



THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

and

The National Science Foundation

Louis Stokes Alliances for Minority Participation (LSAMP)

Announce

THE ALABAMA LSAMP BRIDGE TO TEACHING FELLOWSHIP PROGRAM

PURPOSE: To increase the number of underrepresented minorities with graduate degrees certified to teach in the science, technology, engineering and mathematics (STEM) disciplines at the secondary level.

The Bridge to Teaching Fellowship Program offers:

- **A \$20,000 stipend**
- **Full graduate tuition, fees and housing allowance**
- **An assigned faculty mentor**
- **An 18-month program leading to a master's degree and teacher certification**
- **A diverse and interactive education environment with state of the art programs and support**
- **The opportunity to study with students from LSAMP institutions from across the country**
- **A 14 week full-time student teaching schedule**
- **Job placement opportunities**

Eligibility:

- **Current or past participant in a National Science Foundation LSAMP project**
- **Bachelor's degree in a STEM program from a LSAMP institution**
- **Acceptance into The University of Alabama at Birmingham Graduate School**
- **U.S. Citizenship or Permanent Resident**
- **Minimum GPA of 3.0 on a 4.0 scale**
- **Interest in teaching at the secondary level**
- **Recommendation from a LSAMP Principal Investigator or other LSAMP Staff**

Start Date: June 2007

If you are interested in applying for this program, please complete the attached Alabama LSAMP Bridge to Teaching Fellowship Program Application and mail to:

Dr. Louis Dale, Principal Investigator
Alabama LSAMP Bridge to Teaching Fellowship Program
The University of Alabama at Birmingham
1530 3RD Avenue South, CH 401
Birmingham, Alabama 35294-1170



MaQuita Warren

The Bridge to Teaching (BT) Program has been a blessing to me. It has helped me to accomplish my dreams of becoming a teacher. First of all, this program has provided me with full tuition and fees during my course of study. It has also allowed me to focus primarily on my academics by providing me with a monthly stipend to help with my personal expenses. This program has also provided me with a mentor and made many networking opportunities.

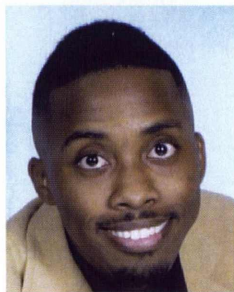
Without this program, I don't know how I would have paid the expensive cost of graduate school. I knew that I wanted to pursue a graduate degree and it was in my future plans. It was however, in my long term plans. The greatest obstacle that was in my path of pursuing a graduate degree and realizing my dreams of becoming a teacher was tuition cost. I had the mindset to go to graduate school and I was prepared to do so. I just could not afford it. When I heard about this program, I applied not thinking that I would be accepted. When I received the letter stating that my application was accepted, I knew that my life was taking a turn and my future was getting brighter.



The program has helped me get through graduate school by paying my tuition and fees and for that I am very thankful. I don't know how else I could have done it. It has provided me with a monthly stipend, relieving me of having to hold down a job to support myself while attending school. I was provided a mentor to help me succeed. He has guided me every step of the way and met with the whole group periodically to keep us informed about deadlines and other things that we must do. I have also met and networked with other BT fellows and future colleagues. I have been able to gain valuable information from this program as well, such as potential job opportunities, resume writing skills, and interviewing skills. Without the BT Program, I don't think I would be preparing to graduate with a graduate degree today!

Darius Williams

This program was a gift from God; it was an answer to a prayer. When I got accepted into the program it allowed me to know that God is truly real, and that he gives us certain assignments in our life that we are suppose to fulfill. This program was a door that moved me from purpose to destiny. God allowed me to see that he has destined in my life the gift to teach students, and this program helped me move into that destiny. I needed to get my master's degree, as well as my certification, in order to teach in the school system. This released the worrying about how I was going to pay for graduate school, and if I would be able to survive without working while I was in school.



The Bridge to Teaching Program has done more for my career than I can express in words. I pray that God continues to bless the program and its overseers. I know that GOD while continue to pour down his financial blessings to keep this program running because there is a strong need for dedicated, educated, and purpose driven minorities in the public and private school systems. Additionally, the people that work for the program here at UAB are great. I would like to thank Dr. Dale for opening the door for accepting me into the program, and Ms. Belcher for working so diligently with me whenever I had a question or concern. I continue to speak blessings in the both of your lives, and pray God's favor just rain upon you all. I know that anytime a person helps a child of the king, they shall reap a harvest in due season. Thanks so much for the help, advice, and opportunity that you have given me in this journey to fulfilling destiny.

administration and graduating fellows shared their teaching/learning experiences with everyone. I could always count on the other fellows for advice relevant to our degree program such as deadlines, standardized testing, and how to go about applying for observation hours for class. I have been able to reach my full potential under the BT Program. The fear of making friends and retaining an income while in school has been erased for me. I feel that I now have the tools to progress and succeed in graduate school and beyond.

Kasita J. McCloud

To be a fellow in the Bridge to Teaching (BT) Program has been rewarding for me. Given this opportunity I have been allowed to complete my Master's Degree in Math Education. Not only has this program opened up a door for financial help throughout the completion of my degree, it has also provided me with supportive advisors. I am constantly telling others about this program because it is truly a privilege to be accepted. I strongly urge people to apply to this program because there is no other program like it.

I had been accepted into another program at The University of Alabama at Birmingham, but it was not as beneficial for me as the BT Program. This program is truly a bridge. It is a bridge because it allows you to focus on completing your courses without having to work. It also covers all the tuition and fees. As we are walking across this bridge, we (the fellows) are confident, and we do not have to worry about any financial problems. Also this bridge allows us to interview with school systems around the southern region. I have already been hired to work in the Clayton County School System in Georgia. Completing the teacher education program is when we have truly crossed over that bridge.



This program has its perks, and it has some of the best people running it. Dr. Dale has been very helpful to me. I thank God for allowing me the opportunity to meet such a powerful man. Also his assistant Anita Belcher has been very helpful throughout this program. Whenever I would need anything, I had no doubts that they would have supported me. Overall this program has been beneficial for my success, and I would recommend this program to others because it is an outstanding program.

Tiffany Powell

This program has helped me to be able to focus on school and not have to obtain a job, which is difficult to have when in school. When I first became a member, I was not use to "good luck" like that happening to me. I could not believe that there was a program at UAB that was going to support my goals, future endeavors and help me financially. Becoming a teacher means the world to me. Anyone who helps me to accomplish this will make me forever grateful. It really touches my heart. I truly appreciate Dr. Dale and his contribution to UAB and my future career. I am so thankful to know that I will and currently have almost reached my goal of becoming a teacher. I would recommend that any student, if qualified, become a part of this program, because it is so supportive. The program gave me a great start with graduate school and will do the same for any other deserving, goal-oriented future member. To me the Bridge to Teaching Program means "support". Support is something I truly needed while attending UAB.



The program has definitely supported my goals and future career. The program is wonderful! I feel very appreciative for the nice staff members of the program and Dr. Dale for helping many of the students at UAB reach their goals. Thanks for helping me to become a teacher.

DeAngelia L. Dailey



The Louis Stroke Alliance for Minority: Bridge to Teaching (BT) Program is a very rewarding program for minority students. Because higher education is important to me, the BT Program has allowed me to receive a higher education. If it had not been for this program, I may have never completed my studies at the graduate level. I am most grateful for the opportunity of being a part of this program and how it has led to my completion of a master's degree. Moreover, the experience as a BT fellow has been an exceptional one and I am proud to have been apart of such a distinguished program. I am also grateful for the monetary support this program has provided. It was truly pleasing to concentrate on my studies and maintain a good GPA without the worries of working. Because of my experience as a BT fellow, I cannot fathom another program of this caliber. I will forever be appreciative of this program and the opportunities that were extended to me for the completion of a higher education. Thank you to all of the staff and people affiliated with this rewarding program.

Krystal Flantroy

When I first heard about the Alabama Louis Stokes' Alliance for Minority Participation (LSAMP) Bridge to Teaching (BT) Fellowship program, I thought it was too good to be true. I later found out that it was not and that it was an excellent program that provided a network of students and mentors that made graduate school one of the best experiences of my life. One important element was the financial support that allowed me to stay focused on graduate school and its purpose. I never worried about how I was going to pay bills or when I had to work between classes, I only had to focus on school, grades and graduation. This was also beneficial when I had to complete my full-time student teaching internship and could not work to support myself. I also enjoyed the mentorship of Dr. Louis Dale and Dr. Charles Calhoun. They were both there to guide us and support us through the program with advice and recommendations of what to do to progress through the program and become great educators. I am happy to have had two great men with leadership capabilities to stand beside me and make this journey easier. Dr. Dale also had support staff that was friendly and helpful in every way possible and I really appreciate Ms. Belcher. Another factor that made this fellowship amazing was having a cohort of students to complete the classes along with me. I had people I could talk to about lectures, projects and homework. Eventually we became closer and we really relied on each other for ideas, supplies, pointers and moral support through our student teaching experience. I have made relationships that I will take with me into my teaching career and friends I will never forget.



This program has truly been a blessing and I have enjoyed the support, the relationships and opportunity to be a part of something so great. I think that graduate school would not have been the same without the LSAMP program and I am so grateful and thankful for it.

Al-Layshia Foster

As a Bridge to Teaching (BT) Program Fellow I have had the opportunity to focus solely on school work. While working on my undergraduate degree my grades were not the best because I often worried about my finances. I would work part time or hold work-study jobs on campus just so that I could have school supplies and toiletries. The BT Program has allowed me to utilize more of my time to concentrate on my school work, and as a result my grades have improved dramatically.



Each of our program meetings was beneficial and insightful. I had the chance to network with the other BT fellows in order to find out more about our school, the program, and the city of Birmingham. Meeting the other Fellows and administration for the program helped me to feel more comfortable transitioning into graduate school. In addition, the

could complete my internship without worry about financial affairs. Going through the program and being a part of a close group of individuals made a big difference in my life. No matter what class I was in, I would always see a familiar face from the BT Program. We grew close, helped each other, and now that we have completed our studies, we still know that we can still call on each other for advice, support, or classroom ideas. We have even fostered relationships with some of the faculty as a result of this program, and have always been given the most up-to-date and insightful information about what to expect as we progressed toward our degrees. I am so happy to have been a part of this program. I know that all of us are going to do great things in the classroom, and I hope that in five years, or so, we have a reunion of BT Fellows so we can all be together again.

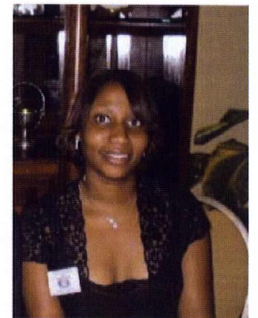
Shatoya Brown

The Bridge to Teaching (BT) Program was a wonderful experience which allowed me to establish life-long relationships while obtaining my master's degree in four semesters. This once in a life time opportunity provided each fellow with the unwavering support and encouragement necessary for transitioning into graduate school and ultimately our chosen careers after having completed the program. The monetary assistance given was also a tremendous help. We were able to fully concentrate on our studies without having to juggle a job and school which in return expedited our long awaited entry into the classroom. I believe that the continued positive support that we received as recipients of this fellowship truly demonstrates the goals of this program and its determination to increase the number of minority graduate students. As an ALSAMP recipient and a recent master's graduate, I will always be grateful for having been chosen to participate in this distinguished program.



Charria Campbell

The Bridge to Teaching (BT) Fellowship Program at the University of Alabama at Birmingham (UAB) afforded me the opportunity to further my education and complete a master's in secondary mathematics education with certification. The program included workshops on leadership, professionalism, and networking. We were also given information on teaching and how to better build relationships with students and have good classroom management. This program has better prepared me and the other fellows to pursue careers in education and to be mentors to the students we will teach while providing us with a network of support and life-long friendships.



For me, coming from an engineering background, I felt there was more of a need for me to give back in another way, so, I began to think about pursuing a career in education. While working, I learned about the BT program at UAB and decided to apply. I can truly say it was one of the best decisions I have made and the experience has truly been a blessing. Going into education was a whole new world for me and I did not know what to expect in terms of coursework and workload. The best and most encouraging part about the program was our fellowship meetings because they gave us an opportunity to come together and discuss positive aspects of the education program as well as any issues we were facing. Having this time together built a strong bond between us, creating a strong support system that I feel helped us all to stay motivated to endure through to the end to be the first graduates of the program at UAB. We have built a network of not just professionals but a new network of friends who will support each another in our careers as educators in mathematics and the sciences.

Because the program was outlined for us when we started we were able to take some classes together and many of us did our student teaching internships in the same schools, which was good since we could meet together daily and support each other during this time. Overall, I feel prepared for a future career in education and I am planning to teach math both at the secondary level as well as at the collegiate level.

Bridge to Teaching Program Reflections

SCHOOL OF EDUCATION

Department of Curriculum and Instruction

April 28, 2008

Dr. Louis Dale
Vice President for Equity and Diversity
CH401
1530 3rd Ave. S.
Birmingham, AL 35294-1170



Dr. Dale:

I am writing to thank you for the students you sent to the School of Education through the Bridge to Teaching (BT) Grant. The participants in your program have worked hard and performed well in our classes. Public schools in Birmingham and throughout the state are begging for mathematics and science teachers. The Bridge Program has produced an excellent cohort of candidates.

The BT Grant provided opportunities for students with backgrounds in science, technology, engineering, and mathematics to explore teaching as a career. Through the tuition and stipends provided by the grant, the students were able to enroll as fulltime students and complete the program in eighteen months. Typically, our Alternative Masters students enroll as part-time students and work as they take courses. This usually means candidates make sacrifices in the work place or the classroom. Your Bridge students were able to excel in the classroom because they could concentrate on their classes and did not have to worry about room, board, and other expenses. The Bridge Program provides a more efficient way to prepare highly qualified mathematics and science teachers for the workforce.

Thank you for the opportunity to work with this talented group of African American teacher candidates. They have the potential to become excellent teachers and future professors.

Sincerely,

Charles Calhoun, Ph.D.

119 Education Building
901 13th Street South
205.934.5371
Fax 205.934.4792
The University of
Alabama at Birmingham

Bernadette Brown

I am so grateful to have been a part of a program that is increasing the number of highly qualified teachers of math, science, and technology in the workforce and making it possible for those individuals who would like to pursue a career in education to make a smooth and timely transition into the profession.



Had I not been a Bridge to Teaching (BT) Fellow, it would have taken me at least three years to complete my master's degree while working full time. It is especially difficult when the content courses you are required to take in order to qualify for a Class A Teaching Certificate are only offered during business hours, when I would otherwise be at work. The financial support given by the BT Program allowed me to focus on my studies, resulting in my induction into the Golden Key International Honor Society and recognition as one among Who's Who Among American Colleges and Universities. I completed my master's degree in 18 months because I was able to take more than just one or two classes per semester, and

Participants

NAME	DEGREE AWARDED	UNDERGRADUATE INSTITUTION	UNDERGRADUATE MAJOR	CURRENT STATUS
Brown, Bernadette	M.A.Ed. - High School Education-Science - May, 2008	The University of Alabama at Birmingham	Biology	Deciding opportunities with schools systems in Alabama and Georgia
Brown, Shatoya	M.A.Ed. - High School Education-Science - May, 2008	Tuskegee University	Biology	Deciding employment opportunities with school systems in Alabama
Campbell, Charria	M.A.Ed. - High School Education-Science - May, 2008	Auburn University	Chemical Engineering	Deciding employment opportunities with school systems in Alabama, Georgia and Tennessee
Dailey, DeAngelia	M.A.Ed. - High School Education-Science - May, 2008	University of Alabama at Birmingham	Biology	Deciding opportunities with school systems in Alabama and Georgia
Fiantroy, Krystal	M.A.Ed. - High School Education-Science - May, 2008	The University of Alabama at Birmingham	Biology	Deciding opportunities with school systems in Georgia
Foster, Al-Layshia	Degree Anticipated May, 2009	Auburn University	Biomedical Sciences	Currently completing coursework for degree
McCloud, Kasita	Degree Anticipated August, 2008	University of South Alabama	Mathematics	Accepted teaching position with school system in Georgia
McDaniel, Kimberly	M.A.Ed. - High School Education-Science - May, 2008	Tennessee State University	Biology	Currently employed - Hoover City Schools, Hoover, AL
Powell, Tiffany	Degree Anticipated December, 2008	The University of Alabama at Birmingham	Health Education	Currently completing coursework for degree
Warren, MaQuita	M.A.Ed. - Elementary Education - May, 2008	Miles College	Computer Information Systems	Deciding employment opportunities with school systems in Alabama and Georgia
Williams, Darius	M.A.Ed. - High School Education-Mathematics - May, 2008	Talladega College	Mathematics	Deciding employment opportunities with school systems in Alabama and Georgia



The National Science Foundation



ALABAMA LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION

Bridge to Teaching (BT)

CONNECTING STUDENTS TO STEM TEACHING CAREERS



Alabama LSAMP 2008 Spring Conference at Huntsville Space and Rocket Center

There is a national shortage of qualified science, technology, engineering and mathematics (STEM) teachers at the secondary level. The President with the “No Child Left Behind” act has attempted to address this national problem. The act requires that states develop criteria for teachers to become qualified and increase the number of courses in content and pedagogy areas. While many certified teachers across the country have re-entered teacher education programs to meet the requirements to become qualified teachers under this act, many universities are revising their teacher education programs. Some outstanding STEM graduates at the baccalaureate level are attracted to careers other than teaching because they did not choose to take the courses necessary to become certified to teach. The Alabama Louis Stokes Alliance for Minority Participation (ALSAMP) project at the University of Alabama at Birmingham (UAB) designed a program to attract STEM graduates at the baccalaureate level to become certified to teach in a STEM discipline at the secondary level and earn a master’s degree simultaneously.

The UAB Bridge to Teaching (BT) Program is directed by Dr. Louis Dale, Alabama LSAMP Principal Investigator, Professor of Mathematics and Vice President for Equity and Diversity and co-directed by Dr. Charles Calhoun, Chair of the Department of Curriculum and Instruction. Dr. Carolyn Braswell, Co-PI for ALSAMP is Program Manager.