STEM Learning and Research (STELAR) Center @ Education Development Center

Flash talk!
Monday, May 2, 2016
The STELAR team

Sarita
Joyce
Carrie
Melody
Every project has a liaison

Becca  Bernadette  Sarah
Click to view all evaluation instruments

Culturally Responsive Teaching Self-Efficacy Scale (CRTSE)
Instruments
The Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) was developed and administered to a sample of preservice teachers to elicit information from preservice teachers about their perceived self-efficacy. READ MORE »

Iowa Tests of Basic Skills (ITBS)
Instruments
The Iowa Tests of Basic Skills (ITBS) offer educators a diagnostic look at how their students are progressing in key academic areas. The ITBS tests are designed for kindergarten through 8th grade students and include nine themes: vocabulary,... READ MORE »

Filter by discipline and/or topic area

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Q: In what context did you use this instrument (setting, population, project name)?

Response: We included selected items from the SMQ-II in pre- and post-survey surveys for youth participating in Studio, an afterschool tinkering program serving low-income middle and high school students (grades 6-12) living in Seattle Public Housing. The majority of the youth are from East African immigrant communities. We also administered the pre- and post-surveys to comparison youth who did not participate in the program.

Q: Did you run into any limitations with this instrument? (Y/N) If yes, please explain.

Response: We originally planned to use two of the subscales from the SMQ-II (intrinsic motivation and career motivation). Partly due to concerns about the length of our survey and the need to assess other program outcomes, we decided to use only a small number of the items (4) from the SMQ-II and instead use another scale to measure students’ STEM career interests.

Q: Did this provide you with relevant information to address your research questions? (Y/N) If yes, what question did this answer?

Response: Yes, in part (together with other survey items and additional instruments), the items helped us to address one of our research questions: “Does participation in STEM programming enhancements of the Studio program produce measurable impacts on youths’ interests and motivation in STEM?”

PROJECT NAME:
Collaborative Research: Creating a STEM Pipeline for Low Income and Immigrant Youth
Program Findings

Resources disseminated by ITEST projects

Outcomes curated by ITEST findings (Share yours!)

ACCESSIBILITY, CULTURAL RELEVANCE, EQUITY, AND DIVERSITY

EDUCATOR PROFESSIONAL DEVELOPMENT

EVALUATION

STEM CAREER OPPORTUNITIES AND WORKFORCE DEVELOPMENT

STEM CONTENT AND STANDARDS

STEM IN AFTERSCHOOL AND INFORMAL LEARNING

STEM PROGRAM MODELS AND IMPLEMENTATION

YOUTH MOTIVATION AND INTERESTS IN STEM
Publications informed by the MIS!
Who participates in ITEST projects?

ITEST projects can be designed in many different ways in order to meet the program goals. Almost all projects work directly with **youth**, and most include **educators** as well.

**Youth** 95%  
**Educators** 77%

In terms of **other significant adults**, projects include:

**STEM Professionals** 35%  
**Parents & Caregivers** 25%  
**Guidance Counselors** 4%
ITEST-focused special issues

Journal of Science Education and Technology: 2016 ITEST Special Issue

Journal of Technology and Teacher Education: ITEST Special Issue 2010
Research.gov

Be sure that all your great work is included in this repository!
Research.gov

Be sure that all your great work is included in this repository!
Monthly Highlight

Sep | 2015

Workforce & Career Education

One hallmark of the ITEST program is its commitment to developing a strong science, technology, engineering, and math (STEM) workforce. This includes helping youth, particularly those from populations currently underrepresented in STEM, learn about and pursue STEM and STEM-related careers.

ITEST projects are informed by career education theory and engage students in experiences that: (1) increase student awareness of STEM and related careers; (2) motivate students to pursue the education necessary to participate in those careers; and/or (3) provide students with technology-rich experiences that develop their knowledge of related content and skills (including critical thinking skills) needed for entering the STEM workforce. Below are selected resources to help you learn more about workforce development in STEM education.

RESOURCES

STELAR Webinar: How to Address Workforce/Career Education in your ITEST Project

How to Address Workforce/Career Education in your ITEST Project

Thursday September 24th, 2015

Archived Webinar
Monthly Highlight

Sep | 2015

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RESOURCES

STEELAR Webinar: How to Address Workforce/Career Education in your ITEST Project

EVEN Attendees joined us in discussing the elements of Career Education that can help frame your ITEST proposal/project and the types of workforce/career education data that projects should be collecting to document students’ journeys to STEM careers.

Archived Webinar
At the summit: Networking
At this Summit: Working groups

Photos courtesy of App Maker Pro (AMP): Motivating STEM Study through App Development, PI Carole Greenes
Working groups for collaboration and co-creation

Photos courtesy of App Maker Pro (AMP): Motivating STEM Study through App Development, PI Carole Greenes
Networking with goals in mind
Events to be held:

- May 12 - University of Northern Arizona, Flagstaff
- May 16 - Science Foundation Arizona, Phoenix
STELAR is on Social Media – Stay in Touch!

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