



**“I would love to use more technology in my classroom, but my school doesn’t have the money to buy computers, probes, digital microscopes, software...” “My students would really be motivated by using technology more but developing new lessons takes a lot of time.” “I would like to use digital tools in my lessons, but I don’t have enough support” “I already have so much to teach! Sure I would like to incorporate technology into my lessons, but how?” “My students should have access to the same digital tools as students who go to private schools.”**

What if you could have the equipment, training, curricula and support you need to integrate technology, innovate your lessons and motivate your students, for FREE?

Now you can! The New York Hall of Science invites Middle and High School teachers to participate as partners in the Crime Scene Information Technology project!

### **What is Crime Scene Information Technology (CSIT)?**

CSIT is a new initiative of the New York Hall of Science funded by the National Science Foundation. The project puts computers and other digital tools into New York classrooms within a context where inquiry-based STEM learning is supported. The Hall of Science works with teams of teachers from middle and high schools to develop and prototype curriculum modules. Modules are made up of mix and match lessons that incorporate a variety of technologies into hands-on activities that correlate to the NY State standards for 7th and 8th grade Science, and Regents courses in Living Environment, Chemistry, Physics and Earth Science. Mystery modules are also appropriate for teaching in the context of a Forensic Science elective course. Along with the curriculum we are prototyping portable technology labs that contain a class set of computers and other digital equipment that teachers will bring back to their classrooms for students to use to solve the mysteries.

### **What are the Benefits of being a teacher-partner?**

Each teacher-partner will gain:

1. Exposure to and hands-on training with new technologies
2. Professional Development training on integrating those technologies with curriculum standards
3. Free use of portable curriculum-based science lab kits in-class with students
4. Curriculum materials
5. On-site tech-integration support while using kits with students
6. \$100 per day of participation in scheduled project sessions during out-of-school time, a maximum \$2,500 dollar stipend



### **What are the Criteria for Selection?**

1. Teachers will be selected in teams of 2 or 3. All teachers in the team must work at the same New York middle school or high school.
2. Teams must include at least one science teacher, and we recommend that teams include at least one additional teacher of a STEM subject.
3. Teams must have a letter of support from a principal or assistant principal at their school that demonstrates administration support for the work that the teachers will be doing: integrating technology into project-based inquiry science lessons that correlate with NY State standards.
4. Participants must have basic computer proficiency.
5. Preference will be given to teams whose teachers each have over 4 years teaching experience.
6. Participation will be limited to ten teams.

### **What is the Commitment?**

Each teacher-partner will commit a total of 120 hours spread over the year from August 2007–August 2008.

#### **Mandatory Professional Development Training Sessions**

August 14–17, 3 pm–7 pm, and August 21–23, 9 am–4 pm, total of 38 hours, 7 days  
April spring break week (dates to be determined), total of 18 hours, 3 days 9 am–4 pm  
July feedback meeting (date to be determined), total of 4 hours, 1 day 9 am–1 pm

#### **Co-teaching with New York Hall of Science staff in on-site enrichment programs**

(choose 2 of 3)

3 Saturdays in the Fall (dates to be determined)– total of 15 hours, 3 days

or

3 days during February camp (dates to be determined) -- total of 15 hours, 3 days

or

3 days during July summer camp (dates to be determined) -- total of 15 hours, 3 days

#### **Prototyping of one curriculum module in your classroom with support from New York Hall of Science Staff**

December–June, Approximately 8 days.

To be arranged around your schedule.

### **How can I apply?**

Complete the application materials and mail in one package to the address below

Use enclosed application package checklist to prepare and collect materials.

Materials must be postmarked no later than May 15th, 2007 and mailed to:

Education Department attn. CSIT  
New York Hall of Science  
47-01 111th Street  
Corona NY 11368





Application package checklist:

FOR EACH TEACHER:

- OOO Application pages 1—5
- OOO Cover Letter briefly describing the following:
  - What are the ways in which you incorporate technology into your teaching?
  - What obstacles do you face when incorporating technology into your teaching?
  - What do you hope to gain through participating in the CSIT program?
- OOO Current resume

FOR EACH TEAM:

- O A letter of support from your principal or assistant principal that demonstrates understanding of and support for the work that your team will be doing: integrating technology into project-based inquiry science lessons that correlate with New York State standards.

**Please make sure application includes all required pieces.  
Incomplete applications will not be considered.**

Application materials must be postmarked no later than May 15, 2007.  
All applicants will be sent a letter notifying them of their status in the  
Crime Scene IT project by June 15, 2007.

Mail in one package to:  
Education Department, attn. CSIT  
New York Hall of Science  
47- 01 111th Street  
Corona NY 11368

For more information, contact  
Nora McCartney  
nmccartney@nyscience.org  
718.699.0005 ext. 581

# CSIT teacher-partner application

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City State ZIP Code: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Fax Number: \_\_\_\_\_

School Name / Region: \_\_\_\_\_

School Address: \_\_\_\_\_

City State ZIP Code: \_\_\_\_\_

*Optional* What is your gender?  Male  Female

*Optional* What is your age? \_\_\_\_\_ Years

*Optional* What is your race or ethnicity? (Check all that apply.)

American Indian or Alaskan Native  Asian or Pacific Islander  Black

Latino/a  White  Multiracial  other, please add \_\_\_\_\_

1) What grades do you teach? (Circle all that apply)

7      8      9      10      11      12

2) What subjects do you currently teach?

3) What subjects have you taught in the past?

4) Which populations(s) do you teach? (Check all that apply)

General Education  Gifted and Talented  LEP/ESL

Special Education  Students considered "at risk"  other \_\_\_\_\_

5) How long have you been teaching? \_\_\_\_\_ Years.

6) How long have you been teaching this subject? \_\_\_\_\_ Years. Grade? \_\_\_\_\_ Years.

7) About how many students do you teach each year? \_\_\_\_\_ Students.



How frequently does each of the following happen in your classroom?  
(Mark each statement with the number that is closest to your experience):

never    once a month    twice a month    once a week    every day  
< -----0-----1-----2-----3-----4----- >

- 1) I lead a whole-class discussion (students listen and answer questions)  
0   1   2   3   4
- 2) Students lead a discussion or give a presentation  
0   1   2   3   4
- 3) Students work together in small groups to complete an assignment  
0   1   2   3   4
- 4) I use the textbook as my primary guide through units  
0   1   2   3   4
- 5) Many activities go on in the room at the same time  
0   1   2   3   4
- 6) Students' interests partly influence the topics in the lesson  
0   1   2   3   4
- 7) Students teach or help other students  
0   1   2   3   4
- 8) Students review and revise their own work  
0   1   2   3   4
- 9) Students make predictions and investigate them  
0   1   2   3   4
- 10) Students answer textbook or worksheet questions  
0   1   2   3   4
- 11) Students engage in hands-on learning activities to learn content  
0   1   2   3   4
- 12) Teams or small groups of students work with computers for a specific assignment  
0   1   2   3   4
- 13) Individual students use computers for a specific assignment  
0   1   2   3   4
- 14) Teams or small groups of students work with computers for a project  
0   1   2   3   4
- 15) Individual students use computers for a project  
0   1   2   3   4

How frequently does each of the following happen in your classroom?  
(Mark each statement with the number that is closest to your experience):

never	once a month	twice a month	once a week	every day
<-----0-----	1-----	2-----	3-----	4----->

16) Individual students use computer software applications to reinforce a particular skill  
0 1 2 3 4

17) Students research class topics on-line  
0 1 2 3 4

18) Students participate in on-going email exchanges with other classes  
0 1 2 3 4

19) Students participate in collaborative math or science investigations  
0 1 2 3 4

20) Students contribute to creation of Web pages  
0 1 2 3 4

21) Students use presentation tools to represent projects they are doing in class  
(e.g., PowerPoint, Hyperstudio)  
0 1 2 3 4

22) Students use software that builds content knowledge  
0 1 2 3 4

23) Students use database and spreadsheet programs to gather and present information  
(e.g., Microsoft Excel, Microsoft Works, Filemaker, Appleworks)  
0 1 2 3 4

24) Students use digital tools as part of an on-going project  
0 1 2 3 4

25) I use technology or digital tools to demonstrate learning activities to my students  
0 1 2 3 4

26) I introduce content through inquiry  
0 1 2 3 4

27) Learning activities focus on developing students' problem-solving skills  
0 1 2 3 4

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The next two pages ask for information about your use of different technologies—use at home and use in the classroom. Our goal is to assemble a group with varied experience and comfort using technology.

28) Please describe your computer proficiency on both Windows and Mac platforms.

29) Which of the following technologies and digital tools do you use for **personal use**?

Technology Tools	Rarely or Never	Sometimes	Often	No interest	No access	Don't know how	Other (please specify)
a) Database software (e.g. FileMaker, MS Access)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
b) Desktop computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
c) Digital cameras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
d) Digital camcorders/video recorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
e) GPS (Global Positioning System)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
f) Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
g) Laptop computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
h) PDAs/Handheld devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
i) Probes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
j) SMART Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
k) Spreadsheet software (e.g. Excel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
l) Videoconferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
m) Other (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
n) Other (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

30) Which of the following technologies and digital tools do you use for **teaching**?

Technology Tools	Rarely or Never	Sometimes	Often	No interest	No access	Don't know how	Other (please specify)
a) Database software (e.g. FileMaker, MS Access)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
b) Desktop computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
c) Digital cameras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
d) Digital camcorders/video recorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
e) GPS (Global Positioning System)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
f) Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
g) Laptop computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
h) PDAs/Handheld devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
i) Probes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
j) SMART Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
k) Spreadsheet software (e.g. Excel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
l) Videoconferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____
m) Other (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
n) Other (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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Please use the Application package checklist, page 3, to make sure your team's application is complete. Mail all materials, in one package, to:

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 Corona NY 11368

For more information, contact  
 Nora McCartney  
 nmccartney@nyscience.org  
 718.699.0005 ext. 581

