

Connecticut Science Center
CSC Introduction to Inquiry Professional Development Program
2009 Application Process

The CSC Introduction to Inquiry application process is designed to help your team identify its future use of the inquiry-based training, and the resources for enacting inquiry-based instruction in the district, as well as identifying the personal needs of your team's participants.

The application steps are as follows:

- 1) Read all literature on the website regarding the Introduction to Inquiry. There is a great deal of background information that is helpful in your decision making process.
- 2) Read the 2009 Application Requirements.
- 3) Fax or send in the 2009 Application Form (Pages 1 and 2). At the same time...
- 4) Fax or send in a signed Personal Attendance Commitment Contract for each participating member. At the same time...
- 5) Fax or send in your district's science strategic plan.
- 6) If further clarification is needed, you may be interviewed by phone.
- 7) Notification of acceptance and pre workshop surveys will be sent by e mail to each member of the team.
- 8) Pre workshop surveys will need to be completed and returned before the start of the Institute.

Connecticut Science Center
CSC Introduction to Inquiry Professional Development Program
2009 Application Requirements

The CSC Introduction to Inquiry is a five-day intensive workshop that is based on a train-the-trainer model. An integral part of the Inquiry Institute is the requirement that all district or school teams must apply for acceptance into the program. Emphasis is on the development of the professional practitioner, not the implementation of specific new curricula.

The CSC Introduction to Inquiry's eligibility and criteria for acceptance are as follows:

- 1) Financial support by district or principal for teacher stipends and release time for the workshops, for the two day follow-up conferences, and for time to reflect on the new skills learned and how to implement them in the classroom and in professional development training for the year. In addition, release time may be required for participants to work with other teachers within the district.
- 2) A science strategic plan for the district. We will focus on the implementation of inquiry across the district. This document must include the following:
 - 1) what is the model the district plans to use for the participants who have attended the workshops
 - 2) how much professional development time will be allocated for implementation of inquiry in the district,
 - 3) In essence, the document outlines how inquiry will be implemented within the district.
- 3) A close-knit group consisting of an administrator (a principal, or an assistant superintendent), the science curriculum leader or coordinator, and three or more teachers who are willing to share with other teachers upon their return to school, and are willing to use inquiry in their classroom.
- 4) A scientist (university professor, or corporate scientist) may attend with a district team. The scientist(s) will provide the content expertise.

Factors that could detract from a school's potential participation:

- 1) A number of new initiatives planned in the district for that year
- 2) The lack of a science strategic plan
- 3) The lack of a cohesive team of teachers willing to participate
- 4) The lack of financial support for professional development in the school or district

Additional requirements/resources:

- 1) The sending school administration agrees to help us assess our performance by allowing CSC to survey both teachers and students.
- 2) Each member of the team must sign a contract committing to the full FIVE days of training. (Please see attached information.)

The application deadline is December 15, 2008. Signed contracts from each participant should be included at that time. Each school or district team may be interviewed over the phone throughout the month of January. Final selection will be made February 15, at which time letters of acceptance and Pre workshop survey information will be sent to each team member. The Institutes will be held in July and August 2009.

Connecticut Science Center
CSC Introduction to Inquiry Professional Development Program
Application Form 2009 – Page 1

Name and title of administrator making the application: _____

School district name and address

School district phone _____

Your e-mail address _____

Describe the current science professional development offerings taking place in your district:

Describe why your district or school administration is interested in implementing inquiry-based science learning and teaching:

List pedagogical initiatives to be implemented in the 2009 - 2010 school year:

Does your school or district have a science strategic plan? ____ Yes (please attach a copy) _____ No

Provide your team composition: A team is composed of an administrator, and science curriculum specialist or coordinator, and three to five educators who play lead roles in a district's or project's professional development offerings. Additional team members should also include a reading or writing or literature specialist, museum educator, scientist, or university faculty member. Team members should be proposed based upon their:

- * level of responsibility in professional development
- * ability to impact the science education agenda
- * willingness to work collaboratively with fellow team members to implement in their schools what they have learned at the Institute

Please use the attached sheet to list each participant. By signing and returning these forms you agree to commit the necessary resources and staff to make this a successful science learning and teaching experience in order to implement a systemic inquiry-based initiative. In addition, you agree to allow CSC to survey both teachers and students for assessment purposes.

Upon receipt of your application, you may be contacted in order to schedule a telephone interview.

Signature: _____ Date: _____

Printed name _____ Position: _____

Connecticut Science Center
CSC Introduction to Inquiry Professional Development Program
Application Form 2009 – Page 2

School district: _____

Participants:

Administrator's Name Title School Phone e-mail

Teachers' Names Grade /Title School Phone e-mail

Other school personnel Title School Phone e-mail

Scientists' Name(s) Occupation Company Phone e-mail

Museum/university staff Occupation Institution Phone e-mail

Return application to:

Holly Harrick, Prof. Development Program Manager Phone: 860/727-0457 x 111
50 Columbus Blvd, 5th floor Fax: 860/727-0850
Hartford, CT 06106 hharrick@ctse.org

Connecticut Science Center
CSC Introduction to Inquiry Professional Development Program
Application Form 2009 – Page 3
Personal Attendance Commitment Contract

I, _____ of _____
school/museum/university/company commit to attending the full FIVE days of the
CSC Introduction to Inquiry. I agree that it is vitally important to attend all five
days because each day builds upon the other, which allows for deep, meaningful
learning to take place. The 30 hours of instruction I will receive from the Institute
are important to me because...

Signed

Date

(This contract is to be signed by each team member and returned with the district/school application)

E mail address:

Grade Level:

District:

Week of :

Connecticut Science Center
CSC introduction to Inquiry Professional Development Program
Application Form 2009 – Page 4

Assessment Information

As part of your participation in the GE/CSC introduction to Inquiry, your administration has agreed to help us assess our performance by surveying both you and your students. The surveys will help us to ensure that we are providing you the best professional development possible through an extensive formative assessment process. We ask that both participating teachers and students, as well as control group teachers and students be allowed to participate in the surveys. This will enable CSC to gather both qualitative and quantitative information.

All information is confidential. Individual results will not be released for any reason.

Below is a list of some of the survey instruments we may be administering throughout the year.

Participating Teacher Surveys:

Pre-assessment 1st day of workshop

Post-assessment last day of workshop

Yearly Follow Up Post-assessment May 2010

Two Day Follow Up Assessment June 2010

Other activities:

We also ask that you be willing to participate in the following activities if asked:

Video taping of an inquiry-based lesson you conduct

Observation of your class doing an inquiry-based lesson

These activities may be used during the two-day follow-up session in June 2010.