

# summer science institute 2004

## Purpose:

Provide scholarships to the UCI Summer Science Institute(s). Scholarships are available through CA Science Project Irvine, Project Tomorrow and Science Education Advisory Board (SEAB).

## Eligibility/Requirements:

- Open to any Los Angeles or Orange County K-12 school teacher, who teaches science
- Recipients automatically become members of the *UCI Science Education Program Network*. Members are expected to participate in:
  - the UCI Summer Science Institute(s)
  - two follow-up meetings during the upcoming school year
  - the Future of Science Conference and Assessment Conference

## Scholarship process:



The completed scholarship application must be submitted to the UCI Science Project office no later than **Wednesday, June 23, 2004 at 5:00 P.M. or one week prior to the start of the program**. Send to *UCI Science Project - Scholarship, 5171 California Avenue, Suite 150, Irvine, CA 92697-4680. Via fax 949.824.8219.*



Scholarships are reviewed on a first-come, first-serve basis and are paid directly to UCI Summer Science Institute.

## Applicant Information:

**Name** \_\_\_\_\_

**Mailing Address** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Email Address** \_\_\_\_\_

**Day Phone** (     ) \_\_\_\_\_

**Evening Phone** (     ) \_\_\_\_\_

**School** \_\_\_\_\_

**District** \_\_\_\_\_

**Institute session(s)**     **One-week**     **Two-weeks**     **Three-weeks**

**County**     **Orange**     **Los Angeles**

*I acknowledge and agree to participate in studies, surveys or conversations about my professional development experience. Furthermore, I agree that my photograph may be included in any promotional material that Project Tomorrow or UCI create and that I may be called upon to share my experiences.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Questionnaire:

1. How is your school/district supporting science? (check all that apply, specify publisher):
  - Textbooks: \_\_\_\_\_  Science Specialists
  - Materials: \_\_\_\_\_  On-going professional development
  - Other, please describe \_\_\_\_\_
  
2. Select the descriptor that best defines your *current* classroom practice. Reference the CA Professional Teaching Standards (page 3).

<b>Descriptor</b>	<b>Definition</b>
Beginning	I try to internalize what I'm learning and rely on ongoing assistance from more experienced colleagues for support, guidance, and survival.
Emerging	I'm becoming self-directed in my teaching practice and rely on experienced colleagues for support.
Applying	I teach independently and easily apply what I learn about teaching.
Integrating	I integrate complex elements of instruction, curriculum, and professional development into my practice.
Innovating	I consistently innovate and create in all areas of teaching and professional development including contributions to the broader education community.
	Engaging & supporting all students in learning
	Creating & maintaining effective environments for student learning
	Understanding & organizing subject matter for student learning
	Assessing student learning
	Developing as a professional educator

3. Identify professional development plans in science for 2004-05 (check all that apply):
  - CSTA  District sponsored institutes/training
  - NSTA  National Board Certification
  - Other, please describe \_\_\_\_\_
  
4. I am a first time UCI Summer Science Insitute attendee  Yes  No
  
5. In a one-page maximum, double-spaced document describe how you expect your participation in the UCI Science Education Program Network will contribute to your long-term professional development.

Scholarships funded by:



**Engaging & supporting all students in learning**

- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

**Creating & maintaining effective environments for student learning**

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

**Understanding & organizing subject matter for student learning**

- Demonstrating knowledge of subject matter content and student development
- Organizing curriculum to support student understanding of subject matter
- Interrelating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources, and technologies to make subject matter accessible to students

**Planning instruction & designing learning experiences for all students**

- Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing short-term and long-term plans to foster student learning
- Modifying instructional plans to adjust for student needs

**Assessing student learning**

- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding all students in assessing their own learning
- Using the results of assessments to guide instruction
- Communicating with students, families, and other audiences about student progress

**Developing as a professional educator**

- Reflecting on teaching practice
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to enhance professional practice
- Working with families to enhance professional practice
- Working with colleagues to improve professional practice

Adapted from the California Commission on Teacher Credentialing and the Department of Education