

# ACCESS TO STEM: A FRAMEWORK

## CREATING SPACE FOR ALL LEARNERS



stemOnext  
OPPORTUNITY FUND

Strategies are the broad categories within each large concept: Increasing Access, Youth-Centric, and Skill Development. Tactics are the specific actions and tools for each strategy.



### INCREASING ACCESS

Strategies that address barriers to participation and build on the experiences within the community.



### YOUTH-CENTRIC

Strategies that build on the specific strengths, needs, and challenges of youth.



### SKILL DEVELOPMENT

Strategies that are personally relevant to youth and enable them to develop STEM and 21st century skills.

| Strategies                                      | Tactics                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Community Engagement</b>                     | <ul style="list-style-type: none"> <li>• Create plans for internal and external communication and outreach</li> <li>• Build cross-sector partnerships to cultivate a STEM learning ecosystem</li> <li>• Offer community and family engagement opportunities</li> </ul>                                                                                                                    |
| <b>Data Informed Decision Making</b>            | <ul style="list-style-type: none"> <li>• Identify ways to collect youth and program level data to improve program results</li> <li>• Collect feedback from youth and families</li> <li>• Conduct evaluation to assess broader community needs</li> </ul>                                                                                                                                  |
| <b>Program Design (quality and inclusivity)</b> | <ul style="list-style-type: none"> <li>• Involve stakeholders who represent the community and offer diverse perspectives in program design</li> <li>• Prioritize an explicitly biased with key stakeholders to provide ongoing guidance and feedback</li> <li>• Be intentional in program designs to engage and effectively serve all youth</li> </ul>                                    |
| <b>Program Operations</b>                       | <ul style="list-style-type: none"> <li>• Ensure all youth have access to programming location, schedule, transportation, technology</li> <li>• Ensure all youth feel welcomed, directed, supported through the diverse populations, recruiting designed to engage all youth, welcoming environment</li> <li>• Recruit and retain staff who are representative of the community</li> </ul> |

| Strategies                        | Tactics                                                                                                                                                                                                                                                                             |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Peer Support</b>               | <ul style="list-style-type: none"> <li>• Provide a supportive environment for all youth</li> <li>• Encourage positive peer connections</li> <li>• Help all youth feel they are part of a STEM community</li> </ul>                                                                  |
| <b>Positive Youth Development</b> | <ul style="list-style-type: none"> <li>• Support all youth to make personal connections to and a greater sense of belonging in STEM</li> <li>• Help all youth develop self-efficacy and confidence in STEM</li> <li>• Develop all youth voice and choice</li> </ul>                 |
| <b>Relevance</b>                  | <ul style="list-style-type: none"> <li>• Connect programming to school, home, and other settings</li> <li>• Leverage all youth interests, knowledge, and lived experiences</li> <li>• Show how STEM can make a difference in youth's lives and in their communities</li> </ul>      |
| <b>Supportive Relationships</b>   | <ul style="list-style-type: none"> <li>• Make community and family connections</li> <li>• Provide opportunities to interact with and learn from diverse STEM role models</li> <li>• Recruit and retain staff skilled in developing and supporting positive relationships</li> </ul> |

| Strategies                                      | Tactics                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Connected Pathways</b>                       | <ul style="list-style-type: none"> <li>• Provide opportunities to learn about and explore a variety of STEM careers</li> <li>• Create partnerships with other STEM programs to encourage further participation</li> <li>• Provide exposure to relatively STEM role models who have experienced diverse career pathways</li> </ul>                       |
| <b>Curriculum</b>                               | <ul style="list-style-type: none"> <li>• Foster engineering mindset practices applying math and computer science</li> <li>• Create a learning environment that offers voice and choice to engage all youth in STEM</li> <li>• Provide opportunities for all youth to do authentic practices that STEM professionals do</li> </ul>                       |
| <b>Professional Development (for the field)</b> | <ul style="list-style-type: none"> <li>• Provide opportunities for education to reflect on their own lived experience</li> <li>• Provide training for education to make STEM personally relevant to all youth</li> <li>• Engage education or K-12 professional development offerings role models, engineering mindset, growth mindset, etc.)</li> </ul> |
| <b>21st Century Skills</b>                      | <ul style="list-style-type: none"> <li>• Provide opportunities to collaborate and develop collaboration skills</li> <li>• Ask open ended questions to help youth critically think and deepen their understanding</li> <li>• Facilitate development of a growth mindset</li> </ul>                                                                       |

# Framework STEM For Kids

**Daniela Niemeyer**



## **Framework STEM For Kids:**

**Strategies That Work** Stephanie Harvey, Anne Goudvis, 2023-10-10 Since the first publication of *Strategies That Work* numerous new books on reading comprehension have been published and more educators than ever are teaching comprehension. In this third edition of their groundbreaking book, authors Stephanie Harvey and Anne Goudvis bring you *Strategies That Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge*. This new edition is organized around three sections: Part I, Starting with the Foundation of Meaning; these chapters provide readers with a solid introduction to reading comprehension instruction, including principles that guide practice suggestions for text selection and a review of recent research; Part II, Putting these principles into practice for all areas of reading comprehension; Part III, This section shows you how to integrate comprehension instruction across the curriculum and the school day with a focus on science and social studies. In addition, this new version includes updated bibliographies, including the popular Great Books for Teaching, content online resources, and fully revised chapters focusing on digital reading strategies for integrating comprehension and technology and comprehension across the curriculum. Harvey and Goudvis tackle close reading, close listening, text complexity, and critical thinking and demonstrate how your students can build knowledge through thinking-intensive reading and learning. This third edition is a must-have resource for a generation of new teachers and a welcome refresher for those with dog-eared copies of this timeless guide to reading comprehension.

*Educating Our Children to Succeed in the Global Economy* United States. Congress. Senate. Committee on Health, Education, Labor, and Pensions, 2014      *Early Engineering Learning* Lyn English, Tamara Moore, 2018-05-29 This book addresses engineering learning in early childhood, spanning ages 3 to 8 years. It explores why engineering experiences are important in young children's overall development and how engineering is a core component of early STEM learning, including how engineering education links and supports children's existing experiences in science, mathematics, and design and technology both before school and in the early school years. Promoting STEM education across the school years is a key goal of many nations, with the realization that building STEM skills required by societies takes time and needs to begin as early as possible. Despite calls from national and international organizations, the inclusion of engineering-based learning within elementary and primary school programs remains limited in many countries. Engineering experiences for young children in the pre-school or early school years has received almost no attention, even though young children can be considered natural engineers. This book addresses this void by exposing what we know about engineering for young learners, including their capabilities for solving engineering-based problems and the few existing programs that are capitalising on their potential.      *50 Strategies for Teaching STEAM Skills* Kara Ball, 2024-02-13 Give students concrete opportunities to practice STEAM skills. This teacher resource includes easy-to-use classroom strategies and activities for science, technology, engineering, art, and mathematics. This teacher book provides 50 strategies to support STEAM instruction and build 21st

century skills such as collaboration handling failure problem solving communication and creativity With ten strategies per essential STEAM skill this book provides educators with tools to build skills These activities utilize accessible everyday materials which makes them perfect for any classroom setting The book also includes student activity pages instruction sheets and ideas for variation at every grade level From building knowledge of STEAM concepts to strengthening lifelong learning skills this book offers PreK 12 teachers the support they need to help students thrive

**Technologies for Children** Marilyn Flear, 2023-07-10 Technologies for Children is a comprehensive guide to teaching design and digital technologies to children from birth to 12 years Aligned with the Early Years Learning Framework and the Australian Curriculum Technologies this book provides practical ideas for teaching infants toddlers pre schoolers and primary aged children The third edition includes expanded content on teaching digital technologies with a new chapter on computational thinking Key topics covered include food and fibre production engineering principles and systems and computational thinking The content goes beyond discussing the curriculum to consider technology pedagogies planning assessment and evaluation Case studies drawn from Australian primary classrooms and early childhood centres demonstrate the transition from theory to practice Each chapter is supported by pedagogical reflections research activities and spotlights as well as extensive online student resources Written by Marilyn Flear this book presents innovative engaging and student centred approaches to integrating technologies in the classroom

**Investigating Light and Shadow with Young Children (Ages 3-8)** Beth Dykstra Van Meeteren, 2022-06-17 Children are intrigued by switches that power a light source and by items that reflect light and sparkle and they take notice of personal shadows cast on the playground An understanding of light and shadow is crucial to many STEM fields including astronomy biology engineering architecture and more This book shows teachers how to engage children ages 3 8 with light and shadow in a playful way building an early foundation for the later more complex study of this phenomena and ultimately for children s interest in professions within the STEM fields The text offers guidance for arranging the physical environment of classrooms integrating literacy learning and investigations and building partnerships with administrators Each volume in the STEM for Our Youngest Learners Series includes examples of educators and children engaging in inquiry learning guidance for selecting materials and arranging the learning environment modifications and accommodations for diverse learners support for establishing adult learning communities and more

CTE-STEM 2022 conference proceedings Marcus Specht, Xiaoling Zhang, Christian Glahn, Nardie Fanchamps, 2022-08-15 The 6th APSCE International Conference on Computational Thinking and STEM Education 2022 CTE STEM 2022 is organized by the Asia Pacific Society for Computers in Education APSCE and hosted by the Leiden Delft Erasmus Centre for Education and Learning LDE CEL CTE STEM 2022 is hosted for the first time in Europe by the Delft University of Technology TU Delft Delft the Netherlands This conference continues from the success of the previous four international Computational Thinking conferences organized by the National Institute of Education and Nanyang Technological University NIE NTU This

conference invites CT as well as STEM researchers and practitioners to share their findings processes and outcomes in the context of computing education or computational thinking

*Investigating Ramps & Pathways with Young Children (Ages 3-8)* Beth Dykstra Van Meeteren, 2022-12-23 Children are intrigued by moving objects even more so when they can engineer the movement This volume in the STEM for Our Youngest Learners Series uses Ramps and Pathways as a context to provide children ages 3-8 with opportunities to engage in STEM every day Ramps and Pathways is a meaningful and fun way for children to develop engineering habits of mind as they explore concepts in force and motion properties of objects and how an object's properties affect its movement In the process children develop spatial thinking that is essential for future careers in STEM The text also offers guidance for arranging the physical intellectual social emotional and promotional environments of a classroom to embrace the natural integration of literacy learning Each volume in this series includes guidance for forming partnerships with families and administrators that support STEM learning vignettes showing educators and children engaging in inquiry learning tips for selecting materials modifications and accommodations for diverse learners ways to establish adult learning communities that support professional development and more Book Features Alignment with both the Head Start Early Learning Outcomes Framework ELOF and the NGSS Science and Engineering Practices with specific descriptions of how those science and engineering practices in Ramps and Pathways look and feel in Pre-K-2 classrooms Examples of how to integrate literacy learning in a meaningful way Descriptions of how the open-ended nature of ramps and pathways aligns with the Universal Design for Learning Framework UDL Guidance to help teachers anticipate and plan for all children to become purposeful motivated resourceful knowledgeable strategic and goal directed about learning Examples of how to stage introduce and support children's designs to develop engineering habits of mind systems thinking optimism creativity communication collaboration attention to ethical considerations A meaningful and healthy context to grow children's executive function skills EFs including inhibitory control working memory and cognitive flexibility

Models of Teaching Bruce Joyce, Emily Calhoun, 2024-08-02 This fully updated edition of a classic text explores established approaches to teaching that are grounded in research and experience to ensure high levels of learning Models of Teaching combines rationale and research with real-life examples and applications in the classroom showing how teachers professional learning communities and school faculties can improve student attainment The volume contains the major psychological and philosophical approaches to teaching and schooling including thoroughly documented research on the models of teaching and their effects on student success and offers teachers the tools to accelerate student learning Features include three completely new chapters covering the origins of models in teaching explicit strategy instruction and metacognition for teaching reading comprehension and best practices for teachers coaching other teachers expanding instruction and supporting school renewal scenarios for each model to explore the concepts in action discussions of research relevant to each model throughout the text advice from the authors about the use of the models in teaching support for incorporating the

language arts and science standards and supporting STEM instruction With the aim of providing a strong impact on student achievement while keeping in line with the current emphasis on standards based education this classic resource will be essential reading for pre service and new teachers as well as current teaching professionals This text is supported by extensive multimedia materials including video demonstrations of the models in action PowerPoint slides and an Instructor s Manual available at [www.modelsofteaching.org](http://www.modelsofteaching.org) *Handbook of Research on Tools for Teaching Computational Thinking in P-12 Education* Kalogiannakis, Michail, Papadakis, Stamatios, 2020-06-26 While the growth of computational thinking has brought new awareness to the importance of computing education it has also created new challenges Many educational initiatives focus solely on the programming aspects such as variables loops conditionals parallelism operators and data handling divorcing computing from real world contexts and applications This decontextualization threatens to make learners believe that they do not need to learn computing as they cannot envision a future in which they will need to use it just as many see math and physics education as unnecessary The Handbook of Research on Tools for Teaching Computational Thinking in P 12 Education is a cutting edge research publication that examines the implementation of computational thinking into school curriculum in order to develop creative problem solving skills and to build a computational identity which will allow for future STEM growth Moreover the book advocates for a new approach to computing education that argues that while learning about computing young people should also have opportunities to create with computing which will have a direct impact on their lives and their communities Featuring a wide range of topics such as assessment digital teaching and educational robotics this book is ideal for academicians instructional designers teachers education professionals administrators researchers and students

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