

Submit a 1/2-page project proposal plan which answers the following questions:

1. What is the **title** of your leadership project?
2. Which **option** did you choose and **why** did you select the option/topic?
3. Who is your proposed **audience**?
 - a. *Which teachers will you serve with your PD and activities?*
 - b. *What grades, subjects, and how many students do they teach?*
4. How will your project **demonstrate integration of STEM** in the classroom?
5. What **outcomes or expectation** do you hope to see for your educators?
6. How will you **follow up** with the teachers in attendance?



Title

Option /Why

Audience

STEM

Outcomes/
Expectation

Follow-up

Title: Culturally Relevant STEM Teaching for Equity in The Classroom

Option/Why: This project aims to help teachers design and develop culturally relevant STEM lessons in the classroom to account for students' experiential level, individual differences and interest so that science can be taught equitably to ALL learners.

Audience/STEM: This is a 4-6 week PD Course for middle school teachers in all content areas (math, ELA, science, social studies, music, technology, health and talent), because this culturally responsive approach will place emphasis on the interconnectedness of the content area and show how all areas can be integrated with STEM teaching. The ideas passed on will not be unique just to science but to all the areas and will be built upon in every course for every middle school child (approximately 200 students).

Outcomes/Expectations: Participants will work collaboratively with each other to engage in conversations about the usefulness of STEM pedagogies after deliberating on existing STEM approaches/practices

used in instruction and how these can be adapted or improved. They will analyze and evaluate these practices focusing on biases, effectiveness, equity and access in the classroom. They will also discover ways that the various content areas use and connect STEM activities for continuity and success. After taking inventory of participants' experience and comfort level, provide access to tools necessary to reach the aims of the PD, song allowances for preferences and insecurities.

Follow Up: Check-ins on what was successful or challenging, setting aside time for conversations about equitable practices, teacher experiences, providing access to support tools, models, training and trouble-shooting, feedback opportunities and reflection.