






2019 Noyce Summit
The Role of Teacher Preparation in
STEM Teacher Retention in High-Need School Districts
 July 10-12, 2019 | Washington, D.C.



THURSDAY WORKSHOP SCHEDULE

Session Time	Workshop #	Meeting Room	Workshop Title:	Leader	Institution
10:15 am – 10:45 am	1.1	Congressional B	Culturally Relevant Teaching in the STEM Classrooms: Lessons from Research and Practice	Michelle Rosen	New Jersey City University
10:15 am – 10:45 am	 1.2	Capitol B	Integrating STEM, Culture, and Student Identity to Enhance Engagement Community Connections	Wren Walker Robbins	Salish Kootenai College
10:15 am – 10:45 am	1.3	Yellowstone/Everglades	The Keys to Recruiting, Retaining, and Supporting African-American Noyce Scholars	David Sparks	University of Texas at Arlington
10:15 am – 10:45 am	1.4	Concord	Noyce Scholars and Fellows as Change Agents in STEM Teaching: Research Report from the 2019 WRNC-AZ	Cynthia Anhalt	The University of Arizona
10:15 am – 10:45 am	1.5	Grand Teton	Noyce Scholars Learning about Teaching in the Classrooms of Employed Noyce Teachers	Paul Bischoff	SUNY-Oneonta
10:15 am – 10:45 am	1.6	Regency D	Partnerships and Their Benefits to All Involved Parties	Bonnie Maur	Sacred Heart University



10:15 am – 10:45 am	 1.7	Congressional CD	Reaching and Recognizing our English Language Learners in Math Class	Kayla Scheitlin	Malden High School
10:15 am – 10:45 am	1.8	Glacier	Rehearsing and Enacting Core Practices in an Integrated STEM Methods Class	Leigh van den Kieboom	Marquette University
10:15 am – 10:45 am	1.9	Bunker Hill	STEM Teacher Preparation for Long-Term Retention and Success in High-Need Schools	Kevin Carr	Pacific University Woodburn Campus
10:15 am – 10:45 am	1.10	Lexington	Successfully Preparing STEM Teacher Candidates for the edTPA	Jennifer Ellis	UTC-STEM Education
10:15 am – 10:45 am	1.11	Columbia C	Teaching and Learning of English Language Learners: Inroads Made by Noyce STEMELL Scholars	Serigne Gningue	Lehman College, CUNY
10:15am - 11:25 am	 1.12	Capitol A	Voices from the Field Master Teacher Panel	Cammie Newmyer	NSF Noyce
10:55 am – 11:25 am	2.1	Regency D	Building a K-12 to STEM Career Pipeline Through Collaborative Partnerships	Valorie Hutson	N/A
10:55 am – 11:25 am	2.2	Bunker Hill	Case Study of a Full-Year Clinically-Rich Varied Student Teaching Placement Model	Stephen Farenga	Queens College, CUNY
10:55 am – 11:25 am	2.3	Lexington	Early Field Experience Influence on Participant Perceptions of Pursuing a STEM Teaching Career	Chrissy Cross	Stephen F. Austin State University




10:55 am – 11:25 am	2.4	Concord	How We Built This: Collaborative Track 4 Pre-Service Teacher Research Experience Longitudinal Study	John Keller	University of Colorado
10:55 am – 11:25 am	2.5	Congressional B	Increasing Recruitment and Retention of STEM Majors to Teach in High-Need School Districts	Paige Evans	University of Houston
10:55 am – 11:25 am	2.6	Columbia C	Keeping it Real: Teacher-Led PLCs for Noyce Scholars	Patrick McGuire	University of Colorado Colorado Springs
10:55 am – 11:25 am	2.7	Yellowstone/Everglades	Noyce Scholar Use of Student Performance Data to Inform Instruction	Regina Toolin	University of Vermont
10:55 am – 11:25 am	2.8	Glacier	Promising Practices in Rural Field Experiences for Pre-Service Teachers	Paul Adams	Fort Hays State University
10:55 am – 11:25 am	 2.9	Capitol B	Puzzles and Pictures	Thomas Manning	Valdosta State University
10:55 am – 11:25 am	2.10	Grand Teton	STEM INSPIRES (Infusing Social Programs in Residential Education Scholars)	Robin Johnson	Texas A&M University - Corpus Christi
10:55 am – 11:25 am	 2.11	Congressional CD	Using Backward Design for Diverse Classrooms	Melissa George	University of California, Santa Cruz





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FRIDAY WORKSHOP SCHEDULE

Session Time	Workshop #	Meeting Room	Workshop Title:	Leader	Institution
9:00 am – 9:30 am	 3.1	Congressional CD	A Phenomenon-Based Lesson Demonstrates Scaffolding for Science Knowledge All Learners Can Access	Virginia Vandergon	California State University, Northridge
9:00 am – 9:30 am	3.2	Regency D	Apprenticeships and Collaborative Professional Development	Jill Cochran	Berry College
9:00 am – 9:30 am	3.3	Columbia A	Creating Spaces for Mentor-Mentee Conversations About Teaching	Helen Meyer	University of Cincinnati
9:00 am – 9:30 am	3.4	Columbia Foyer	Cultural Competency: Preparing Scholars for Future Classrooms	Jill Choate	Fort Lewis College
9:00 am – 9:30 am	3.5	Lexington	Developing Teacher Leaders Through Online Course Instruction	Amanda Gonczi	Michigan Technological University
9:00 am – 9:30 am	3.6	Bunker Hill	Developing Teacher Leaders Through Professional Learning Facilitation	Michael Occhino	University of Rochester




9:00 am – 9:30 am	3.7	Concord	Dissemination of Regional Noyce Conference Planning	William Hunter	Illinois State University
9:00 am – 9:30 am	 3.8	Capitol A	Learning Assistants Become Teachers: A Model for Recruitment and Retention	David Erickson	University of Montana
9:00 am – 9:30 am	3.9	Regency Foyer	Persistence, Effectiveness, and Retention Studies in STEM Teaching: Synthesis & Future Opportunities	Wendy Smith	University of Nebraska
9:00 am – 9:30 am	3.10	Columbia C	Recruiting Science Majors to Teaching: A Workshop to Design Recruiting Plans and Materials	Juliet Baxter	University of Oregon
9:00 am – 9:30 am	3.11	Congressional B	Recruitment and Retention of Underrepresented Noyce Scholars	Jacqueline Leonard	University of Wyoming
9:00 am – 9:30 am	3.12	Columbia B	Robert Noyce Teacher Scholarship Program: Developing Effective Mathematical Sciences Teachers	Masood Poorandi	Bethune-Cookman University
9:00 am – 9:30 am	 3.13	Capitol B	Routines for Reasoning	Stephanie Sheehan	College of Staten Island
9:00 am – 9:30 am	3.14	Yellowstone/Everglades	Swimming Upstream: Overcoming Challenges of Noyce Programs at Smaller Institutions	Julie Dahlstrom	Carthage College
9:40 am – 10:25 am	4.1	Concord	Correlation between Professional Noticing and Specialized Content Knowledge	Behailu Mammo	Hofstra University



9:40 am – 10:25 am	4.2	Congressional B	Culturally Relevant Pedagogy & STEM Teacher Preparation: Student and Professor Perspectives	Janelle Johnson	Metropolitan State University of Denver
9:40 am – 10:25 am	 4.3	Capitol B	Culturally Responsive Science Education in New York City: Collaboration of a Community of Teachers	Arthur Funk	American Museum of Natural History
9:40 am – 10:25 am	4.4	Columbia A	Developing a Model for Community College and University Collaboration Around Math Teacher Preparation	David Pagni	California State University, Fullerton
9:40 am – 10:25 am	4.5	Bunker Hill	Evaluation as a Partner in Project Design and Implementation	Nathan Magee	The College of New Jersey
9:40 am – 10:25 am	4.6	Columbia C	How to Support Productive Mentoring: Tools and Practices for Productive Partnerships Between Mentors	Karin Lohwasser	University of California, Santa Barbara
9:40 am – 10:25 am	4.7	Columbia Foyer	Lessons Learned: Integration of CRP Across a STEM Teacher Preparation Program	Leah McAlister-Shields	University of Houston
9:40 am – 10:25 am	 4.8	Capitol A	Model-Based Reasoning and Recall Using Sketching to Learn and Eyes-Closed Exercises	Paul Heideman	College of William & Mary
9:40 am – 10:25 am	4.9	Lexington	Personalities, Perceptions, and Placements: Lessons learned from Noyce Scholar Rural Placement	Laurie Cavey	Boise State University
9:40 am – 10:25 am	 4.10	Congressional CD	Students Were Not Made to Be Managed: Effective Practices to Build Community and Promote Inclusivity	Natalie King	Georgia State University



9:40 am – 10:25 am	4.11	Yellowstone/Everglades	The ABCs of Multi-Institutional Partnership: Year 1	Tetyana Berezovski	Saint Joseph's University
9:40 am – 10:25 am	4.12	Columbia B	The Noyce Mentor: A Model for Supporting Pre-service STEM Teachers	Doris Kimbrough	University of Colorado Denver
9:40 am – 10:25 am	4.13	Regency D	Undergraduate Students' Perceptions of Service-Learning Experiences	Sherri Martinie	Kansas State University
9:40 am – 10:25 am	4.14	Regency Foyer	Using Visual Network Scales and Social Network Analysis in Teacher Professional Development	Justin Polizzi	Middle Tennessee State University
10:35 am – 11:05 am	 5.1	Capitol A	Can You List Five Good Reasons for Teaching Mathematics? Science? What are the Big Five?	Jim Matthews	Siena College
10:35 am – 11:05 am	5.2	Lexington	Detroit by the Numbers: Math You Can Care About	Jennifer Lewis	Wayne State University
10:35 am – 11:05 am	5.3	Bunker Hill	Induction: A Five Year Model	Ruth Cossey	Mills College
10:35 am – 11:05 am	 5.4	Capitol B	Intervention Strategies for Struggling Learners in Mathematics	Irina Lyublinskaya	College of Staten Island
10:35 am – 11:05 am	5.5	Columbia C	K-12 Diversity Pathway Programs in the E-STEM Fields: Summary of Perceived Unmet Need	Alexis Caldwell	Duke University and Durham School of the Arts



10:35 am – 11:05 am	5.6	Yellowstone/Everglades	Managing a Successful Track 1 Undergraduate Noyce Program: Lessons Learned from 5 (+1) years.	Douglas Larkin	Montclair State University
10:35 am – 11:05 am	5.7	Columbia A	Preparing Pre-Service Science Teachers to Teach Science in Linguistically Diverse Classrooms	Alexis Rutt	University of Virginia
10:35 am – 11:05 am	 5.8	Congressional CD	Promoting Student Agency Through Self-Assessment and Rubrics	Ryan Kile	CSUF / AUHSD
10:35 am – 11:05 am	5.9	Regency D	Recruitment and Placement of Four Corners Noyce Scholars and Participants	Alicia O'Brien	San Juan College
10:35 am – 11:05 am	5.10	Regency Foyer	Retention of Noyce Scholars - State of the Field	Jessica Gottlieb	Texas Tech University
10:35 am – 11:05 am	5.11	Congressional B	Supporting Beginning STEM Teachers in Urban Schools	Anne Seitsinger	University of Rhode Island
10:35 am – 11:05 am	5.12	Columbia B	Supporting Noyce Scholars' Development of Sociocultural Awareness	Lisa McDonald	Barnard College
10:35 am – 11:05 am	5.13	Concord	Supporting Noyce Scholars Through the Use of Open Portfolios: A Model from UTeach Maker	Shelly Rodriguez	The University of Texas
10:35 am – 11:05 am	5.14	Columbia Foyer	The Importance of Field Supervisor Expertise in the Development of Highly Qualified Science Educators	Salvatore Garofalo	Queens College, CUNY

