

Celebrating the life and work of

ALAN FRIEDMAN



June 14, 2014



New York Hall of Science • 47-01 111th Street • Queens, NY 11368 • www.nysci.org

Welcome

Margaret Honey

President & CEO, New York Hall of Science

Claire Shulman

Queens Borough President, 1986 – 2002

Seth Dubin

Trustee & President Emeritus, New York Hall of Science

Rick Bonney

*Director of Program Development and Evaluation,
Cornell Laboratory of Ornithology*

Andy Fraknoi

Chair, Astronomy Department, Foothill College

Sheila Grinell

Consultant to science centers

Ira Flatow

Host, Science Friday

Mary Crovo

*Deputy Executive Director,
National Assessment Governing Board*

Preeti Gupta

*Director of Youth Learning and Research,
American Museum of Natural History*

Dennis Schatz

National Science Foundation & Pacific Science Center

Ron Ottinger

Noyce Foundation

Mickey Friedman

Tribute to Alan J. Friedman

Mary Crovo, Deputy Executive Director
National Assessment Governing Board

June 14, 2014

I am honored to speak today on behalf of Alan Friedman's colleagues and friends on the National Assessment Governing Board and on behalf of the Board staff. We have some individuals here today representing the Board and its staff. Alan was a member of the Governing Board from October 2006 until September 2013. He made immense contributions to our work. I am Mary Crovo, the Board's Deputy Executive Director. I worked closely with Alan as staff to the Assessment Development Committee, which he chaired.

As others have noted already, Alan Friedman was a brilliant and charming man. He was also perceptive and persistent and a man of ideas. His insight and creativity helped point our Board in new directions. His tact and flair and ability to explain helped lead us there with a minimum of fuss and discord.

The Board on which Alan served has 26 members, appointed by the U.S. Secretary of Education. It sets policy for the National Assessment of Educational Progress, which has the acronym NAEP [N – A – E – P]. The program also is called the Nation's Report Card, and assesses representative samples of students in elementary, middle, and high school grades. NAEP reports its results for the nation, the states, and 21 large urban districts, including, of course, the largest—New York City. By law, the NAEP program cannot report results for individual students, teachers, or schools.

NAEP covers a broad range of subjects, and Alan added to that in an important way by spearheading development of a new Technology and Engineering Literacy Assessment or TEL. The assessment was given for the first time this year—to more than 20,000 8th grade students across the nation. In effect, Alan became the chief spokesman for TEL, explaining the general concepts of technology and engineering to Board members and the public. He even made a video about it, which is posted on YouTube.

NAEP also collects a considerable amount of background or contextual information on students, teachers, and schools. Alan added to that too by pushing us to gather more data on out-of-school-learning experiences. And very unusually for a Board member, he co-authored a report just last year, based on NAEP findings, on context and instruction in science education. That report is on the Board's website, and it sings with Alan's distinctive voice in its prose.

The Governing Board is bipartisan and independent. Its membership was established by Congress as a sort of a Noah's Ark of the interests involved in education. Included are state and local officials, classroom teachers, test and measurement experts, representatives of business and nonpublic schools, and four "representatives of the general public," the category in which Alan served.

In his years on the Board's Assessment Development Committee Alan reviewed several thousand test questions for NAEP. These included questions on science, of course, where he was a bonafide expert, but also in reading, mathematics, U.S. history, writing, and other subjects. Alan went over those very carefully too and made perceptive comments. This may sound like a terribly tedious task, this review of test questions. But not so! Alan's favorite NAEP questions were the dynamic, computer-based tasks that measure student achievement in science, technology, and engineering. After a six-hour closed door review session, Alan would close the committee meeting with our traditional chime, but not before apologizing for making so many comments and edits. But then Alan would say, "these were terrific!—I learned so much about these engaging topics."

He also represented the Board at several press release events for NAEP reports. At one release, for a report called "Science in Action," Alan brought a yellow remote-controlled model helicopter, and flew it around the room to illustrate a point about science and technology. A few months later, by request, he flew the helicopter again at a Board meeting—to underscore his point.

Even after his term ended last September, Alan remained involved in the Governing Board's work. He served as a facilitator at our parent leader summit in January. He chaired the planning committee for our 25th anniversary symposium at the end of February, and spoke at a lively panel session on innovation in NAEP, which he had done so much to foster.

Back in the spring of 2008, the Governing Board held one of its quarterly meetings in New York City. Alan invited the Board members to this wonderful Hall of Science for a memorable tour and lunch. Our Board members were amazed by all that Alan and the staff had accomplished since the museum reopened in 1986. The Board's favorite part of the tour was crawling through the tunnel to enter the inflatable planetarium, to gaze at the simulated night sky views.

At our Board meeting last month, after Alan's sudden passing, our Chairman David Driscoll reminisced about the Hall of Science visit and the model helicopter and also about Alan's work on TEL. But he said Alan Friedman's contribution had been broader than that. Almost every time the Board debated something, the Chairman said, and here I quote, "Alan would wait, and somehow, near the end of the discussion, he would weigh in, and always brought things to a logical conclusion."

The memorial resolution that our Board passed, notes Alan's leadership roles and substantive accomplishments. And it continues: "His rigorous intelligence, engaging wit, and enormous passion for nurturing others earned him the respect, admiration and affection of his fellow Board members...."

Alan Friedman was "esteemed as a trusted colleague," the resolution says, "inspiring as a creative teacher, revered as a knowledgeable, supportive mentor, and valued as a responsive friend.... He touched the hearts and minds of children and adults...in encouraging ways that made them strive to be better."

In his many years on the Board, members and staff not only came to know Alan well, but also his wife Mickey, who accompanied him to many of our meetings. Mickey enjoyed taking in a new museum exhibit or revisiting a favorite venue. We express our sorrow and share our sympathy with her. Alan Friedman was a wonderful man. We are grateful that he touched our lives. He will be missed.

Thank you very much.

[Written by Larry Feinberg and Mary Crovo]



National Assessment Governing Board

Approved Unanimously May 17, 2014

Resolution in Memory of Alan J. Friedman

Whereas, Alan J. Friedman served as a member of the National Assessment Governing Board from October 1, 2006 through September 30, 2013; and

Whereas, during his service on the Governing Board, Alan J. Friedman carried out numerous leadership assignments with wisdom, skill, and tact, as a member of the Reporting and Dissemination Committee, the Nominations Committee, and the Executive Committee; as an officer, serving first as Vice Chair and then rising to Chair of the Assessment Development Committee; and as Chair of the Board's 25th Anniversary Planning Committee; and

Whereas, he has left a legacy of substantive, lasting accomplishments through his work on the Governing Board, including the 2014 Technology and Engineering Literacy Assessment, the 2011 computer-based Writing Assessment, the 2009 Science Assessment, the 2013 General Policy for the Conduct and Reporting of the National Assessment of Educational Progress (NAEP), and as a workshop facilitator at the Governing Board's 2014 National Parent Education Summit, among many others; and

Whereas, the example of his rigorous intelligence, engaging wit, and enormous passion for nurturing others earned him the respect, admiration, and affection of his fellow Board members; and

Whereas, Alan J. Friedman was esteemed as a trusted colleague, inspiring as a creative teacher, revered as a knowledgeable, supportive mentor, and valued as a responsive friend; and

Whereas, he was a brilliant, charming storyteller, using analogy, illustration, and props—most famously a model flying helicopter—to convey complex ideas in simple terms and advance the positions he championed with persuasive precision; and

Whereas, Alan J. Friedman touched the hearts and minds of the children and adults he encountered in encouraging ways that made them strive to be better;

Therefore, be it resolved that the National Assessment Governing Board express its grateful recognition of the important contributions to NAEP and our nation's children made by Alan J. Friedman, and that the Board convey to his family the deep sorrow and sincere sympathy felt upon his untimely death; and

Be it further resolved that a copy of this resolution be entered permanently into the minutes of the National Assessment Governing Board.

See the following information posted at <http://nysci.org/friedmancenter/>

THE ALAN J. FRIEDMAN CENTER FOR THE DEVELOPMENT OF YOUNG SCIENTISTS

There was no one else like [Alan Friedman](#). As a scientist, educator, museum leader, mentor and friend, he was an inspiration to so many people in so many ways. To honor his memory, the Noyce Foundation is making a \$500,000 grant to the New York Hall of Science to establish the *Alan J. Friedman Center for the Development of Young Scientists*. And in response to the many people who have expressed a wish to make a contribution in Alan's memory, the Noyce Foundation is also offering a matching challenge of up to \$250,000 to further advance the Center.

At the core of Alan's vision for the New York Hall of Science was the commitment to provide the opportunity for high school and college students to develop their interests in science by sharing the experience of discovery with others. For nearly 30 years, the brilliance of that vision has been proven through the many programs Alan created and inspired, most notably the [Science Career Ladder](#).

The *Alan J. Friedman Center for the Development of Young Scientists* will encompass both the *Science Career Ladder* program and the recently launched *Science Career Ladder Institute*. The Institute provides Explainers with intensive support through career preparation, pre-professional mentorship and apprenticeships, field trips, networking opportunities and research-methods training. In the future, additional programs will be created to cultivate the interests and careers of young scientists in ways we can only imagine. Knowing that Alan meant so much to all of us, we take inspiration from knowing that the Center will enable his vision to stay with us long into the future. For more information, email to FriedmanCenter@nysci.org.

To donate, please fill in the form below and select "I wish to make a gift to the Alan J. Friedman Center for the Development of Young Scientists."