

1125-VW-2008 **Annie Han*** (yhan@bmcc.cuny.edu), 199 Chambers Street., N599M, New York, NY 10007, and
Fangyang Shen. *Four-Movement Classical Symphony: Mentoring Pre-Service Teachers Through IBL Model.* Preliminary report.

For over thirty years, our nation has expressed concern about the lack of competitiveness of U.S. students in the areas of science, technology, engineering, and mathematics (STEM). Although national and local policies have emphasized STEM education, progress has been slow. Without a qualified pool of teachers who have degrees in STEM fields, we continue the cycle of unprepared STEM students taught by underprepared teachers. STEM teachers with weak backgrounds simply do not promote passion and commitment in students to pursue STEM careers. A major component of increasing students' STEM achievement is raising the quantity and quality of STEM teachers. The New York City Tech and BMCC Noyce NEST Project focuses on these concerns by uniting the two colleges together to mentor pre-service teachers through Inquiry-Based Learning. Our Four-Movement Classical Symphony model fosters students' interest early on to spark a lasting desire to pursue a career as a STEM teacher. Many success stories involve an inspiring mentor. The City Tech and BMCC NEST Project aspires to provide that opportunity for future teachers. The premise of this presentation is to share our success stories of the Four-Movement Classical Symphony: Mentoring Pre-Service Teachers Through Inquiry-Based Learning Model. (Received September 20, 2016)