1. **What is the title of your leadership project?**

Working Title: Re-Defining our STEM Identity

2. **Which option did you choose and why did you select the option/topic?**

I chose the option of developing professional learning for my campus. When the campus began it's quest to be a STEM campus (sometime around 2010), the staff did a deep dive into what it would look like to be a STEM school. It was determined that by and large, the characteristic that set the STEM campus' apart from the rest of the District schools was the purposeful incorporation of Engineering Design experiences in all grade levels.

However, in the 2024-2025 school year, the State of Texas adopted new science standards- which incorporated EDP into all the standards. This meant that ALL of our schools would be integrating EDPs. That led to some campus level discussions about what, then, would make us different? What has risen to the surface is this notion that we don't want to "do" STEM on our campus- we want to "be" STEM. We want to further define that it's not about doing STEM activities- but instead engaging in STEM-type thinking across all contents.

Further discussion revealed that fewer than ¼ of current staff members were present for the pre-program research. This leaves a significant number of staff members without the foundational knowledge necessary to carry out such a vision. Additionally, we have noted a lack of transfer of thinking outside of the EDP experiences by our students.

Texas has developed STEM Fluency Skills. The proposed professional development will begin with a comprehensive study of those skills and a discussion of what demonstration of those skills looks like both inside and outside of the Engineering Lab. We'd like to use this professional learning opportunity as a springboard for some campus-wide goals.

3. **Who is your proposed audience? Which teachers will you serve with your PD and activities? What grades, subjects, and how many students do they teach?**

It is essential that the entire staff of Ed White ESTEM Elementary- Grades PreK-5th including fine arts and special education learn about

these STEM Fluency Skills. That is currently approximately 650 students.

4. How will your project demonstrate integration of STEM in the classroom?

The entire purpose of this project is to get math, language arts, physical education, music, art, social studies, etc- to integrate the STEM thinking skills.

5. **What outcomes or expectations do you hope to see for your educators?**

The exact session objectives are still being discussed with my administrator. However, initially, some outcomes we hope to see are:

- All staff members familiar with and able to articulate the STEM fluency skills
- An increase in the number and quality of collaborative products students create in all areas- not just engineering lab
- All content teachers supporting the EDP not, just the science teachers

6. **How will you follow up with the teachers in attendance?**

As previously described, the professional learning opportunity will be the jumping off point. This will be the time when we all develop a common vocabulary and clear understanding of the STEM Fluency Skills, in action. The intent is to continue developing these skills deeper and deeper into how we process and talk on our campus. Most likely this will involve:

- Follow up sessions with the whole staff
- Integrated lesson plans
- Continual learning around the fluency skills