



CSUteach

Quarterly

Issue 8: Spring/ Summer 2014

A novel pathway to a noble profession...

CSUteach has had a very busy, yet productive year! In May, we honored our graduates at the 3rd Annual Induction Ceremony where Mr. Bill Badders, NSTA President, served as the keynote speaker. Also in May, *CSUteach* faculty and staff, Dr. Goodell, Dr. Jackson, and Dr. Sridhar, and Mrs. Nudell along with students Kyle Warner and Evan Zuzik represented *CSUteach* at the 8th Annual UTeach Conference held at the University of Texas at Austin. Then in June, Dr. Goodell and Mr. McPherson, as part of the MUST STEM Fellows program, and students Eric Blegen and Jason Labovitz presented research at the Ninth Annual NSF Robert Noyce Teacher Scholarship Program Conference in Washington, DC. Professional conferences such as these are wonderful opportunities, especially for students, to network with other professionals, share innovative ideas, and learn about new directions in STEM education.

CSUteach is also excited to announce that we launched The University STEMM Education Center and its website at a recent event on campus (<http://www.csuohio.edu/cehs/departments/TE/stemm/stemm.html>). Linda Gojak, the Immediate Past President of the NCTM, was the keynote speaker. The University STEMM Education Center was developed to build and foster connections between Cleveland State University and local schools.

Although we have had a very successful year, we are saddened to say farewell to Maureen Cavalcanti (formerly LaFemina), who served as a *CSUteach* Master Teacher for the past three years. Although we are saddened that Maureen will no longer be a member of *CSUteach*, we are excited for her and wish her well on her future endeavors!

We are also thrilled to report that we have had our last site visit from the UTeach Institute, as part of the program monitoring and evaluation, for our implementation of the UTeach model. We received full recognition from the UTeach Institute, having successfully implemented all of the required UTeach program features. We are on our own now, but we will maintain our connections with the UTeach Institute through the newly formed UTeach STEM Educators Association (USEA). In fact, Dr. Goodell, who was selected out of more than 50 applicants, was selected to be on the very first USEA Executive Board, which is quite an honor. All *CSUteach* Alumni will automatically become eligible to be members upon graduation. Stay tuned for more information about USEA.

Throughout this newsletter edition you will find highlights and updates of recent *CSUteach* events. The individuals awarded these opportunities have worked very hard and deserve our thanks and congratulations for their achievements. The *CSUteach* staff is proud of all the milestones our students, recent graduates, professors, and mentors have accomplished.

We look forward to increasing and strengthening our *CSUteach* family for many years to come.

Dr. Joanne Goodell

CSUteach Director



The *CSUteach* Program at Cleveland State University hosted its 3rd Annual Induction Ceremony on May 8, 2014.

The keynote speaker, Mr. Bill Badders, NSTA President, delivered a great message to encourage motivation for our new graduates in their future efforts to fulfill the community's expectations as new teachers. CSU staff and faculty, the graduates and their families, and their mentor teachers were all present for this event. A special thank you goes out to everyone for their participation and support. Congratulations to the 2014 cohort of *CSUteach* graduates! Best wishes to all graduates in their future endeavors.



CSUteach **2014** **Induction** **Ceremony**



***CSUteach* Says farewell to Mrs. Cavalcanti**

Maureen Cavalcanti is headed to the University of Kentucky to obtain her Ph.D. in STEM Education. She has been a great asset to the *CSUteach* family and will be missed. Good luck Maureen!



Maureen Cavalcanti's Farewell to *CSUteach*:

Thank you.



***CSUteach* faculty, staff, GAs, and students,**

It has been a great pleasure and my great fortune to be part of the *CSUteach* program the past three years. I will dearly miss the collaboration with my colleagues, but hope to stay connected as I pursue further studies in STEM education. It has been a wonderful opportunity being able to experience education from a different perspective: as the teachers' teacher. I look forward to hearing about all of the waves *CSUteach* graduates are making in secondary mathematics and science. Gina—Keep me in mind if any graduates make their way to Kentucky.

Thank you for supporting STEM education (that's for you, Rick),

Maureen Cavalcanti

CSUteach Faculty, Staff, and Students Represent CSUteach at the 8th Annual UTeach Conference



The 8th Annual UTeach Conference was held on May 20-22, 2014 at the AT&T Center on the University of Texas at Austin's campus in Austin, TX.

The aim of the conference is to strengthen secondary STEM teacher preparation by sharing information, experiences, and lessons learned within the national UTeach community.

Courtney Nudell's and Dr. Goodell's presentation titled *The Impact of Integrated Wrap-Around Student Services on Retention* evaluated the uniqueness of Mrs. Nudell's position as a CSUteach Student Services Coordinator. Unlike the more traditional advising role, Mrs. Nudell provides academic advising, coordinates eligibility for field experiences, participates in professional conferences, and supervises the paid internship program. Her comprehensive knowledge of students enables her to foster supportive and positive relationships with her students, which is especially helpful when students are dealing with academic and/or personal challenges.

Additionally, Dr. Goodell and Dr. Jackson conducted a presentation titled *The Implications of CSUteach on Teacher Education throughout the College*. Dr. Goodell and Bill Kosteas conducted a presentation titled *Factors Impacting Teacher Turnover Rates of UTeach Program Graduates*.

Students, Kyle Warner and Evan Zuzik, conducted a poster presentation titled *Using Google Tools as a Stepping Stone Towards Blended Combination Courses and Enhanced Intercollegiate Collaboration* where they evaluated the effectiveness of the pilot implementation of the CSUteach blended course (in class Step1 and web-based step 2).



Pictured left to right: Bill Kosteas, Nigamanth Sridhar, Kyle Warner, Dr. Joanne Goodell, Evan Zuzik, Courtney Nudell, and Dr. Debbie Jackson

CSUteach Awards and Recognitions

Congratulations to Dr. Joanne Goodell on being named Cleveland State University's 2014 Distinguished Faculty Service Award winner!

Dr. Goodell was awarded this honor based on the support and testimonials of her colleagues and her students at CSU. Dr. Goodell is a well respected leader within the community and plays a vital role in establishing and maintaining collaborative partnerships outside of CSU. All in all, we are ever so grateful to have her here at CSU and would like to congratulate her on her many great successes.

Dr. Goodell will be formally recognized for this award at a ceremony being held this coming Fall 2014.



Dr. Joanne Goodell was also named as one of the members of the Inaugural Executive Board for the UTeach STEM Educators Association (USEA)

USEA was established in Spring 2014 by the UTeach Professional Association Advisory Committee as part of a new initiative to create a permanent and sustainable national network of UTeach programs and alumni. The professional association's mission is to develop STEM literacy for all students through innovation and excellence in university-based teacher education.

Dr. Goodell was one of the members selected among 50 other applicants!

Join WeTeach!



Pictured above is the new WeTeach banner designed by Kelton Anderson, the WeTeach officer of Computer Technology. The banner is now proudly on display in the Student Center.

WeTeach is a CSU organization open to all students. Many of the students who are involved in the group are students interested in pursuing teaching either in Mathematics or Sciences in grades 7-12.

WeTeach was organized to help students with academic job placement and connecting students with the community.

Some of the events that WeTeach members have done in the past are pumpkin paintings, visited classes to talk about WeTeach and *CSUteach*, and set up seminars about job interviews and placement.

Currently the group is looking for new members who can contribute new ideas and activities.



WeTeach Executive Board Members:

President: Kimi Kentner

Vice President: Paula Riedel

Secretary: Paula Riedel

Treasurer: Brandon Profit

**Computer Technology:
Kelton Anderson**

Advisor: Mr. Rick Walton



Student SPOTLIGHT: Jason Labovitz



Briefly describe yourself (interests, hobbies, year in the program, major, etc.).

I have always been interested in figuring out how things work. From woodworking projects with my dad, to audio and electrical projects with my friends, I've always been fascinated by the design-build process. This ultimately led me to pursue both my undergraduate and master's degree in architecture. Currently, I will be entering my fourth semester as a post-baccalaureate in the *CSUteach* program working towards my integrated mathematics license for grades 7-12.

In my free time I still enjoy designing and woodworking. Also, I really like studying and playing music, and I am an avid photographer. During the warmer months, I like to spend as much time as possible on the towpath riding my bike or hiking with my wife in the Cuyahoga Valley National Park.

Where will your next *CSUteach* site placement be?

My next *CSUteach* site placement will be at MC2STEM. I'm very excited to continue my experience in a school that absolutely models

what our academic discourse is shifting towards. While I have worked with both MC2STEM and the Great Lakes Science Center in the past, I am absolutely looking forward to an entire year of being in one of their classrooms!

What do you enjoy most about the *CSUteach* program?

There's a lot to choose from! First and foremost, we have an excellent faculty! They are completely dedicated to serving not only the students in the *CSUteach* program, but also the surrounding elementary, middle, and high schools of northeast Ohio.

Another aspect that really stands out is the core model of the program itself. There is a symbiotic relationship built upon real classroom experience and interactions in the CMSD as well as the continuing education generated from the coursework at CSU. There is a perpetual interplay between the conversations generated from peers and colleagues, with real in-class teaching and observations. Where else can you be a student in the morning, teacher in the afternoon, and student again in the evening? This quick and successive process allows for not only efficient periods of exposure, but also an exponential amount of learning and reflection.

Furthermore, the *CSUteach* program is continuing to push the boundary for education across America. Rather than retaining strictly traditional techniques, the *CSUteach* program has specifically aligned themselves to evolve and develop interdisciplinary techniques to redefine secondary education. While STEM education continues to be a hot topic, the *CSUteach* program continues to manifest itself as a leader and an example not only locally but also nationally.

Why did you decide to be a teacher?

I have always enjoyed teaching in some capacity. From teaching music lessons to spending a few summers teaching environmental education, I've been thinking about it for quite a number of years! During my final year of graduate school I had this realization that I really enjoyed helping my friends with their projects much more than doing my own work.

When I moved back to Ohio from Chicago, I had heard of these things called "STEM Schools," and started to do some research. With a little motivation from being frustrated at my (then) job, a lot of support from my wife and sister (who are both teachers) and a few conversations with the *CSUteach* faculty, I decided to enroll in the *CSUteach* program and the rest is history.

In all seriousness however, after I learned that there indeed existed schools in Cleveland, which focused on STEM education, I thought, this couldn't be more perfect. Not only do I want to become a teacher, but also I have almost ten years working in a STEM field. As a teacher I would have the opportunity to help excite students about their future careers and could genuinely share about past experiences I have learned both academically as well as professionally.

Highlight an important time/event at a particular field experience placement or classroom experience and what you learned from it.

I will never forget my first lesson that I taught at Orchard Elementary School; it was a lesson on solar energy. During the introduction of the lesson we talked about how the sun rises in the east, and sets in the west; I was hoping to talk about positioning and orientation of windows with regards to sunlight. Unfortunately however, the students refused to believe that the sun rises and sets! Just the day before the students in this fifth grade classroom had learned that the sun stays in its position, at the center of our

solar system. It doesn't rise and set, rather it appears to rise and set because of the Earth's rotation on its axis.

Well this was a huge roadblock that I had not anticipated at all! After a very expensive ten minutes of discussion, we were all on agreement and back on track. This however, serves as a constant reminder that as educators we must remind ourselves what it is like to not know something. Or, more importantly to remind ourselves, what is it like to learn something for the first time. What are the small everyday things that we take for granted? Well of course the sun does not actually rise and set! But, this minor detail turned out to be one of the most important aspects of the lesson even though it was thought to be completely unrelated to the direct lesson itself.

Do you have any advice for perspective *CSUteach* students?

Learn as much from your fellow classmates as possible. Find a good core group of friends and stick with them. Feed off of each other's ideas, thoughts, and past experiences.

Also it is important to keep an open and positive mind; it's easy to criticize, it's harder to find meaningful and constructive perspective.

Jason, thank you for your dedication and enthusiasm for the *CSUteach* program!

From: Your
CSUteach Staff

First Time Teacher SPOTLIGHT: Giovanni Ruiz

Briefly describe yourself (interests, hobbies, etc.).

I am a die-hard Cleveland Browns fan. I also enjoy watching live sporting events and watching movies. Often, I find myself reading a lot of science fiction and fantasy books and would consider myself a Trekkie! Finally, I play tabletop role playing games (Dungeons and Dragons), board games, card games, and would like to get into LARPing. I am also an expert spades player. I also enjoy role-playing and science fiction shooter video games.

Explain where you currently work, with what population, and what your work duties entail.

I teach Physical Science and Science Intervention classes at East Technical High School for the Cleveland Metropolitan School District. My students are freshman and seniors. East Tech is about 99% African American and 100% qualify for reduced price/free lunches. My duties entail planning lessons, teaching, and using data to drive instruction.

Why did you decide to be a teacher?

I decided to be a teacher because I want to help students maximize their potential. Before I started high school, I obtained good grades but found that school was difficult for me. I was an introvert that had a hard time making friends, did not have the confidence to speak up for myself, and didn't have the maturity to work through difficult times to push myself to be better than average. Between my teachers and football coaches, I was able to become a straight "A" student and a star athlete, a leader both in athletics and academics. I want to become a teacher to "pay it forward" to students with similar needs as myself.

How did CSUteach prepare you for your first year in the classroom?

CSUteach prepared me for my first year in the classroom by giving me practical experience that can be used in the real teaching world. Planning

lessons, classroom management, using data to drive instruction, and using technology to enhance instruction are all skills that every CSUteach student has to show mastery of when graduating. Though to the student these skills may seem extraneous, these skills are what principals are expecting new teachers to have when interviewing for jobs. Education in 2014 and beyond is more high stakes than ever before and, while the administrators will support you, they are expecting you to be self-sufficient and instruction to be data driven.

What do you enjoy most about the CSUteach program?

What I enjoyed most about the CSUteach program is that it is more like job training than a college class culture: all the work is relevant and meaningful. The entire program is focused on application and execution rather than on theory. While all the methods are research based and data driven, the focus is on helping the student-teacher be ready to take over a classroom of their own.



Highlight an important time/event at your current work location and what you learned from it.

There was one week with my Honors Physical Science class where I had three good days and two bad days with respect to student behavior. However, in my regular Physical Science class, all five days were good days. Over the weekend, I looked into why there was such a discrepancy in behavior and I realized it was the lesson design that resulted in the bad behavior. In hopes of reducing the bad behavior I modified the design of the lesson to better match what engages those particular students more. This has helped reduce the “bad behavior” in my Honors class while keeping the regular class engaged and moving forward.

Do you have any advice for perspective CSUteach students?

No matter whether you are on your first student teaching assignment or on your last student teaching assignment, treat the assignment like it is your job. Follow the lead of your mentor teacher and ask him/her if there is extra work that you can do; if they don't have any extra work, ask the principal. Involve yourself in the culture of the school: by that I mean tutor students, even if they are not in your class. If they don't have a tutoring session, start one with either your mentor teacher or another teacher. Talk to them, greet them, and ask them about their day. Support the sports teams and go to their games. If the students

are selling something for a fund raiser, buy what you can afford. Help your colleagues with setting up and using their SmartBoard's, ELMO's, or other classroom technology. Show them web resources they can use in their class. If you can attend a professional development seminar, do it. Go to all meetings and pay attention. Lastly, ask intelligent questions and show that you are engaged in the process.

The above suggestions are what I did while at East Tech when I did my student teaching for the 2012-2013 school year. Specifically, I went to the football and basketball games and I tutored on Saturday mornings. My mentor teacher and I also started tutoring science on Tuesday and Thursday after school, which grew to include the other core subjects. Further, I participated in meetings and trainings and I even lead a professional development about using a program called PD360 (a mix of Facebook and YouTube). I also assisted teachers in setting up and maximizing their SmartBoard's, ELMO's, and using technology to enhance instruction.

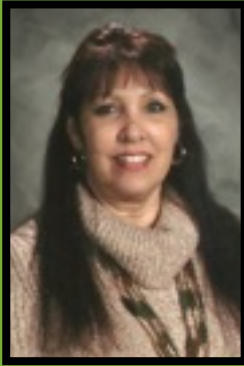
While I was fortunate that the school where I completed my student teaching had an opening for me, it is important to give each assignment your all. In sum, I have a network of numerous contacts and professional references that can help you find a job.

**Giovanni, thank you
for all of your hard
work and best of luck
in the future!**

**From: Your
CSUteach Staff**



Mentor SPOTLIGHT: Elba Serra



My name is Elba Serra and I have worked with the Cleveland Metropolitan School District for 29 years. I have worked at various school buildings under many different principals, and work along side of many great educators that our district can take pride in. I am a graduate of Cuyahoga Community College Early Childhood Program, a graduate of Cleveland State with a Bachelor of Science in Education, and a graduate of The University of Findlay with a Masters in TESOL Studies. During my 29 years with the district I have taught various grades stemming from first through eighth grade. I am currently teaching Reading and Science to 7th and 8th grade students at Scranton School. My student populations make my teaching an enjoyable experience, since I teach both Bilingual and Monolingual students of diverse backgrounds, from inner city families. There is never a boring day when you teach students from the city of Cleveland, and I would not trade it for anything in the world. This is the best place to gain experience, flexibility, and a genuine enjoyment of cultural richness.

I have been given the great opportunity to work with the *CSUteach* Program for the past few years, and have enjoyed the privileges of working with the *CSUteach* students assigned to our school. The students come with a variety of teaching knowledge and teaching experiences. They come eager to learn everything and anything that I can pass on to them. But, what I have found with this program is that not only do the students from *CSUteach* come to learn from us veteran teachers, but that we also learn a great deal from their knowledge, flexibility, technology, and great personalities that they bring into our classrooms. The *CSUteach* students come with a wealth of knowledge & experiences; all they need

is the opportunity to work with young people who are hungry to learn. Anyone who has worked with student teachers can't possibly say they have not learned new and great strategies from them along the way. If you have an open mind and an open heart for these young educators you will never stop learning. It is a great feeling of giving back to our profession when I see students coming into my classroom as shy, unsure, new educators, and leaving with a great sense of knowledge, self assurance, and a development of love for teaching our young scholars. Many of the *CSUteach* students leave with a desire to come back to our school, and teach our inner city students who have given them a new sense of what teaching young people is all about. They get attached to our scholars, but what gives me joy is the fact that our students also get attached to these new educators, who brought to them a fresh new way of learning about their world.

In closing, what advice would I give to anyone not quite sure of becoming a mentor? Do it! You will be glad for the experience, and the enthusiasm these young educators bring with them into your classroom. Also, the knowledge one can gain from seeing teaching through the young educators eyes and seeing their efforts to perfecting their craft is very rewarding.

To the *CSUteach* students, my advice is to come prepared to be an educator of young people. Don't expect textbook perfection at teaching your lessons everyday; there will be unscheduled interruptions when you work with children. Flexibility is the key, and always be prepared to go to "Plan B" (an alternative activity) when something doesn't work the way you thought it should with your lessons. Be yourself, and let students get to know you, and respect you for the knowledge you bring with you to share. Students will be able to tell if you are not being upfront, and honest with them. If you don't know something they ask, tell them so, but add that you will get back to them with the information next time you come to see them. They will respect the fact that you are not perfect, but that you also value their curiosity in the topic you are teaching.

APPLY TODAY! Choose Ohio First and Noyce Scholarships are still available for 2014-2015!

Choose Ohio First:

Up to \$4,700 a year available to current science and mathematics teachers, MUST students, current CSU mathematics and science majors interested in teaching licensure, or *CSUteach* pre-service teachers. Information and application can be found online at <http://www.csuohio.edu/cehs/centers/>



\$4,700 available



\$ 5,000 available

Robert J Noyce Scholarship:

\$ 5,000 available per semester for students (at least junior status) pursuing a secondary mathematics or science licensure through *CSUteach*. Information and application can be found online at <http://www.csuohio.edu/cehs/centers/csuteach/noyce.html>

We are thankful for our *CSUteach* Cleveland Area Partner Schools:

Andrew J Rickoff Elementary
Buckeye-Woodland
Charles Dickens Memorial
Brooklyn Middle School

East Tech Wrap Around High School
Brooklyn High School
Harvey High School

George Washington Carver STEM
Hannah Gibbons STEM
Michael R. White STEM
Orchard @ Halle STEM
Mound STEM

Congratulations to these Spring 2014 Choose Ohio First Scholarship Recipients!

Hassan Adebesin
Amy Aerni
Kristen Bentley
Stephanie Bierstedt
Lamar Bigsby
Stuart Bouscher
Wilmarie Busher-Betancourt
Daniel Clendenin
Carmen Doniver
Jacqueline Foy
Robert Gundic
Taylor Hines
Cathryn Humphries
Melissa Jeric
Kimberely Kentner
Blair Knauf
Zachary Koredeleski
Johna Latimer
Matthew McDonald
Nicholas Pennypacker
Lindsay Pier
Vincent Pozar
Eli Ramos
Taylor Rembert
Paula Riedel
Danielle Sampliner
Corinne Sandor
Kristen Schuler
Michael Sell
Nicholas Szerensci
Elise Tribuzzo
Jessica Wardzala
Austan Younker
Jennifer Zuldant
Evan Zuzik

Congratulations to these Spring 2014 Noyce Scholarship Recipients!

Kelton Anderson
Sarah Avers
Walter Haggard
Jason Labovitz
Michael Kurtz
Eric Blegen (MUST STEM Fellow)
Robert Wolf (MUST STEM Fellow)
John Maykut (MUST STEM Fellow)

CHECK OUT HOW OUR
STUDENTS ARE DOING
AT THEIR INTERNSHIP
SITES!

HEAR WHAT THEY HAVE
TO SAY...

Michael Keller

I am interning at the Greater Cleveland Aquarium. My role at the GCA is to educate guests with regard to the animals that we exhibit, as well as conservation issues that they are facing. I really like the fact that I have to "think on my feet" and adjust my content quickly depending on whether or not I'm speaking to an older or younger guest. I am also learning to prepare activities and content for the "Marine Scientist" camp that I will be leading over the summer. I am responsible for activities and biology content aimed at grades 6-9, so it is quite a bit of a challenge finding that balance between finding content that is challenging for the younger grades, but at the same time not too boring for the older grades.

I am very fortunate that I can take my passion and enthusiasm for marine life and share it with guests to help spark within them an interest in science and math as well as a desire to conserve and protect Earth's oceans.



Cat Humphries



I have been working all year as an intern for the *CSUteach* program at the on-campus high school, MC2 STEM. My primary function is to provide tutoring in any high school sciences, and I work in between my classes during the week. Students can drop in whenever they need for on-the-spot help in any of their science courses. Most of my work this semester has come from tutoring juniors and seniors who need to pass their Ohio Graduation Test. I have learned a lot from this experience, especially the difficulties of teaching students to pass a test which, in my opinion, contains a lot of bias against inner city students. These students were often stumped by vocabulary that they have not encountered before, and I realized right away that vocabulary used on the test is one of the main reasons students miss questions. When OGT tutoring, I would often have a group of students, and this allowed for a collaborative environment that allowed students to bounce ideas off each other and therefore increase comprehension. I focused on teaching the main concept behind any OGT question, and this helped students by giving them the background they needed to answer correctly. It was very rewarding for me to see students retaining information I taught them. I definitely look forward to having my own classroom now because of this experience, and I look forward to working at MC2 STEM this summer.

Ryan Macik

“I worked at NASA.” These four words, only five syllables, can work real magic. This spring brought me the opportunity to add this magical sentence to my repertoire. School administrators, fellow teachers, and students all respond favorably to this information. How did I get to stick this handsome plume in my cap? I asked. That's all it took. Anybody in the *CSUteach* program should know our student services coordinator Courtney Nudell, and if you don't you are doing yourself a serious disservice. She's a treasure. It was talking with her that landed me in Glenn Research Center's Education Programs Office (GRC-EPO, the government does love their acronyms...) While there, I got to work on projects and events that had a real measurable impact on hundreds, in some cases thousands, of students. I was able to stock my teacher's toolbox with resources I likely wouldn't have otherwise known about. Oh, and I got to pick up those four little words.

I can hear some of your more derisive thoughts echoing back through space-time as I write this: “Those are some bold claims, sir. But what did you actually do there Mr. Hoity-Toity Fancy Pants?” Well, for starters, I got to assist with the FIRST robotics competition. This is an annual event which has high school students design and construct robots, which compete in a specially designed sport. The event changes every year, and it pulls students from all over the country into an engaging engineering exhibition. Dozens of teams from local and visiting schools, public and private attended this year. It is a fantastic opportunity to see what dedicated teams of students are capable of, and if I had not gotten this internship, I would never even have know of the events existence.

Another thing which NASA's EPO's do is hold educator workshops. I was able to actively participate in two. The informal educator workshop is centered around supporting education by providing activities and experiences for well, informal educators. Most of the attendees in this years group were from museums, both local and out of state. They got to tour GRC's research facilities, learn about the different inquiry based lessons NASA has to offer, and generally further their knowledge of NASA. Touring the research facilities was

a treat, and if you ever have the opportunity to do so, jump on it with both feet.

The Train the Trainer workshop is another annual event which NASA hosts. Its purpose it to provide community educators (librarians, camp counselors, after school program facilitators, etc.) with a themed set of activities which promote scientific inquiry and further student knowledge. The team brought me on to assist not only with set-up and tear down, but also as a co-facilitator. We scaffolded the teaching experience for these educators, and demonstrated several fun and informative activities. This year's theme celebrated the 50th anniversary of the Centaur rocket booster. If you're not familiar with the Centaur rocket, Google it. It is one of the most impressive examples of rocketry engineering ever, and oh yeah, it was developed at Glenn Research Center.

There's more, much more. The administration at NASA love the interns from *CSUteach*. No, not just because I'm one of them. We're all pretty darn awesome. If you have the chance to take part in an internship like this, do not pass it up. If you do, you will regret it. I look forward to work tomorrow. Not just because I feel I am doing something useful, but also because I get to play with LEGOs.

Ryan Macik
Senior in the *CSUteach* Program
Integrated Science, with a focus on Chemistry





Joanne E. Goodell, Ph.D.
Professor
CO-Director *CSUteach*

CSUteach Faculty



Robert Ferguson, Ph.D.
Associate Professor Science



Miron Kaufman, Ph.D.
Chair & Professor, Physics



Debbie Jackson, Ed.D.
Associate Professor Science



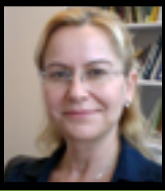
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Term Faculty-College Lecturer
Mathematics



Roland Pourdavood, Ph.D.
Professor, Mathematics



Petru S Fodor, Ph.D.
Assistant Professor, Physics



Selma Koç, Ph.D.
Associate Professor, Curriculum
and Instruction



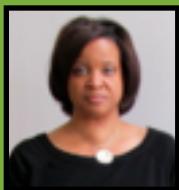
Ulrich Zurcher, Ph.D.
Associate Professor Physics

Master Teacher



Rick Walton, M.Ed.
Master Teacher Science

Staff



M. Renee Overton, M.Ed.
Project Coordinator



Courtney Nudell, M.Ed.
Student Service Coordinator
Coordinator



Gina Eaton, M.Ed.
Induction and Professional
Development Coordinator



CSUteach Quarterly

Cleveland State University

CSUteach's mission is:

"To prepare highly qualified STEM teachers in partnership with university education, mathematics, and science faculty and urban school districts."

