



**Curriculum Vita  
September 2021**

**Instructor:** Melanie Fields, Ph.D., Associate Professor  
LeoTeach Director

**Academic Department:** Curriculum and Instruction

**University Address:** Sowers Education South, #218  
Texas A&M University-Commerce  
PO Box 3011  
Commerce, TX 75429-3011

**Office Phone:** 903.886.5531

**University Email Address:** [Melanie.fields@tamuc.edu](mailto:Melanie.fields@tamuc.edu)

**Faculty Web Page Address:** <http://faculty.tamuc.edu/mfields>

**AREAS OF EXPERTISE**

Curriculum and Instruction: Design and Implementation  
Secondary Education: Preservice Teacher Preparation  
Mathematics Education: Pedagogical Content Knowledge  
Secondary STEM Education: Project Based Learning and Pedagogy  
Secondary Student Teacher Field Supervision

**EDUCATION**

<b>Year</b>	<b>Degree</b>	<b>Major/Minor</b>	<b>Institution</b>
2015	Ph.D.	Curriculum and Instruction/Mathematics & Educational Psychology	University of North Texas
2011	M.Ed.	Secondary Education/ Mathematics Education	Texas A&M Commerce
2007	BS	Interdisciplinary Studies/ Mathematics 4-8	Texas A&M Commerce
2007 - 2019	Texas Teacher Certification	Mathematics 4-8	State of Texas

## PROFESSIONAL TEACHING EXPERIENCE

Begin/End Year	Place of employment	Position/Department
2015-	Texas A&M University-Commerce	Assistant Professor LeoTeach Director Curriculum and Instruction
2014-2015	Texas A&M University-Commerce	Ad-Interim Instructor Curriculum and Instruction
2011-2014	University of North Texas	Graduate Teaching Assistant/ Teach North Texas
2008-2011	Princeton ISD	6 <sup>th</sup> grade mathematics teacher
2007	Texas A&M Commerce	Math Lab Tutor
2006-2007	St Paul's Episcopal School	Preschool Teacher

## INSTRUCTIONAL ASSIGNMENTS

Texas A&M University-Commerce (2014-present)

Course Title	Times Taught	# of Students	Total Range (1-5, 1 is highest), until fall 2017 (1-5, 5 is the highest) began fall 2018
--------------	--------------	---------------	--

ELED 452	3 times	4-13	4.50 - 5.00
----------	---------	------	-------------

*Student Teaching Field Based:* Student Teaching in Field-Based Teacher Education Programs. Six semester hours. This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center for Professional Development and Technology (CPDT). Prerequisite: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency. Prerequisites: "Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency".

SED 300	3 times	14-24	1.15 – 1.19
---------	---------	-------	-------------

*The Teaching Profession:* The course provides prospective teachers with a beginning foundation for understanding learners, enhancing student achievement, and understanding the teaching environment. The course will emphasize the structure, organization, management, and governance of the American school system and current issues related to the teaching profession. The legal, ethical, and multicultural foundations of teaching will be discussed.

SED 330	5 times	7-26	1.03 – 1.26/ 4.94
---------	---------	------	-------------------

*Roles of STEM Educators:* This course introduces the professional body of knowledge necessary for effective teaching as part of the Mathematics/Science Teacher Preparation Program. This course emphasizes methods of organizing and managing a classroom based on an understanding of diverse environments. Teacher skills, which have been proven to be effective in supporting diversity in the classroom, will be developed. The content of this course will center on lesson presentations by students in the field and in the classroom to fellow preservice teachers. Preparations for these lessons will include study of many topics including classroom

management strategies, curriculum and lesson planning, teaching models, discipline theories, and certification issues.

SED 331                      3 times                      7-26                      1.10 – 1.22/4.60

*Instructional Design in STEM:* This second course in the LeoTeach sequence includes middle school field experiences (i.e., observing master teachers and teaching collaboratively designed lessons to diverse learners). The preservice teachers will develop competence with questioning strategies, two teaching models (direct instruction and Inquiry learning), and use formative assessment data including student artifacts to revise initial lesson plans and further differentiate instruction. Their lesson plans will include modifications for ELL and ESL learners.

SED 332                      7 times                      7-26                      1.08 – 1.43/4.91-4.96

*Project Based Learning in STEM:* This third course in the LeoTeach sequence includes high school field experiences. The preservice teachers will develop competence with the project based learning model through designing and carrying out an exploratory investigation of an integrated lesson. They will create and present a final project suitable for a high school classroom. Experiences with research design, implementation, and data analysis will be the foundation for a teacher inquiry project carried out during SED 330 and SED 331. As part of learning about PBL, they will conduct their own PBL about special education by creating a handbook about special education, plus present authentic findings that answer a driving question presented by professor.

SED 401                      12 times                      27-63                      1.00 – 1.13/ 3.94 – 4.86

*Technology Infused Curriculum and Assessment in Field-Based Environments (in conjunction with SED 400):* An experiential component in which future public school teachers design and implement curriculum and model the use of a variety of classroom assessment techniques. The resident teachers will use cutting edge technologies for both creating and assessing lessons. Special attention will center on the alignment of curriculum, instruction, and testing. Prospective teachers will achieve knowledge and skill by observing and assisting middle/secondary public school teachers in classroom situations.

SED 404                      14 times                      27-63                      1.00 – 1.13/4.83-4.96

*Secondary Teaching Practicum (in conjunction with SED 405):* SED 404 – Supervised resident teaching experiences in the secondary school classroom. Regular seminar sessions will focus on the situations, questions, and concerns that arise directly from the resident teachers’ experiences in secondary public school classrooms.

SED/EDCI 597              6 times - fully online      11-17                      4.42-4.71

*What Teachers Need to Know About Assessment:* Focuses on formal and informal assessment strategies to be used by teachers of secondary students. Topics will include reliability, validity, bias, performance assessment, portfolios, affective assessment, standardized test score interpretation, and formative assessment. Particular attention will be given to practical applications of the assessment of learners within a particular classroom setting and curricular context.

SED 521                      4 times                      12-24                      1.21-1.32/4.59

*Models of Teaching Secondary:* This course explores the models of instruction, with emphasis on the associated theories of teaching and learning. The course encourages teachers to integrate the models into practice and offers opportunities for research on the connections between teaching and learning theories, cognitive psychology, and educational philosophies.

EDCI 540                      3 times – fully online      12-13                      4.97-5.00

*Mathematics Instruction for the 21st Century-Instruction:* This course prepares students for success with the Texas Essential Knowledge and Skills for Math. This course takes a closer look at how children learn mathematics, and how we can foster a mindset for doing mathematics. It includes: NCTM’s principles for

mathematics education; ways children develop mathematical understanding, problem solving skills, and processes used to get there; analyzing student's error patterns; and resources for teaching mathematics.

EDCI 597                      2 times – fully online                      5-10    4.87/4.94

*Project Based Learning*: This course is designed to aid in understanding the difference in Problem Based Learning and Project Based learning. The overall goal is to examine and identify the key components in Project Based Learning. Additionally, the students will gain an understanding of the teacher role, student role, and assessment throughout a PBL unit.

EDCI/SED 597                      1 time    16    1.15 - 1.19

*Integrated Earth Science and Math*: The course is designed to meet the following objectives and provide research-based practice experiences based on the 4 strands from *Ready, Set, Science!* (National Academies Press, 2008) along with research-based practices to create discussion based mathematics and science classrooms. The course content will focus on grades 4-6 selected science and mathematics concepts outlined in the Texas Essential Knowledge and Skills (TEKS) and best practices to incorporate this content and technology into the classroom. While the focus will be on upper elementary and middle school classroom applications, the content level instruction will be at a higher level. Experts in selected topics in science, mathematics, technology, and engineering and will also participate in class instruction.

<b>GRADUATE &amp; UNDERGRADUATE STUDENTS</b>
--

- A.                      Dissertation Memberships  
2018    **Shea Regian**, Dissertation Committee, Proposal Defended
  
- B.                      Honors Students  
2020    **Kenzie-Lou Bramblett**, Thesis Committee  
          Study on Grouping Students in a Classroom  
2020    **Kale Brashears**, Thesis Advisor  
          Study on Homeschool Students Entering College  
2020    **Anthony Pierotti**, **Thesis Advisor**  
          Study on Implementation of a Mentoring Program  
2020    **Keeley Scott**, Thesis Committee  
          Study on Implementation of Inquiry Based Physics with Elementary Students  
2019    **Taylor Harden**, Thesis Advisor, completed High Honors  
          Study of Perceptions about Gifted and Talented Students in High School  
2018    **Claire Callaghan**, Thesis Advisor, completed Highest Honors  
          Study on Homeschool Students Applying for the Honors Program at TAMUC
  
- C.                      LeoScholar  
2018    **Chris Hernandez**, LeoScholar Awarded  
          Served as the LeoScholar Supervisor in LeoTeach  
          Created a database of manipulatives and Supplies to reserve for teaching
  
- D.                      Graduate Teaching Assistants  
2020    **Marissa Farmigoni**, Presidential GAR Awarded  
          Research LeoTeach beginning Fall 2020 - Summer 2021

<b>EXTERNAL GRANTS</b>
------------------------

**In Progress**

- 2020 Application in progress, Response to Intervention, Spencer Grant, Spencer Foundation, Co-PI, \$50,000
- 2020 Application in progress, Developing and Testing Innovations, National Science Foundation (NSF), Co-PI, \$1,486,273

### **Awarded**

- 2021 Awarded, Collaborative Research for Rural STEM teacher preparation, National Science Foundation (NSF), Co-PI, \$69,997
- 2020 Awarded PhysTEC, Recruitment for Physics Teaching Majors, American Physical Society, Co-PI, \$15,000
- 2019 Awarded PhysTEC, American Physical Society, Co-PI, \$288,551
- 2018 Awarded Noyce Grant, National Science Foundation (NSF), Co-PI, \$1,008,572
- 2017 Awarded Teacher Quality Grant, Texas Higher Education Coordinating Board, Co-PI, \$105,346
- 2016 Awarded Teacher Quality Grant, Texas Higher Education Coordinating Board, Co-PI, \$150,000

<b>PUBLICATIONS</b>
---------------------

### **Refereed**

#### **2017**

- Fields, M., Regian, S., Sinclair, B., & Naizer, G. (2017). Perspectives change on STEM integration: Or do they?. In Mohr-Schroder, M.J. & Thomas, J.N. (Eds.) *Proceedings of the 116<sup>th</sup> annual convention of the School Science and Mathematics Association Vol. 4*, 36-43. Lexington, KY:SSMA
- Fields, M., Williams, J.J., & Isbell, L. (2017). Changes in preservice teacher beliefs: Indication of learning. *The Texas Forum of Teacher Education*, 7, 21-27.

#### **2018**

- Fields, M., & Isbell, L. (2018). A culturally candid response: Tale of two professors' reflections. In Bohan, C. (Ed.) *Curriculum Teaching and Dialogue*, 133 - 135. North Carolina: Information Age.

#### **2019**

- Fields, M., Dixon, K., Isbell, L., & Tunks, J. (2019). Examining the levels of transfer: A closer look at the UTeach preparation program. *Consortium of State Organizations for Texas Teacher Education*, 29-33.
- Fields, M., & Isbell, L. (2019). Remember your 'why' to teaching! 4 strategies to motivate and encourage beginning teachers. *New Teacher Advocate*. 26(3), 10-11.

Williams-Mills, J., Quast, J., & Fields, M. (2019). Mathematics teaching: Constructivist and non-constructivist beliefs of preservice teachers. *ArATE Electronic Journal*. 9(1), 64-72.

## **2020**

Corp, A., Fields, M. (2020). Our exploratory research: Finding nothing reveals something important. In Bohan, C. (Ed.) *Curriculum Teaching and Dialogue*, North Carolina: Information Age.

Fields, M., Modir, B., Newton, W. G., Lock, R., & Stanfield, J.C. (2020). The transition to online teaching during the COVID-19 pandemic at a regional, rural, university: The experience of learning assistants. *Proceedings paper presented at Physics Education Research Virtual Conference*.

Jones, B. A., Peterson-Ahmad, M., Fields, M., & Williams, N. (2020). Training Preservice Teachers to Match Assistive Technology to Student Needs. *Journal of Special Education Technology*. 1-13.  
<https://doi.org/10.1177/0162643420918337>

## **Book Chapter**

### **2020**

Corp, A., Fields, M. & Naizer, G. (2020). Chapter 27: Elementary STEM teacher education: Recent practices to prepare general elementary teachers for STEM. In C. Johnson, M. Schroeder, T. Moore, & L. English (Eds.), *Handbook of Research on STEM Education* 337-348. Routledge Taylor and Francis. New York.

### **2021**

Mills, J. J. W., Quast, J. A., & Fields, M. (2021). COVID-19 Virtual Dilemma: Parents' Perspectives on Math Learning at Home. In *Educational Recovery for PK-12 Education During and After a Pandemic* (pp. 25-45). IGI Global

## **In Review**

Tunks, J., Willerson, A., Almuraie, E., & Fields, M. (under review, 2020). Art as Metaphor: A tool for assessing pre-service teachers' emotions about learning and teaching mathematics. *School Science and Mathematics Journal*.

Williams-Mills, J., Fields, M., & Quast, J. (under review, 2020). Parent pandemic problems solved: 4 Mathematical Tips. *New Teacher Advocate*.

## **Under Revision for Resubmission**

Isbell, L., Cranmore, J., & Fields, M. High school students' perceptions of teacher preparation programs. *The High School Journal*.

Watson, C., Van Tassell, F., & Fields, M. Beliefs of mathematics pre-service teachers about project-based learning. *School Science and Mathematics Journal*.

## Non-Refereed

### Technical Report

Fields, M. (2020). *LeoTeach Secondary STEM Teacher Preparation Program*. Department of Curriculum and Instruction at Texas A&M University-Commerce.

## SELECTED PRESENTATIONS

### Research Presentations

#### 2020

Fields, M., Williams-Mills, J., & Quast, J. (2020, October). Covid-19 Virtual Dilemma: Parents' Perspectives on Math Learning at Home. Presentation at Consortium of State Organizations for Texas Teacher Education (CSOTTE) Fall 2020 Virtual Teacher Education Conference.

Fields, M., Modir, B., Newton, W. G., Lock, R., & Stanfield, J.C. (2020, August). The transition to online teaching during the COVID-19 pandemic at a regional, rural, university: The experience of learning assistants. Poster presented at Physics Education Research Virtual Conference.

#### 2019

Corp, A. & Fields, M. (2019, October). Are student teachers walking our talk? Evidence for integration in student teaching. School Science and Mathematics 118<sup>th</sup> Annual Convention. Salt Lake City, UT.

Corp, A. & Fields, M. (2019, June). Summary of research: STEM integration in elementary teacher preparation. Texas Association of Texas Educators Summer Conference (TxATE). Austin, TX.

#### 2018

Fields, M. & Isbell, L., Williams, J. (2018, February). Inquiry-based lessons: Observing preservice teachers progress and understanding perceptions. Southwest Educational Research Association (SERA) 41<sup>st</sup> Annual Meeting. New Orleans, LA.

Fields, M. & Isbell, L. (2018, October). A culturally candid response: Tale of two professors' reflection. American Association of Teaching and Curriculum (AATC) 25th Annual Conference, Dallas, TX.

Williams, J. & Fields, M. (2018, October). Preservice teacher beliefs about mathematics teaching. American Association of Teaching and Curriculum (AATC) 25th Annual Conference, Dallas, TX.

#### 2017

Fields, M. & Williams, J. (2017, October). Preservice teacher early beliefs as indicators of Learning. American Association for Teaching and Curriculum. Denver, CO

Fields, M., Regian, C., Sinclair, B., & Naizer, G. (2017, November,). Perspectives change on STEM integration: Or do they? School Science and Mathematics Association 116<sup>th</sup> Annual Convention. Lexington, KY

Isbell, L., Fields, M., & Naizer, G. (2017, February). Motivation of preservice teachers classroom

development. Southwest Educational Research Association 40<sup>th</sup> Annual Meeting. San Antonio, TX.

#### 2016

Fields, M. & Faulkenberry, E. (2016, February). Examining teacher preparation through the lens of transfer of learning. Research Council on Mathematics Learning (RCML). Orlando, FL

#### 2015

Fields, M. & Blount, K. (2015, October). Integrating content and pedagogy within and beyond STEM for secondary pre-service teachers. School Science and Mathematics Association 114<sup>th</sup> Annual Convention, Oklahoma City, OK.

#### 2014

Fields, M. (2014, February). Support For High School Math teachers Through Induction. Research Council on Mathematics Learning (RCML). San Antonio, TX.

Watson, C., Asim, S. & Fields, M. (2014). Beliefs of STEM Pre-Service Teachers Towards PBI. T-STEM Center Coalition  
7th Annual STEM Conference. Dallas, TX.

#### 2013

Fields, M. (2013, February). TNT Pre-Service Teachers Perceptions of Teaching: A Qualitative Study  
Research Council on Mathematics Learning (RCML). Tulsa, OK.

Fields, M. & Tunks, J. (2013, November). Freshman Pre-Service Teachers' Perceptions of Teaching: A Perspective from STEM Majors. University of North Texas Graduate Exhibition Poster Presentation. Denton, TX.

### **Service Presentations**

#### 2020

Check your vision: Is that a ratio you are wearing. Conference for the Advancement of Mathematics. Vision 2020: Success [In]SightVirtual Conference.

#### 2016

Teaching STEM to in-service teachers via geology-based field experiences. School Science and Mathematics Association, Phoenix, AZ/ syllabus share.

Ratios, Proportional Reasoning, Golden Ratio, Measurement. Conference for the Advancement of Mathematics Teacher, San Antonio, TX/ activities for middle school math teachers.

#### 2015

Ratios, Proportional Reasoning, Measurement. Conference for the Advancement of Mathematics Teacher, San Antonio, TX/ activities for middle school math teachers.

#### 2014

Integrating children's literature into math classes. Bill Martin Symposium, Texas A&M University-Commerce/ reading activities for elementary and middle school math teachers.



## Professional Development Workshops Conducted

2019, 2020, 2021

Noyce Professional Development Workshops, Co-Host with Dr. William Newton, Dr. Robin Lock, & Dr. Bahar Modir, Texas A&M University-Commerce

2016, 2017

LeoTeach Symposium, Co-Host with Dr. Kit Blount and LeoTeach Students, Texas A&M University-Commerce

<b>PROFESSIONAL SERVICE</b>
-----------------------------

### Department

<b>Year</b>	<b>Organization</b>	<b>Office</b>	<b>Assignment</b>
2020-present	Curriculum and Instruction	LeoTeach	LeoTeach Director
2020	Curriculum and Instruction	Raise Your Hand Texas	Secondary faculty representative
2019 – 2020	Curriculum and Instruction	LeoTeach	Interim-Director
2019	LeoTeach Student Organization	Advisor	Faculty advisor for our LeoTeach Student Organization
2018 – 2020	Secondary/All-level	Coordinator	Program coordination of SED/All-level: seminars, courses, exam approvals, resident placements, content area meetings
2016 - 2017	Secondary/All-level Student Teaching Program	Co-Coordinator	Program coordination of seminars and courses
2014 - Current	LeoTeach Program	Course Lead for SED 330, 331, & 332	Design and plan course instruction for the series of courses for STEM secondary education majors
2014 - Current	Secondary/LeoTeach Committee	Committee Member	Plan student outcomes Discuss course changes Analyze course offerings

2014 - Current	LeoTeach Council	Conference Committee	Plan annual conference
2014 - 2018	Bill Martin Symposium	Conference Committee	Committee Member/Donations and Door Prizes

### College and University

<b>Year</b>	<b>Organization</b>	<b>Office</b>	<b>Assignment</b>
2019-current	Faculty Senate	Budget Committee	Committee member to report to faculty senate on budget issues and concerns
2019	TAMUC/Career Development Hiring Committee	Committee Member	Interview potential candidates for Career Coach Position in Career Development
2018	2018 A&M Annual Research Symposium	Judge	Judge Oral and Poster Research Presentations
2018- present	TEARAC	Committee Member	Review Appeals for Student Teaching for C&I
2018/2020	NETCAT Collaboration	Invited Presenter	Presenter to 8 <sup>th</sup> graders about C&I Teacher Preparation Programs
2015-2019	Faculty Development Leave Committee	TAMUC University Committee	Committee Member/Review Proposals for Developmental Leave

### State and National

<b>Year</b>	<b>Organization</b>	<b>Office</b>	<b>Assignment</b>
2021	We Teach Texas	Community of Practice Committee	Co-chair of sub-committee
2020 - 2023	School Science and Mathematics Association (SSMA)	Finance Committee	Three year assignment to aid in financial decisions of the organization.
2020	Research Council of Mathematics Publication	Invited Reviewer	Review articles

## Investigations

2020	Physics Education Research Conference (PERC)	Conference Reviewer	Review conference proposals and proceedings
2017-current	School Science and Mathematics Association (SSMA)	Invited Reviewer	Review articles
2017 - 2020	Research Council of Mathematics (RCML)	Conference Committee	Review Proposals/During Conference Duties
2017	Southwest Education Research Association (SERA)	Invited Reviewer	Reviewed conference proposals
2016 - 2017	Research Council of Mathematics (RCML)	Nominated Position/Conference Committee	Program Co-Chair
2016	School Science and Mathematics Association (SSMA)	Invited Reviewer	Reviewed articles
2016	Connect to Learn Online (C2L)	Reviewer	Reviewed conference proposals
2014-2015	UNT/COE Doctoral Student Association	Vice President	Plan annual conference
2006-2007	Council of Teachers of Mathematics, Texas A&M University-Commerce	President	Lead, acquire scholarships for members

## PROFESSIONAL MEMBERSHIPS

2018-present	Kappa Delta Pi International Honor Society in Education
2017-present	Texas Association Teacher Educators
2017-present	American Association for Teaching and Curriculum
2016-present	Southwest Educational Research Association
2015-present	School Science and Mathematics Association
2006-present	National Council of Teachers of Mathematics
2011-present	Research Council on Mathematics Learning
2011-present	Association of Mathematics Texas Educators
2011-present	Association of Teacher Educators

## AWARDS, RECOGNITIONS, & HONORS

2019	Hats Off To Women Faculty Achievement Award
2014	Alvin & Lillian Miller Scholarship
2014	College of Education Dissertation Support Grant
2014	College of Education Dean Emeritus Scholarship
2014	Gerald & Leslie Gantzer Scholarship
2012	UNT College of Education Key to Success for North Texans
2011-2014	Academic Achievement Scholarship
2011-2014	Texas Instruments Foundation Scholarship
2007	President's Scholars List, Texas A&M University-Commerce
2004-4007	TxCEPT Scholarship

<b>PROFESSIONAL DEVELOPMENT</b>
---------------------------------

2021	<p>Noyce Workshop, Co-hosted with College of Science and Engineering.</p> <ul style="list-style-type: none"> <li>● Co-hosted 4 day STEM Professional Development Workshop on Action Research and 5E.</li> </ul>
2020	<p>Noyce Workshop, Co-hosted with College of Science and Engineering.</p> <ul style="list-style-type: none"> <li>● Co-hosted 4 day STEM Professional Development Workshop on Technology.</li> </ul>
2020	<p>PhysTEC Workshop, Co-hosted with College of Science and Engineering.</p> <ul style="list-style-type: none"> <li>● 1.5 days work-shop with Physics Teachers and pre-service physics teacher candidates on creating virtual Physics Labs</li> </ul>
2019	<p>Noyce Workshop, Co-hosted with College of Science and Engineering.</p> <ul style="list-style-type: none"> <li>● Co-hosted 4 day STEM Professional Development Workshop on Integration of STEM.</li> </ul>
2019-2020	<p>Conference for the Advancement of Mathematics Teaching (CAMT)</p> <ul style="list-style-type: none"> <li>● 3-day conference on mathematics teaching pedagogy and content</li> </ul>
2019	<p>edTPA Southeast Regional Conference, Tennessee</p> <ul style="list-style-type: none"> <li>● 3-day conference on an evidence-based evaluation system for teachers</li> </ul>
2017	<p>Project Based Learning 101, Region 10</p> <ul style="list-style-type: none"> <li>● 3 day Buck Institute PBL Training</li> </ul>
2015	<p>Summer Institute on Culturally Responsive Teacher Education</p> <ul style="list-style-type: none"> <li>● 3 day institute at Ball State University</li> </ul>
2008-2011	<p>Teacher Quality Grant Participant, Texas A&amp;M University-Commerce</p> <ul style="list-style-type: none"> <li>● In-Depth Middle School Mathematics</li> <li>● Preparing for Algebra grades 3-8 (120+CPE)</li> </ul>
2007-2009	<p>Math, Science, Technology Teacher Academy, Texas A&amp;M University-Commerce</p>

- Japanese Lesson Study
- STEM Integration