

Introduction to Inquiry **Application Process**

The 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 Application Requirements.
- 3) Fax or mail in the Application Form (Pages 1 and 2 below) along with a signed Personal Attendance Commitment Contract (page 3) for each participating member.
- 4) Fax or mail in your district's science strategic plan.

Introduction to Inquiry **Application Requirements**

The 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 Connecticut Science Center's Introduction to Inquiry workshop eligibility and criteria for acceptance are as follows:

- 1) Financial support by the district or principal for teacher stipends and release time for the workshops and for the two day follow-up conferences. Time is also needed for participants to reflect on the new skills learned and how to implement them in their classrooms. 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 is also required. We will focus on the implementation of inquiry across the district. This document must include the following:
 - a) what is the model the district plans to use for the participants who have attended the workshops,
 - b) how much professional development time will be allocated for implementation of inquiry in the district, and
 - c) the document must outline 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 use inquiry in their classrooms and to share their learning with others upon their return.
- 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 the Connecticut Science Center to survey both teachers and students.
- 2) Each member of the team must sign a contract committing to the full **FIVE** days of training. (pg. 3 below)

The application deadline is **December 15th** . Signed contracts from each participant should be included at that time.

Return application to:

Holly Harrick, Prof. Development Program Manager
250 Columbus Blvd
Hartford, CT 06103
Phone: 860/520-2111
Fax: 860/727-9821
hharrick@ctsciencecenter.org

Introduction to Inquiry Application Form – 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 following 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, 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 what they have learned at the Institute upon returning to their schools.

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 addition, you agree to allow the Connecticut Science Center to survey both teachers and students for assessment purposes.

Signature: _____ Date: _____

Printed name _____ Position: _____

Introduction to Inquiry **Application Form** – 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
_____	_____	_____	_____	_____

Introduction to Inquiry **Application Form – Page 3**

Personal Attendance Commitment Contract

I, _____ of _____
school/museum/university/company commit to attending the full **FIVE** days of the Connecticut Science Center’s Introduction to Inquiry workshop. 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 workshop are important to me because...

Signed

Date

Please read the following carefully and sign below if you are able to commit to this contract.

In signing this contract, I acknowledge that I will arrive on time (by 8:30 AM) and I will stay until the end of each day (3:00 PM). If circumstances should arise prior to (*or during*) the workshop which require me to miss some time during the Introduction to Inquiry workshop, I understand that I must postpone my attendance to a later date (i.e., If I attend on Monday, then miss Tuesday for an emergency, I cannot return to the workshop on Wednesday for the remainder of the week). Furthermore, I have been informed that this workshop requires me to limit my cell phone use to break times (15 minutes each AM and PM) and lunch (30 minutes each day).

(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 :