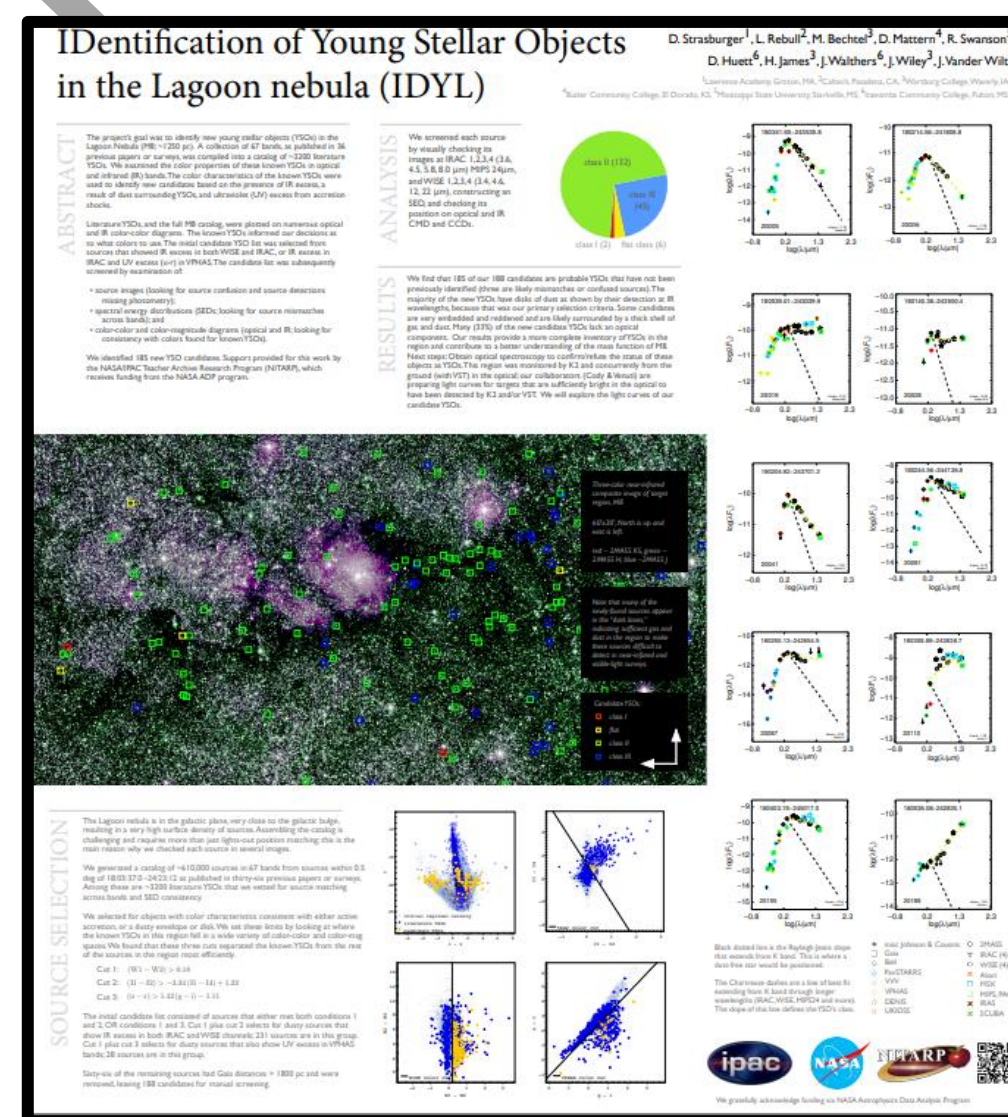
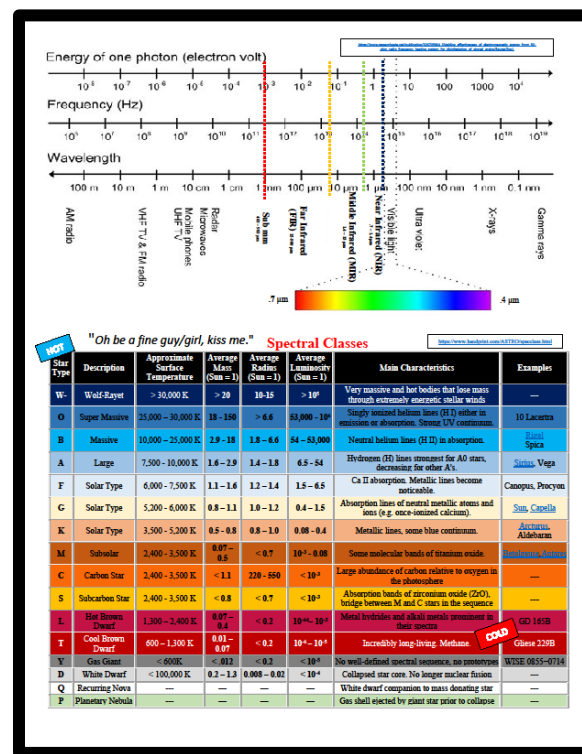
My involvement

- Desire authentic research experience
- Use archived astronomical telescope data
- Elevate understanding of infrared processing
- Increase competency in astronomy education
- Engage in a like-minded cohort with educators
- Co-learn with my students, building self-efficacy



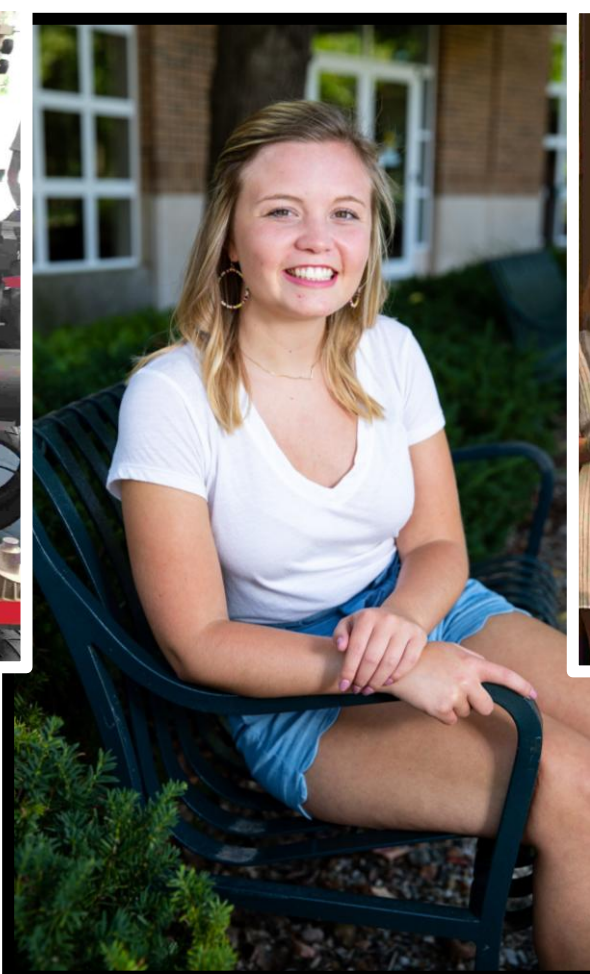
My students' involvement

- Learn about educationally transferable aspects of astronomy
- Create NGSS-aligned lessons for use in future units and projects
- Participate in hands-on, data-driven STEM experiences
- Attempt and accomplish research outside comfort zone
- Generate and practice collaborative learning



Johanna Vander Wilt

3rd Grade Teacher
Waukee School District



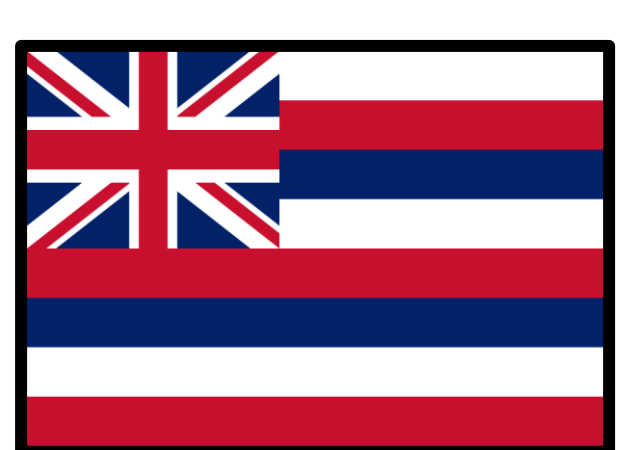
Jennifer Wiley

6th/7th Grade All Science Teacher
Iowa Falls-Alden School District



Hannah (James) Dahle

Special Education Teacher
Owatonna School District



2020 – 235th
AAS meeting

Reflections

- “I definitely didn’t expect to find myself doing real astronomy research, but that ended up being exactly what made the experience so special.”
- “I’ve talked about NITARP so many times since then; in job interviews, with students, even with new friends, because it’s such an interesting thing to share.”
- “It felt surreal to know that the work we did was real research, and that we were doing it alongside NASA astronomers.”
- “Turning big scientific ideas into kid-friendly lessons helped me see how much curiosity younger students can bring to science when they’re given the chance.”
- “Looking back, NITARP pushed me to work with new people, persevere through hard tasks, and dive into a field I didn’t know much about.”

Reflections

- “It was the lessons we developed and experiences we had that supported me in becoming the science teacher I am today.”
- “I had no idea the depth of knowledge I was about to experience but I wouldn’t change it for the world.”
- “This experience meant the world to me as I was able to apply that learning to my job of teaching the next generation of scientists.”
- “I also focus on creating memorable, hands-on exploration and pushing to learn more than ever thought possible just as I was able to with NITARP.”
- “I have used the lessons we created as a team in my own classroom and have shared with students what real life scientific research can look like.”

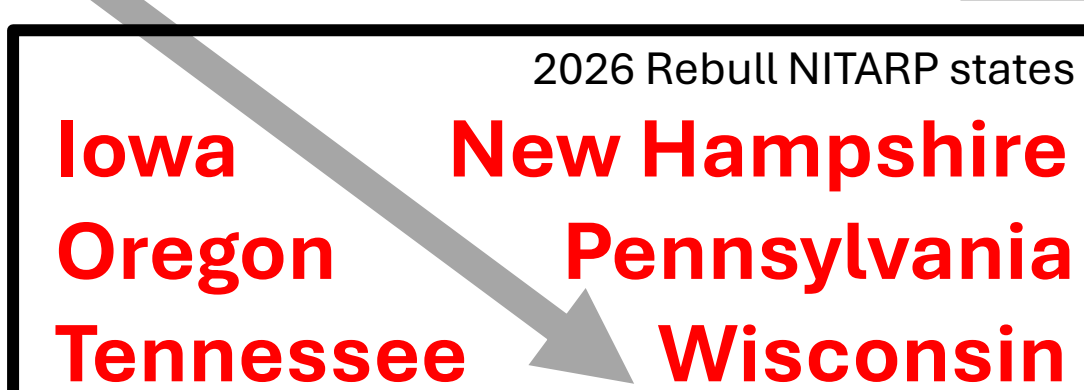
Reflections

- “I began to see science as something collaborative, ongoing, and deeply human.”
- “Being trusted to engage in real scientific research, rather than a simulated classroom experience, changed how I viewed science and my own role as a learner.”
- “The experience also highlighted that authentic research is often messy and difficult and requires drawing on your team for support.”
- “Because of NITARP, I continue to look for authentic, developmentally appropriate ways to bring those same ideas into my classroom across all content areas.”



2026 – 247th
AAS meeting

... and the saga continues



2026 Gorjian NITARP states

Texas (2) **Illinois**
Tennessee **Maine**

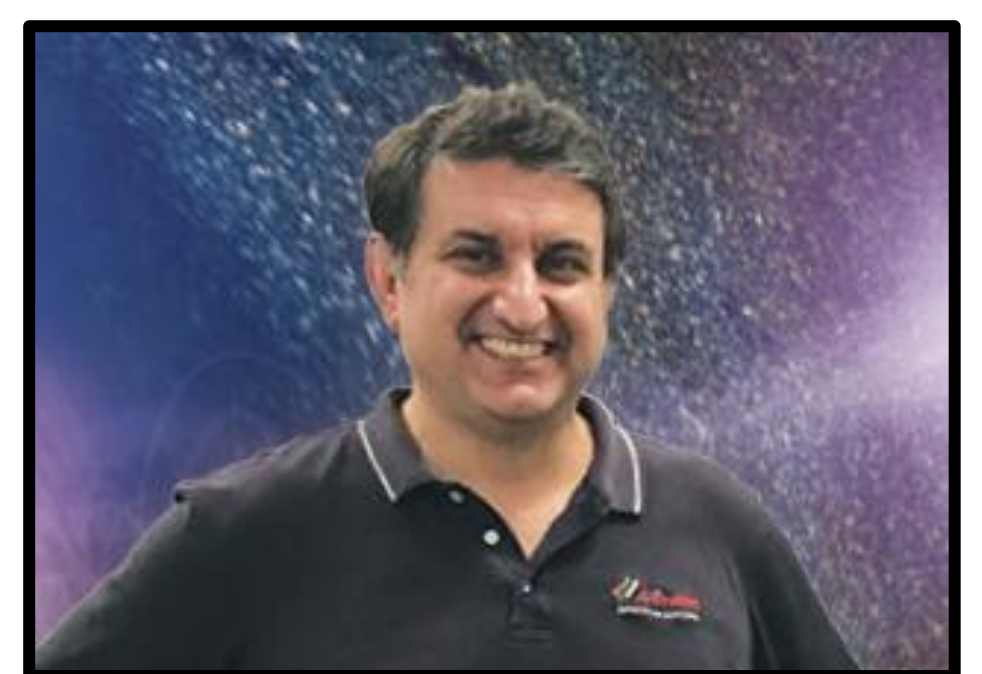
2026 Wartburg NITARP group

Angela Bettess
Abra Freeman
Ashlyn Scharr



Dr. Luisa Rebull

NASA/IPAC Infrared Science Archive Director



Dr. Varoujan Gorjian

Research Astronomer at JPL