



*STEM Education Summit: Building a Coalition for
Attracting and Retaining a Diverse STEM Teaching Workforce*

Mentor Expectations

As a mentor at the 2021 virtual STEM Education Summit hosted between February 20-27, 2021 your participation will be vital to the success of the attendees leading up to and during the Summit and throughout the implementation of their project.

While attending the virtual Summit on February 20-27 is a key piece of this work, enabling the success of your assigned team necessitates a longer-term commitment. The following document describes what you can expect as a mentor.

What to Expect Before the Summit

Pre-Summit Webinars: Mentors will be asked to attend pre-summit webinars (*to be hosted periodically January 18 through February 19, 2021*) to receive an overview and orientation to this initiative, the summit program, and the work they will be doing with a team during Summit and beyond. These webinars will also be archived so that you may view them later should you be unable to attend the live session.

Initial Contact with your Team: Mentors will be assigned a participant team to support based on shared interest, expertise, and/or geography. Prior to the Summit you will be virtually introduced to your team. We expect that you will reach out by email or schedule a conference call to better connect with your team before the first day of the Summit.

What to Expect During the Summit

Attendance at the Summit: The Summit will take place virtually between February 20-27, 2021 over Zoom online meetings and webinars. Mentors should plan to be present for the following periods:

Saturday, February 20, 2021	
9:00am-4:30pm EST	Day 1 of STEM Education Summit Program
Monday, February 22, 2021 – Thursday, February 25, 2021	
	<ul style="list-style-type: none">• Mentor Meeting• Asynchronous and Synchronous Work <p>Selected teams are assigned work to complete in preparation of Day 2 of the STEM Education Summit activities and discussions</p>
Saturday, February 27, 2021	
9:00am – 5:30pm EST	Day 2 of STEM Education Summit Program

Supporting Your Team: During the Summit, mentors will work with their team to create a logic model. This logic model will include an action plan and timeline. Mentors will support their team through this process including helping to identify SMART goals, strategies to implement change, indicators to measure impact, and realistic timelines to accomplish objectives in the following years. During our webinars and on-site orientation, we'll review in greater detail what your support will look like and familiarize you with the summit activities.

However, the Smithsonian Science Education Center and Shell Oil Company expect mentors to:

- Commit to arriving on time, being present, and participate fully in the entire Summit.
- Share your contact information with your team so that they may stay in touch.
- Remember that the work should come from the team. Coach them through the process and support their creativity and idea formation. Push back thoughtfully and constructively to help ideas move forward.
- Support all individuals on the team. While your team has a designated leader, one of the goals of the Summit is to build leadership at all levels within a school or district. This means making sure all voices are heard.
- Offer guidance, solutions, and ideas for resources that may be of value to the work.
- Help facilitate effective team engagement and timely progression towards objectives.
- Help with the development of your team's logic model and action plan by being a recorder for your team if necessary.
- Seek assistance when needed. Smithsonian and Shell staff, along with members of this project's advisory committee, will be present to help guide you and support your team if needed. Feel free to reach out to anyone whose expertise may support your group.

- Be aware of, support, and respect cultural differences within your team, throughout the Summit and for the duration of the initiative. Should you need additional support, contact a staff member.
- Exercise patience when working with your team and other summit attendees. Teams are tackling complex and emotionally challenging issues in a condensed amount of time.

What to Expect After the Summit

Follow Up: While the Summit is a crucial component of this work, what happens once teams return home is even more important. As a mentor, we ask you to keep in touch with your team, follow up with their progress, and report back to the Smithsonian Science Education Center at regular intervals. We recommend coming to consensus with your team on a realistic check-in schedule that supports the group's progress before leaving the Summit.

Reporting:

1. End of Summit Report – Mentors will work with their teams to submit a copy of the logic model with all pertinent goals and deadlines to the Smithsonian Science Education Center.
2. Quarterly Reports – For the remainder of 2021, we will provide mentors and team leads each with a form to structure their progress reports.

About the Initiative

This STEM Education Summit is only one component of a larger initiative that began in 2015 when the Smithsonian Science Education Center in partnership with Shell Oil Company convened a group of education organizations from around the nation to share and discuss proven strategies that have improved the recruitment, retention and engagement of educators from diverse backgrounds. From this meeting, a Steering Committee was formed, and areas of potential work emerged:

1. Develop a playbook for district-level systems change.
2. Implement district-level systems change.
3. Advance teacher leadership development.

Our goal for all the work comprising this Initiative is to **diversify the STEM teaching workforce and improve leadership opportunities for diverse STEM teachers through district systems change**. We are working to achieve this goal and supporting other like-minded individuals such as those attending the Summit through a variety of strategies outlined below.

Attracting diverse candidates to STEM teaching:

Student interest in STEM:

- Increase students' positive experiences with STEM instruction
- Integrate cultural competency training into existing PD so all teachers can understand and resolve challenges around bias and better serve STEM students from underrepresented populations

Pre-service teacher preparation:

- Expand recruitment of pre-service teachers from underrepresented populations to STEM teaching via traditional and nontraditional preparation programs

Equitable hiring practices:

- Train existing administrative leadership to confront implicit biases and adopt inclusive hiring practices

Increasing **retention** of STEM teachers from underrepresented populations:

- Increasing leadership opportunities for teachers from underrepresented populations while remaining in the classroom (by serving as mentors, board members, hiring committee members, department chairs, etc.)
- Increasing promotion opportunities for teachers from underrepresented populations to become administrative leaders
- Increasing support for in-service STEM teachers from underrepresented populations