2023 Diversity in STEM Education Summit:
Building a Coalition for Attracting and Retaining a Diverse STEM Teaching Workforce

Mentor Expectations | Mentor Application Preview

As a mentor at the 2023 Diversity in STEM Education Summit hosted between Friday, March 3 and Sunday, March 5, 2023, 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 Summit between March 3 -5, 2023 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: As a mentor, you will be asked to attend pre-summit webinars *(see webinar schedule in table below)* to receive an overview and orientation to this initiative, the summit program, and the work you will be doing with a team during the Summit and beyond. These webinars will also be archived for viewing later should you find yourself unable to attend the live session.

Wednesday, February 8 *(Time TBD)*	Summit Orientation
Wednesday, February 15 *(Time TBD)*	Webinar 2 *(topic to be announced)*
Wednesday, February 22 (Time TBD)	Webinar 3 *(topic to be announced)*

Please note that webinar times and topics are chosen based on the locations and unique characteristics of the teams selected to participate in the Summit.

Initial Contact with your Team: As a mentor, you 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 in person in New Orleans, Louisiana. You should plan to be present for the entire program which includes the following:

- **Friday, March 3, 2023:** Opening Session & Systems Change Simulated Experience

- **Saturday, March 4, 2023:** Teamwork and Planning Part 1

- **Sunday, March 5, 2023** – Teamwork and Planning Part 2 & Panel Discussion

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 USA, Inc. 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 18 months following the Summit, we will provide mentors and team leads each with a form to share their progress.

MENTOR APPLICATION PREVIEW

The following is a preview of the questions on the mentor application. Mentor applications will be scored based on their current involvement in STEM education and promoting equity in education, as well as their experience in categories A and B in the box below.

- Full Name
- Current Position/Title
- Organization
- City
- State
- Zip code

1. Have you served as a mentor at a previous Diversity in STEM Education Summit? (yes/no)
2. What is your current involvement in STEM education? (word   limit 150 words)
3. In what ways have you been involved in promoting equity in education? (word limit 150 words)

The ideal mentor will possess the following characteristics:

Category A, Background as a:
- PreK-16 education
- Classroom teacher
- Administrator
- Worked with a school system in the past 8 years

Category B, Professional experience:
- Supporting systemic change
- Providing educational equity training
- Diversity and Inclusion trainings
- Promoting diversity in the workplace

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4. Please describe in no more than 250 words how you fit the criteria above.

NOTE: *Travel Information:* If selected, please be prepared to provide the information below to assist us in managing your travel and accommodations.

- Full Name as it appears on Government Issued ID
- Date of Birth
- Preferred Departure Airport *(on March 2-3, 2023)*
- Gender *(as it appears on Government Issued ID)*
  - Female
  - Male
  - Non-Binary
- Accessibility Needs
- Dietary Restrictions

About the Initiative

This Diversity in 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 USA, Inc. 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