

STEMteach Advisory Board Spring 2022 Meeting

Date: Thursday, Apr 21, 2022

Virtual, 4:00-5:00 PM

Join Zoom Meeting

Agenda Items	Details/Description	Discussion
<p align="center">STEMteach Program Overview & New Faculty</p>	<ul style="list-style-type: none"> ● Descriptions of Courses ● Field Experience <p>Step 1 (1hr) Step 2 (1hr) Knowing and Learning (3 hrs) Classroom Interactions (3 hrs) Research Methods (3 hrs) Functions and Modeling* (3 hrs) Project-Based Instruction (3 hrs) Apprentice Teaching (6 hrs) Apprentice Teaching Seminar (6 hrs)</p> <ul style="list-style-type: none"> ● Addition of Computer Science to STEMteach ● Changes Licensure (Full FBI background check required for early field teaching experiences) ● Changes to field experiences (required by DESE/ADE) ● Discuss End of Program Survey <ul style="list-style-type: none"> ○ Science ● PRAXIS II PLT changes ● NOYCE Grant for Chemistry Majors 	<ul style="list-style-type: none"> ● Developing connections with CS teachers in schools to serve as mentors. Any connections to CS teachers are appreciated. ● Shared new background check requirements (happening earlier in program), new Math Content Knowledge exam (Praxis 5161), which transitions September 1, 2022 ● Virtual lesson planning and lesson delivery has been integrated into CI - how best to integrate these into field experiences? <ul style="list-style-type: none"> ○ Suggestion to have teacher candidates focus on a limited subset of platforms or apps in order to focus on depth of content delivery instead of breadth of tools. ○ Suggestion to limit the number of new platforms that students need to learn in the lesson. ○ Suggestion that teacher candidates also need exposure to how to learn a new platform, because it is not clear what particular tool will be required in a given school. Comfort playing with and learning a new platform is an important skill for new teachers ○ Activity analyzing different tools was a helpful PBI activity to understand how to understand new tools. But a mini-lesson would be a helpful exercise in how to best integrate technology.

		<ul style="list-style-type: none"> ○ Mentor teacher feedback: Integrating an asynchronous lesson from a teacher candidate can be filled with “small pitfalls” that teacher candidates cannot anticipate. So a mentor teacher review of a small asynchronous lesson could be a very valuable experience. Asynchronous lessons would be more valuable if the lesson includes an introduction and some sort of personal touch (video or in-person discussion) to enrich the learning experience for both teacher candidate and students. ● Science end of program survey data shows teacher candidates performing at or above expectations. Areas for potential improvement: grouping strategies for group work, differentiation for diverse learners, utilizing student interest and cultural heritage, monitoring and response to student behavior. Mathematics has similar areas for improvement, particularly related to differentiation, utilizing student interest and cultural heritage, as well as developing criteria for making formative assessment decisions. ● Other news: PLT Praxis exam is no longer used. Summative assessment portfolio takes the place of this assessment. ● Chemistry is looking for applicants for the ATOM Scholars scholarship opportunity.
<p>Goal(s) for STEMteach Advisory Board</p>	<ul style="list-style-type: none"> ● Provide feedback to college-wide and departmental on curriculum and assessment practices; ● Contribute to the ongoing quality and evaluation process for program coursework and activities; 	

	<ul style="list-style-type: none"> ● Identify alignment to program standards and best-practices (e.g., CAEP Standards, SPA Standards, Arkansas Educator Competencies); ● Identify strengths and areas for improvement for field-based practices; ● Provide feedback about student recruitment, retention, readiness, etc.; ● Contribute to the review of graduates' experiences and impact in the field; ● Participate in the review, establishment, and recommendation of quality standards; ● Provide general insight, feedback, recommendations, and direction for program improvement. 	
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Advisory Board Meeting Details

Program Name	STEMteach
Advisory board members in attendance (F=UCA faculty/STEMteach instructor, DH=UCA department head, G=graduate, MT=Mentor Teacher)	Michelle Buchanan (F), Terry Johnson (F), Todd Abel (F), Jimmy Fetterly (F), Jamie Mullins (MT), Audrey Ferrari (S), Mark Doderer (F), Tony Bertram (MT), Mark Bland (F), Pat Desrochers (DH), Donna Wake (F)

Important Outcomes of the Meeting	<ul style="list-style-type: none">● Technology - Integrating an asynchronous lesson from a teacher candidate can be filled with “small pitfalls” that teacher candidates cannot anticipate. So a mentor teacher review of a small asynchronous lesson could be a very valuable experience.
Action Items from the Meeting	<ul style="list-style-type: none">● No action items addressed
Next Steps	<ul style="list-style-type: none">● STEMteach AB will collaborate (online) on integrating technology and of an asynchronous lesson in the STEMteach program (where, how, assessed).● Reach out to CS teachers to serve as Mentors and provide field experiences to CS teacher candidates.● Next AB meeting will be Fall