Learn about the success of inquiry science and scientists’ notebook methods of El Centro Schools. El Centro, CA School District raised the level of writing proficiency for K-6 students (high per cent of limited English proficient) from 23% to 90% in three years through an integrated, inquiry-centered science program similar to KITES and GEMS-NET.

"I can see a better connection between science and literacy. I can see better that it's not impossible to fit them together."
-Teacher, 1st grade

SLIP 2005 Institute:
Develop a number of strategies to teach inquiry science and literacy skills through the use of scientists' notebooks.

- provide useful feedback to students on science information writing
- science vocabulary development
- accountable science talk
- integrating curriculum and aligning assessment and standards

No Cost to Participants
Graduate Credit $125.00 (Optional)

Science and Literacy Integration Project
Improving Inquiry Science and Literacy For All Rhode Island Students

Project Directors:
Dr. Josef Gorres and Dr. Maria Lawrence

Funded by RI Office of Higher Education Partnership Grant and Eisenhower Regional Alliance @ TERC

Supported by Rhode Island College, East Bay Educational Collaborative, and Partnering Districts

Participate in an exciting professional development strategy called lesson study. Lesson study fosters collaborative school groups to

- improve the use of science notebooks at your school
- focus on student thinking in inquiry science
- improve student achievement in inquiry science and literacy

Using scientists' notebooks to construct knowledge and improve writing.
Institute Goals

• To build participants’ knowledge of integrating inquiry science and literacy
• To improve inquiry science and literacy through the use of scientists’ notebooks
• To nurture collaborative communities among higher education and K-8 teachers and administrators
• To apply lesson study as a professional learning strategy
• To investigate the impact of lesson study and science literacy integration on teacher practice.

School Team Member Responsibilities

Actively participate and critically reflect on learning and practice during all phases of the project:
- July 25-29 summer institute (40 hours)
- Fall site-based lesson study (6-8 hours)
- November 28 follow-up (4 hours)
- Engage in lesson study with members of the school team; collaborate in planning, implementing, and reflecting on lessons focusing on students’ scientific communication.
- Use scientists’ notebooks as an integral part of your teaching of inquiry science.

Team Leader Responsibilities

All of the above AND May 18 Leadership Conference (8 hours). Serves as contact person. Receives faxes/e-mails/regular mail and distributes information to school team members.

Principal Responsibilities

All of the above AND May 18 Leadership Conference (8 hours). Attend daily school team planning during July 25-29 summer institute (8 hours)–but not other sessions. Support the lesson study process and provide the release of teachers for 6-8 hours during the fall site-based lesson study.

FUNDING AND SUPPORT

Funded by RI Office of Higher Education Partnership Grant and Eisenhower Regional Alliance @ TERC
Supported by Rhode Island College, East Bay Educational Collaborative and Partnering Districts

INSTITUTE FACULTY AND PERSONNEL

Faculty:
Andre Audette, Standards Coordinator, Pawtucket
Christine DeCosta, Writing Specialist, EBEC
Ron DeFronzo, Science Specialist, EBEC
Henry DeVona, K-5 Science Coordinator, Johnston
Greg Kniseley, Professor, RIC
Jerry Melaragno, Professor, RIC
Joseph Sciulli, Assistant Professor, RIC

Project Assistant: Erika Tuttle, Rhode Island College

Web Design/Publications: Andrew Carvalho

Consultants:
Michael Klentschy, Superintendent, El Centro Schools
Elizabeth Molina De La Torre, PD Specialist, El Centro Schools
Laurie Thompson, PD Specialist, Caltech
Joyce Tugel, Science PD Specialist, Regional Alliance @ TERC

Advisors:
Anita Hennessy, Operations Manager, EBEC
Ron Kahn, Consultant, EBEC
Jerry Kowalczyk, Executive Director, EBEC
John Niska, Assistant Professor, RIC
James Magyar, Professor, RIC

CALENDAR

April 8 Applications are due
April 29 Letters of acceptance/declination are mailed
May 18 Leadership Conference for Faculty, Principals and Team Leaders, RIC
July 25-29 Summer Institute 8-4 p.m., RIC
Sept-Nov Lesson Study Process
Nov 28 Institute Follow-up 4-8 p.m., RIC

LEADERSHIP CONFERENCE

• For school team leaders, principals and faculty
• Learn about the project, integrating inquiry science through use of scientist's notebooks and school team lesson study process
• Cost of substitute for school team leader is a district/school expense
• Place: Rhode Island College

SUMMER INSTITUTE AND FOLLOW-UP

• For school teams of K-8 teachers and administrators
• School team applications required
• No cost to participants
• Cost of substitute for school team members during fall site-based lesson study process is a district/school expense
• $125 for 3 graduate credits ELED 580 course (optional to teachers and administrators)

During the 44-hour institute learn about scientist's notebooks, choose from a menu of science kit/notebook workshops, and engage in school team planning needed for 6-8 hours of lesson study during the fall. The institute builds understanding and skills in the following areas:
• planning standards-based integrated curriculum
• applying habits of mind and thinking skills that readers/writers share with scientists
• strategies and resources for integrating science and literacy
• assessing student learning
• collaborative process for site-based lesson study

APPLICATION PROCESS

- Project leaders will select 15 school teams (each team consists of 1 principal and 3-5 teachers) to participate in the Institute. All Rhode Island K-8 regular classroom, ESL, LEP, bi-lingual, special education teachers and building administrators are encouraged to apply.
- Special consideration given to school team applications classified by RI Department of Education as “In Need of Improvement.”
• Applications are due April 8, 2005.
• Announcements of approval/declination are mailed April 29.

SPECIAL ACCOMMODATIONS

Special Accommodations will be honored to the best of our abilities if requested by April 8, 2005
Part I: School/Principal Information, Brief Response To Questions, Endorsement

A culture of collaboration among team members is essential to the success of the lesson study process. The principal needs to:

- support the release of all team members for planning, observing, and reflecting on two lessons during the fall lesson study (approximately 6-8 hours per teacher);
- participate in daily planning during the July 25-29 institute (8 hours); fall lesson study process (8 hours), and November 28th follow-up (4 hours); and
- attend the May 18th leadership conference with the teacher that serves as school team leader.

A. School/Principal Information

School_______________________________________________School District________________________________
Principal's First/Last Name:__________________________________________________________________________
School Mailing Address: Street/PO Box_________________________________________________________________
  City________________________________State___________Zip_____________________________
School Phone: (         ) -__________________________School Fax: (         ) -___________________________________
Principal's Home Mailing Address: Street/PO Box_________________________________________________________
  City________________________________State___________Zip_____________________________
Principal's Home Phone: (         ) -_____________E-mail (please print—put slashes through zeros)___________________

B. Brief Response to Questions

1) Please check the boxes below to indicate the current RI Department of Education School Classification and Performance Levels for your school.

   School Classification:
   - ☐ In Need of Improvement
   - ☐ Improving
   - ☐ Sustaining
   - ☐ Title I

   Performance Level:
   - ☐ Making Insufficient Progress
   - ☐ Making Progress
   - ☐ Moderately Performing
   - ☐ High Performing

2) Team applicants are expected to implement inquiry science with the use of scientists’ notebooks or support the implementation (as a specialist or English/language arts teacher) in the early fall 2005. Please check the box that best identifies the instructional materials that supports inquiry science by team applicants.

   - ☐ Insights (EDC)
   - ☐ FOSS (LHS)
   - ☐ STC (NSRC)
   - ☐ Teacher-Developed Units
   - ☐ Scientists notebooks
   - ☐ FOSS (Middle School)
   - ☐ STC/MS
   - ☐ Other (specify):

3) How will the 2005 SLIP professional development help your school improve its performance?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

4) Please provide information about your team members' role in developing or implementing inquiry science in the fall 2005. School teams can consist of 3-5 teachers and the principal.

<table>
<thead>
<tr>
<th>Team Applicant Name</th>
<th>Role in Implementing Inquiry Science</th>
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<tbody>
<tr>
<td>Teacher 1 - Team Leader:</td>
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<td>Teacher 2:</td>
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<td>Teacher 3:</td>
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<td>Teacher 4:</td>
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<td>Teacher 5:</td>
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<tr>
<td>Principal:</td>
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</table>

C. Endorsement and Support by Principal

I endorse this team’s application. I understand my role and responsibilities as both principal and school team member described at the top of the page 2. I commit to the following: attend May 18th Leadership conference and November 28th follow-up; attend daily school team planning during summer institute (8 hours); facilitate the fall lesson study process and arrange for the release of teachers during the site-based lesson study. I understand that the cost of science materials and substitutes needed to release teachers for the lesson study process is a district/school expense.

_________________________________________________________________________________________
Principal's Signature

Date:____________________________________
Teacher 1: School Team Leader
First/Last Name:_________________________  Position (Grade Level, Regular Classroom, Specialist-indicate specialty, Other)_______________________________
Home Mailing Address: Street/PO Box________________________________________________________________________________________
                                           City_________________________ State_________ Zip__________________________
Home Phone (        ) -___________________ E-mail (please print-put slashes through zeros):_____________________

Have you participated in a prior SLIP institute? If yes, indicate the year(s) of the SLIP institute.
NO ________, this is my first SLIP Institute
YES __________, I previously attended in 2001, 2002, 2003, 2004 (circle all that apply)
Note: Teams will be designated as Phase I or Phase II based on team member composition.

I am committed to the goals of the institute and both school team member and team leader responsibilities listed on p. 2.
________________________________________________________________________ Date:_________________________

School Team Leader’s Signature

Teacher 2:
First/Last Name:_________________________
Position (Grade Level, Regular Classroom, Specialist-indicate specialty, Other)__________________________________________________________
Home Mailing Address: Street/PO Box_____________________________________________________________________________________
                                           City_________________________ State_________ Zip__________________________
Home Phone (        ) -___________________ E-mail (please print-put slashes through zeros):_____________________

Have you participated in a prior SLIP institute? If yes, indicate the year(s) of the SLIP institute.
NO ________, this is my first SLIP Institute
YES __________, I previously attended in 2001, 2002, 2003, 2004 (circle all that apply)
Note: Teams will be designated as Phase I or Phase II based on team member composition.

I am committed to the goals of the institute and team member responsibilities.
________________________________________________________________________ Date:_________________________

Teacher 2 Signature

Teacher 3:
First/Last Name:_________________________
Position (Grade Level, Regular Classroom, Specialist-indicate specialty, Other)__________________________________________________________
Home Mailing Address: Street/PO Box_____________________________________________________________________________________
                                           City_________________________ State_________ Zip__________________________
Home Phone (        ) -___________________ E-mail (please print-put slashes through zeros):_____________________

Have you participated in a prior SLIP institute? If yes, indicate the year(s) of the SLIP institute.
NO ________, this is my first SLIP Institute
YES __________, I previously attended in 2001, 2002, 2003, 2004 (circle all that apply)
Note: Teams will be designated as Phase I or Phase II based on team member composition.

I am committed to the goals of the institute and team member responsibilities.
________________________________________________________________________ Date:_________________________

Teacher 3 Signature

Contact Information: Erika Tuttle, Project Assistant, SLIP, Building 29, Rhode Island College, Providence RI 02908, phone: 401-456-8559 TDD Relay RI: 1-800-745-5555 fax: 401-456-8369 e-mail: SLIP@ric.edu web: ww.ric.edu/slip