

Ronnie Thompson

Evaluation of an Integrated STEM Professional Development Model into an Elementary School

Classroom Environment and Student Outcomes

Scholarly Research paper

Evaluation Of An Integrated Stem Professional Development Model Into An Elementary School

**Cindy P. Veenstra, Fernando F.
Padró, Julie A. Furst-Bowe**



Evaluation Of An Integrated Stem Professional Development Model Into An Elementary School:

Evaluation of an Integrated STEM Professional Development Model into an Elementary School Ronnie Thompson, 2013-09-18 Research Paper undergraduate from the year 2013 in the subject Didactics Common Didactics Educational Objectives Methods Hooks Independend School Distict language English abstract The effectiveness of an Integrated STEM Professional Development Model for elementary teachers was evaluated in terms of students perceptions of the classroom learning environment and student outcomes towards mathematics The sample consisted of 664 grade 3 5 mathematics students from 41 mathematics classrooms Students from a STEM focused elementary school Morriss provided 191 student responses with 473 student responses coming from 4 other elementary schools within the same school district The students responded to a learning environment questionnaire based on three scales from the What Is Happening In this Class WIHIC and the attitude scale from the Test Of Science Related Attitudes TOSRA Factor structure internal consistency reliability discriminate validity and the ability to distinguish between different classes were supported by data analysis of Morriss and Other student groups An ANOVA was used which produced statistically significant differences in the Cooperation scale Morriss students perceived higher levels of cooperation in their classrooms relative to Other students from schools within the same school district Student outcomes Achievement and Attitudes showed a significant difference suggesting that the Morriss students may be performing better on Achievement assessments based on teacher preparation However data also suggest Similar groups of students enjoy their mathematics class at a significantly higher level than Morriss students *STEM in Science Education and S in STEM*, 2021-01-11 This book presents an international perspective of the influence of cultural issues on STEM reform Effective STEM education is of considerable importance internationally because there is increase pressure by governments to produce technically skilled people from the compulsory education sectors people capable of participating actively in the so called knowledge economy or knowledge society An important and distinguishing feature of the book is that it draws upon the empirical experiences and research of the local experts from an extremely diverse cohort across the world Contributors are Nayif Awad David Barlex Alexandra Bazdar Saouma BouJaoude Heba EL Deghaidy Marwa Eltanahy Sibel Erduran Sufian Forawi Clare Gartland Lilia Halim Ying Shao Hsu Zanaton Haji Iksan Deena Khalil Meredith Kier Nasser Mansour Mohamad Sattar Rasul Seema Rivera Dalene Swanson Paige Teamey Tuan Mastura Tuan Soh Russell Tytler No l Williams and Yi Fen Yeh **Integrated Approaches to STEM Education** Judy Anderson, Yeping Li, 2020-12-23 This book provides a platform for international scholars to share evidence for effective practices in integrated STEM education and contributes to the theoretical and practical knowledge gained from the diversity of approaches Many publications on STEM education focus on one or two of the separate STEM disciplines without considering the potential for delivering STEM curriculum as an integrated approach This publication analyzes the efficacy of an integrated STEM curriculum and instruction providing evidence to examine and support various integrations The volume

focuses on the problems seen by academics working in the fields of science technology engineering and mathematics STEM and provides valuable high quality research outcomes and a set of valued practices which have demonstrated their use and viability to improve the quality of integrated STEM education

Science Education in Countries Along the Belt & Road

Ronghuai Huang, Bing Xin, Ahmed Tlili, Feng Yang, Xiangling Zhang, Lixin Zhu, Mohamed Jemni, 2022-01-18 This book aims to highlight science education in countries along the Belt and Road It consists of 30 chapters divided into three main parts namely Arab and African countries Asian countries and European countries We invited science education experts from 29 Belt and Road countries to introduce the current status of science education in their countries and the new requirements with the rapid evolution of Information Technology The major contributions of this book include 1 Provide the current status of science education in countries along the Belt and Road as well as the requirement for developing and improving science education in these countries 2 Discuss new insights of science education in future years 3 Inspire stakeholders to take effective initiatives to develop science education in countries along the Belt and Road

Evaluation of an Integrated Stem Professional Development Model Into an Elementary School Ronnie Thompson, 2013-09 Scholarly Research Paper from the year 2013 in the subject Pedagogy Common Didactics Educational Objectives Methods grade Hooks Independend School Distict language English comment Ronnie Thompson M Ed Currently serves as Superintendent for Hooks Independent School District in Hooks Texas Formally served as Assistant Superintendent for the Texarkana Independent School District in Texarkana Texas He has also served as Executive Director of School Improvement Associate Principal Assistant Principal and a classroom teacher He is an experienced teacher in the Career and Technology field and has served as an adjunct professor of education at Texas A M University Texarkana He has a total of 22 years of experience in education abstract The effectiveness of an Integrated STEM Professional Development Model for elementary teachers was evaluated in terms of students perceptions of the classroom learning environment and student outcomes towards mathematics The sample consisted of 664 grade 3 5 mathematics students from 41 mathematics classrooms Students from a STEM focused elementary school Morriss provided 191 student responses with 473 student responses coming from 4 other elementary schools within the same school district The students responded to a learning environment questionnaire based on three scales from the What Is Happening In this Class WIHIC and the attitude scale from the Test Of Science Related Attitudes TOSRA Factor structure internal consistency reliability discriminate validity and the ability to distinguish between different classes were supported by data analysis of Morriss and Other student groups An ANOVA was used which produced statistically significant differences in the Cooperation scale Morriss students perceived higher levels of cooperation in their classrooms relative to Other students from schools within the same school district Student outcomes Achievement and Attitudes showed a significant d

Research Anthology on Culturally Responsive Teaching and Learning

Management Association, Information Resources, 2021-05-28 As education continues to take great strides to become more

inclusive and understanding of diverse students and cultures teaching practices and methods for learning are an essential part of the puzzle and must be addressed to create culturally responsive educational experiences Teachers must make meaningful connections between a student s culture language life experiences and background to what the student is learning in the classroom By integrating culture into the classroom student achievement can be fostered and students can excel Underserved populations may face discrimination when it comes to culture language or race and their needs can often be neglected By implementing culturally responsive teaching students can feel valued motivated understood and included in their education The Research Anthology on Culturally Responsive Teaching and Learning displays the best practices and lessons learned for culturally responsive teaching and learning across different types of institutions classroom subjects and with different types of students from diverse cultural backgrounds The chapters focus on culturally responsive practices and how these methods for teaching can impact student success empowerment and cultural competence This book is essential in understanding cultural diversity and inequity in education as well as the ways to address it This book is ideal for faculty teachers counselors administrators principals curriculum developers instructional designers professionals researchers and students seeking to improve their understanding of culturally responsive teaching and learning

Engineering in K-12 Education United States. Congress. House. Committee on Science and Technology (2007). Subcommittee on Research and Science Education,2010 Learning Supercharged Lynne Schrum,Sandi Sumerfield,2018-06-15 Explore how to apply innovative technology driven strategies in the classroom to create personalized and dynamic learning experiences for your students As educators seek out new ways to energize and engage their students and prepare them for the future they need to know how to employ the latest technologies in creative and innovative ways Learning Supercharged looks at emerging approaches and tools and incorporates professional educators stories of how and why they have implemented each trend including information on challenges faced and overcome how to get started and other resources to explore Topics covered include Digital equity considerations Digital citizenship Personalized learning Project based learning Blending formal and informal learning Coding and robotics Makerspaces Gamification and badging Open Educational Resources OERs The book inspires educators to try new approaches with the understanding that they will devise new ways to synthesize interpret and implement ideas to fit their context learners and resources

STEM Integration in K-12 Education National Research Council,National Academy of Engineering,Committee on Integrated STEM Education,2014-02-28 STEM Integration in K 12 Education examines current efforts to connect the STEM disciplines in K 12 education This report identifies and characterizes existing approaches to integrated STEM education both in formal and after and out of school settings The report reviews the evidence for the impact of integrated approaches on various student outcomes and it proposes a set of priority research questions to advance the understanding of integrated STEM education STEM Integration in K 12 Education proposes a framework to provide a common perspective and vocabulary for researchers practitioners and others to identify

discuss and investigate specific integrated STEM initiatives within the K 12 education system of the United States STEM Integration in K 12 Education makes recommendations for designers of integrated STEM experiences assessment developers and researchers to design and document effective integrated STEM education This report will help to further their work and improve the chances that some forms of integrated STEM education will make a positive difference in student learning and interest and other valued outcomes

STEM: Innovation on Teaching and Learning Vanda Santos,Cecília Costa,Dina Tavares,2025-02-04 This Research Topic is focused on STEM education based on this model several studies have emerged on innovative approaches on teaching and learning In order to meet the demands of developing students for the 21st century skills and given the appropriate characteristics for this goal of the STEM model further research is needed on this topic Being so it is justified to carry out more research on STEM approaches such as with pre service teachers in service teachers and all levels of education This research topic provides a stimulating and informative variety of research papers that expand and deepen our theoretical understanding on STEM innovations on teaching and learning Taking into account the demands of developing students for the 21st century skills in this Research Topic we aim to collect high quality studies focused on STEM model related to pre service teachers in service teachers as well as students of all levels of education We also intend to cover the largest variety of topics addressing this specific matter that could help to foster STEM implementation in the classroom to sharing STEM model education training experiences Furthermore we are interested in contributions that provide deepening insights into the challenges and opportunities involved in adopting STEM education in teaching and learning in a sustainable way

High Possibility STEM Classrooms Jane Hunter,2020-12-21 This book offers a new research based approach to STEM education in early elementary and middle years of schooling concentrating on building teacher agency and integrated approaches to teaching and learning in High Possibility STEM Classrooms Author Jane Hunter presents a globally oriented contemporary framework for powerful Integrated STEM based on mixed methods research data from three studies conducted in 14 schools in language diverse disadvantaged and urbanized communities in Australia Theory creativity life preparation public learning and contextual accommodations are all utilized to help educators create hands on inquiry led and project based approaches to STEM education in the classroom A set of highly accessible case studies is offered that places pedagogy at the center of practice an approach valuable for researchers school leaders and teachers alike Ultimately this text responds to the call for examples of what successful Integrated STEM teaching and learning looks like in schools The book concludes with an evidence based blueprint for preparing for less siloed and more transdisciplinary approaches to education in schools Hunter argues not only for High Possibility STEM Classrooms but for High Possibility STEM Schools enriching the dialogue around the future directions of STEM STEAM middle leadership technological literacies and assessment within contemporary classrooms

Handbook of Research on Pedagogical Models for Next-Generation Teaching and Learning Keengwe, Jared,2017-10-31 Every generation of students comes to the classroom

with different needs than that of their predecessors Implementing new methods and styles of teaching to meet these diverse needs will provide students with the best chance of success in their educational careers The Handbook of Research on Pedagogical Models for Next Generation Teaching and Learning is a critical scholarly source that examines the most effective and efficient techniques for implementing new educational strategies in a classroom setting Featuring pertinent topics including mixed reality simulations interactive lectures reflexive teaching models and project based learning this is an ideal publication for educators academicians students and researchers that are interested in discovering more about the recent advances in educational fields Handbook of Research on STEM Education Carla C. Johnson, Margaret J.

Mohr-Schroeder, Tamara J. Moore, Lyn D. English, 2020-04-27 The Handbook of Research on STEM Education represents a groundbreaking and comprehensive synthesis of research and presentation of policy within the realm of science technology engineering and mathematics STEM education What distinguishes this Handbook from others is the nature of integration of the disciplines that is the founding premise for the work all chapters in this book speak directly to the integration of STEM rather than discussion of research within the individual content areas The Handbook of Research on STEM Education explores the most pressing areas of STEM within an international context Divided into six sections the authors cover topics including the nature of STEM STEM learning STEM pedagogy curriculum and assessment critical issues in STEM STEM teacher education and STEM policy and reform The Handbook utilizes the lens of equity and access by focusing on STEM literacy early childhood STEM learners with disabilities informal STEM socio scientific issues race related factors gender equity cultural relevancy and parental involvement Additionally discussion of STEM education policy in a variety of countries is included as well as a focus on engaging business industry and teachers in advocacy for STEM education The Handbook's 37 chapters provide a deep and meaningful landscape of the implementation of STEM over the past two decades As such the findings that are presented within provide the reader with clear directions for future research into effective practice and supports for integrated STEM which are grounded in the literature to date **Quality in Teacher Education and**

Professional Development John Chi-Kin Lee, Timo Ehmke, 2021-09-29 This book addresses the past and changing contexts of Chinese and German teacher education under the impact of globalization and echoes quality issues of teacher education This edited book provides a comprehensive discussion on other issues in the management and implementation of change in teacher education related to teacher education curricula for professional development of teachers A combination of chapters provides an overview a review of literature and research as well as offering examples of teacher education practice and updated empirical research on these topics co edited by two senior scholars and written by experts from Mainland China including Hong Kong and Germany The volume addresses key issues on teacher standards ICT in education and e learning in teacher education STEM education vocational teacher education university school partnership in teacher education and teaching Chinese or German as a second language This is an up to date academic book to look at profound issues related to

quality in teacher education and teachers professional development in mainland China and Germany It will be a useful reference for graduate students and researchers in the field of international and comparative education teacher education and curriculum studies teacher educators and practitioners to learn from trends best practice and challenges that have been encountered in Mainland China and Germany *Designing Culturally Competent Programming for PK-20 Classrooms* Spratt, Katherine, O'Connor Jr., Johnny R., Msengi, Clementine, 2020-08-14 In order to promote effective learning individuals must feel fully appreciated within their own unique identities i.e. ethnicities language differences socioeconomic status gender religions Culturally competent educators employ practices that acknowledge and build on cultural diversity and that identify students themselves as resources and honors assets possessed within the context of the school community *Designing Culturally Competent Programming for PK 20 Classrooms* is a comprehensive research publication that explores strategies and best practices for designing culturally competent curricula and serves as a courier for stakeholders fostering inclusive and forward thinking opportunities in PK 20 classrooms Highlighting a wide range of topics such as ethics leadership and organizational development this book is ideal for educators administrators academicians curriculum developers instructional designers researchers and students *Exploring Gender in Education in Arabian Gulf Countries* Martina Dickson, 2025-06-30 This seminal volume fills a gap in current literature on education gender and development by giving voice to the Arab Gulf region contrasting key issues with those felt globally in order to support a more sustainable gender equitable future of education in the region Heavily linked to Sustainable Development Goal 4 which calls for an inclusive and equitable quality of education for all this book presents case studies on a wide range of issues such as school attainment academic performance and gender disparities within higher education in the Arabian Gulf using quantitative research qualitative interviews and documentary analysis to make broader connections to issues of global significance Exploring a deeper and more holistic understanding of the external factors which affect both participation and performance within education and academic settings this book considers the influence of home support systems as well as cultural and familial factors which can lead to large scale gendered differences in learning attitudes attendance and even testing in the region Ultimately supporting those in the education sector through frameworks of gender inclusion in both schools and higher educational settings this volume will be of use to researchers scholars and postgraduate students involved with higher education school leadership management and administration sociology of education and gender studies in the Arab Gulf region more broadly *Designing and Implementing Interdisciplinary Education* Zehui Zhan, Siyuan Lyu, Shijing Niu, Kai Tu, Qingna Lai, 2025-02-11 Interdisciplinary education is the future trend in global K 12 curriculum reform and all K 12 subject teachers should be prepared to meet the challenges it presents This book aims to explore the competence structure that K 12 teachers need to effectively design and implement interdisciplinary education from a general perspective of subject integration Drawing on relevant theories from interdisciplinary education and teacher competence research the book

clarifies the fundamental connotations of teachers interdisciplinary teaching competence and identifies the key elements of this competence from an international perspective It also examines the transformation pathways for teachers from subject specific teaching to interdisciplinary teaching based on China s national curriculum framework On this basis the book constructs a framework for K 12 teachers interdisciplinary teaching competence and applies it to the cultivation of interdisciplinary teaching staff guiding the design of assessment tools improvement strategies and training programs for enhancing interdisciplinary teaching competence The book will encourage teachers from different disciplines to participate in the design and implementation of interdisciplinary teaching thereby promoting the sustainable development of interdisciplinary education Global educators and researchers interested in interdisciplinary education competence framework development teacher professional development and Chinese education will find valuable insights in this book

ENC Focus Review ,2003 **Advancing the STEM Agenda** Cindy P. Veenstra,Fernando F. Padró,Julie A.

Furst-Bowe,2012-05-15 In July 2011 the ASQ Education Division held its first Advancing the STEM Science Technology Engineering and Mathematics Agenda in Education the Workplace and Society Conference at the University of Wisconsin Stout This publication is a selection of papers and workshops from this groundbreaking conference The ideas presented here will help other educators and policy makers to develop their own innovative high impact ideas for inspiring student interest in STEM careers improving the delivery of STEM education at their schools and colleges and helping STEM college graduates transition to the workplace The chapters in this book reflect research and best practices integrating the ideas of continuous improvement in combination with a can do attitude to provide a valuable resource that will lead others to consider similar innovative and collaborative educational structures that will drive more interest in STEM majors in college and provide for our next generation of scientists technicians and engineers Prior to reviewing *Advancing the STEM Agenda* I had a list in my mind of topics that I hoped would be addressed I m very pleased with how many are covered and covered well This project succeeds at the challenge of providing not only beneficial breadth but also important depth Because our public private partnership has been committed explicitly to continuous improvement for more than a decade I couldn t help but notice as the editors also point out in their conclusion the extent to which continuous improvement is a common thread throughout the book That speaks to the book s practical utility in many settings and on a long term basis No less valuable is the discussion of student motivation by many of the authors which STEM teachers in our area have identified as a major issue of interest to them in recent surveys Richard Bogovich Executive Director Rochester Area Math Science Partnership Minnesota Veenstra Padr and Furst Bowe provide a huge contribution to the field of STEM education We all know the statistics and of the huge need in the area of STEM students and education but what has been missing are application and success stories backed by research and modeling The editors have successfully contributed to our need by focusing on collaborative models building the K 12 pipeline showing what works at the collegiate level connecting across gender issues

and illustrating workforce and innovative ideas John J Jasinski President Northwest Missouri State University Advancing the STEM Agenda provides a broad set of current perspectives that will contribute in many ways to advancing the understanding and enhancement of education in science education and engineering This work is packed with insights and perspectives from experienced educators and bridges the transition from education to workplace John Dew Senior Vice Chancellor Troy University

Proceedings of the International Conference on Education 2022 (ICE 2022) Aji Prasetya Wibawa,Riska Pristiani,Gulsun Kurubacak,Siti Salina Mustakim,Dedi Kuswandi,Roni Herdianto,2023-03-22 This is an open access book This conference proceeding constitutes a selection of the best papers from the International Conference on Education 2022 ICE 2022 held in Malang Indonesia in October 2022 This conference proceeding is a collection of research findings and viewpoints relating to education and any subject associated to the present trend of education This trend is lead by the set of improvements and changes in the instructional societal and technological structures and processes towards the endeavor of accomplishing the goals The conference proceeding also extends to compile the papers discussing the issues in relation to emerging technologies for educational context such as ethical issues security and privacy quality control accreditation and sustainability issues and cultural issues

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