Encouraging STEM Students to Become Teachers: Summer Internships and Community Engagement

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Do Now:
• Make your own license plate
• Choose 7 characters (numbers, letters, etc.) that describe you
• When you are done, share your license plate and the meaning behind your characters
Objective: You will be able to explain the importance of connecting university STEM students with community partners and local high schools by stating one beneficial result of community engagement.
Agenda

1. Do Now/Objective
2. Overview: Breakthrough Cincinnati
3. Community Partnership
4. Exploring interests in teaching
Breakthrough Cincinnati

- Four-year summer enrichment program
- 6th-9th grade
- 6 weeks
- Students teaching students
Breakthrough Cincinnati

• Over 50% of students meet 3 or more need indicators, including racial/ethnic minorities, qualify for free or reduced lunch, first in family to attend college, single parent household, English as a second language

• All students are high achieving

• Application process
A Day at Breakthrough

- Good morning and breakfast
- Two core classes
- ASM!
- Two core classes
- Advisory

- Recess and lunch
- Two academic electives
- Mini course
- Goodbye
STEM in the Community

- Summer internship
- Super Saturdays
- Tutoring
- Noyce scholarship
Courtney Garside

- Sophomore
- Biology/HAB major
- Boston, MA
- Teaching fellow at Breakthrough Cincinnati, Summer 2015
Veronica Lawrence

• Junior
• Mathematics major, Professional Education and History minors
• Georgetown, OH
• Teaching fellow at Breakthrough Cincinnati, Summer 2015
• Noyce Scholar
Abigail Moninghoff

• Junior
• Mathematics major, Professional Education minor
• Bethlehem, PA
• Teaching fellow at Breakthrough Cincinnati, Summers 2014-2015
• Noyce Scholar
Darci Meiners

- Current teacher at Hamilton High School
- Chemistry
- Cincinnati, OH
- Teaching fellow at Breakthrough Cincinnati, Summer 2013
- Noyce Scholar
Exit Ticket

• Take a post-it note
• Write one benefit of engaging students from the community in STEM programming