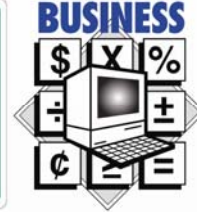


Application deadline: Postmarked by November 12, 2007

\$10,000 Stipend

The OHIO ACADEMY *of* SCIENCE

1500 West Third Avenue Suite 228 • Columbus OH 43212-2817
Phone 614/488-2228 • Toll Free Outside of Area Code 614, if needed, 1-800-OHIOSCI • Fax 614/488-7629
Email gas@iwaynet.net • Website <http://www.ohiosci.org>
Fostering curiosity, discovery and innovation to benefit society.



The Young Buckeye *STEM Scholars Program

5th-6th Grade Students

SEE: Student application available online at: <http://www.ohiosci.org/YBSTEMSApplication.pdf>

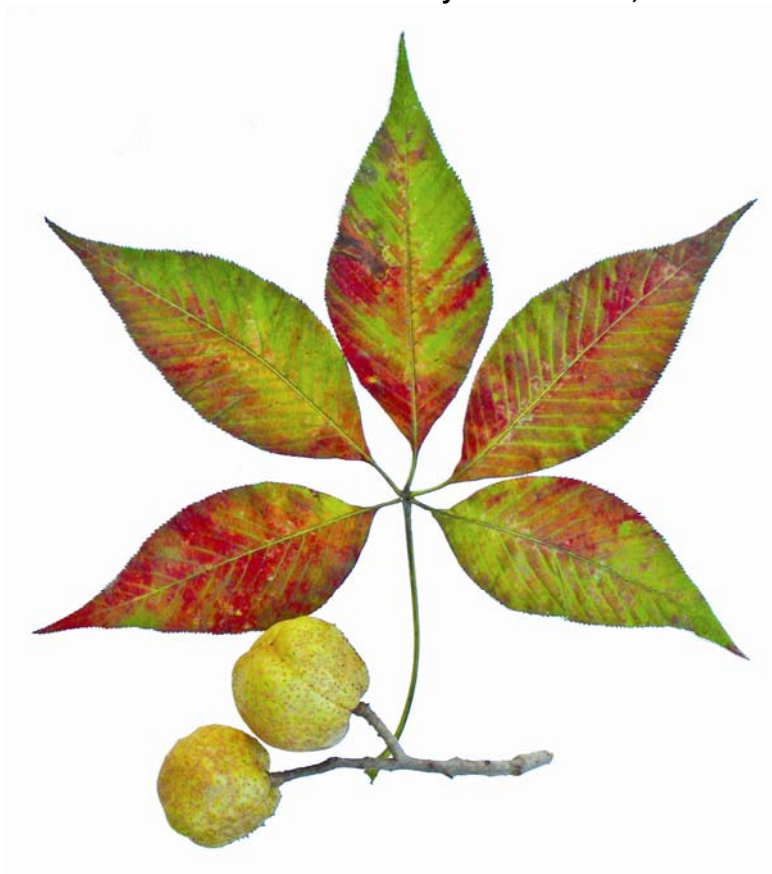
Supported by an appropriation from The Ohio General Assembly
to The Ohio Department of Education
for
The Ohio Academy of Science

In cooperation with the Ohio 4-H Youth Development office, local school districts, local libraries and TechColumbus.
***Science, Technology, Engineering and Mathematics**

Teacher Application

Available online at: <http://www.ohiosci.org/YBSTEMTeacherApplication.pdf>

Deadline: POSTMARKED by November 12, 2007



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The Young Buckeye STEM Scholars Program 5th-6th Grade Students

Supported by an appropriation from The Ohio General Assembly
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for

The Ohio Academy of Science

In cooperation with the Ohio 4-H Youth Development office, local school districts, local libraries and TechColumbus.

Teacher Application

Please use online application at: <http://www.ohiosci.org/YBSTEMSTeacherApplication.pdf>

Benefits to Teachers

\$10,000 stipend paid over a period of December 1, 2007 to June 30, 2009.

Time commitment: 30 in-service workshop contact hours while employed by your district plus the total compensated time commitment is 200 contact hours with students after school during the academic year and summer field trips. Hours arranged.

How to Apply

Please send completed form, a curriculum vitae/resume, a consent form, list of references and a letter of endorsement from a school administrator. Please send **4 complete sets with attachments** (stapled in the upper left; do not otherwise bind) including an originally signed copy by First Class Mail POSTMARKED by November 12, 2007 to **YBSTEMSTeacherApplication**, The Ohio Academy of Science, 1500 W 3rd Ave, Ste 228, Columbus OH 43212. QUESTIONS? Email Lynn Elfner oas@iwaynet.net or call 614-488-2228.

1. Biographical and Contact Information

I am applying to become a teacher in the **Young Buckeye STEM Scholars** after school and summer program from December 1, 2007 until June 30, 2009. My first choice is to serve in the following public school district:

___ Big Walnut ___ Buckeye Valley ___ North Union ___ River Valley ___ Teays Valley ___ Upper Sandusky
Worthington City (select one): ___ Colonial Hills Elementary ___ Brookside Elementary ___ Slate Hill Elementary.

Title: ___ Ms. ___ Mrs. ___ Mr. ___ Dr.

First Name _____ Middle initial _____ Last Name _____

Employer _____

Work Address _____

City/State/Zip _____

Home Address _____

City/State/Zip _____

Office Phone (____) _____ Fax (____) _____

Home Phone (____) _____ Cell (____) _____

Preferred Email Address _____

Date of birth _____

Gender ___ Male ___ Female

Which best describes you? ___ American Indian or Alaskan Native ___ African-American ___ Asian or Pacific

Islander ___ Hispanic, regardless of race ___ White (not of Hispanic origin) ___ Mixed race ___ Other, please

specify: _____

2. What grade level(s) do you teach? Darken all circles that apply.

- K 1 2 3 4 5 6 7 8 9 10 11 12

3. Is your classroom self-contained (i.e., you teach the same group of students all day)?

- Yes
 No

4. Are you a special education teacher or intervention specialist?

- Yes
 No

5. Have you ever previously taught in an after-school program?

- Yes
 No

6. Do you primarily teach mathematics, science, technology, other or a mix of subjects? **Darken all circles that apply.**

- Mathematics Science Technology Other _____ A mix of subjects

7. How many years have you:

a) Taught school?

- Less than 1 year
 1-5 years
 6-10 years
 11-19 years
 20 years or more

b) Been in your current position?

- Less than 1 year
 1-5 years
 6-10 years
 11-19 years
 20 years or more

8. How well prepared are you to do each of the following?

	Very Well Prepared	Prepared But Want More	Somewhat Prepared	Minimally Prepared	Not Well Prepared
Address learning needs of individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipate and accept unexpected results in student investigations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist other teachers with science, math or technology content and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct science investigations with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a classroom environment where all kids can learn science, math and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop different levels of questioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop strategies for differentiating instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage participation of females in science, math and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage participation of underrepresented groups in science, math and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage students in balanced discussions and assignments on the impact of science, engineering and technology on society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate or develop a science fair project with your students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement engineering or technological design learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement inquiry or discovery learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform students of career opportunities in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform students of career opportunities in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve parents in the science, math or technology education of their children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maintain class discipline where <u>you are the primary authority</u> for all decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make difficult science concepts comprehensible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make math concepts comprehensible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage a class of students who are using hands-on/manipulative materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modify traditional or standard textbook activities to include science process skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor small group discussions and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phrase questions to encourage more open-ended investigations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare science inquiry lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present the applications of math concepts including probability and statistics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present the applications of science concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach groups that are heterogeneous in ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach in a classroom with one or more ESL students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach in a classroom with one or more students on IEPs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students from a variety of cultural or social backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use assessments for planning instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use cooperative learning groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use math equipment (including information technology) as an integral part of math instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use science equipment (including information technology) as an integral part of science instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology (not just computers) as an integral part of math instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology (not just computers) as an integral part of science instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use wait-time and prompts to assist student responses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work as a partner with another teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with parents on needs of individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. About how often do students in your current science, math or technology classes take part in each of the following types of activities?

	Never	Once or twice a semester		Once or twice a month		Once or twice a week	Almost Daily
Collect data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a long-term class project (entire class; all students contribute).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a research project on a topic, problem or question that the <u>student</u> selects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a research project on a topic, problem or question that <u>you</u> select.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a science fair project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete engineering and/or technological design activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete inquiry activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create <i>PowerPoint</i> TM presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create their own electronic databases or spreadsheets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the impact of science, engineering and technology on society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do hands-on/manipulative activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in reflective thinking/writing about what they are learning in science, math or technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generate problems or questions for investigations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go on field trips to places of <u>employment</u> . (Science centers or museums excluded.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go on field trips to streams, lakes, the woods or farm fields.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hear guest speakers on science topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hear guest speakers on STEM careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen and take notes during presentations by teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locate information in a science/math textbook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up a patent by a famous inventor such as Edison or for an invention like BARBIE® doll or the Hula Hoop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain an electronic portfolio of their work or of completed assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain a showcase portfolio of selected assignments/projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make predictions and explore possible methods to solve a scientific problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make oral and graphic (overhead or PowerPoint™) classroom presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in dialogue with the teacher to develop an idea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post work on school or other websites through blogs or other means.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare and make poster presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare their own worksheets, charts or diagrams for data gathering and representation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read science or math supplemental magazines or articles in newspapers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Record and organize observations from labs or field trips.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a public or college library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use computers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use evidence to explain the results of scientific investigations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Google <i>Patent Search</i> ™	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use <i>Google Scholar</i> ™ to find primary science reference material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Internet resources to find general or secondary science information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the internet for primary science sources like <i>PubMed</i> or <i>Science</i> magazine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use local online public or school library catalogs or search mechanisms such as <i>WorldCat®.org</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prepared worksheets, charts or diagrams from textbooks or supplemental materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use science/math equipment (e.g., measurement tools, calculators and other).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use simple statistics to analyze and/or present or display data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use software to graph data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use teacher-created lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the school library references for completing assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watch the teacher demonstrate a scientific principle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work in class on a project that takes a week or more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work in pairs/teams/small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write abstracts of their results or findings from experiments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write hypotheses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write in a bound notebook or journal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write qualitative observations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write summaries or abstracts of their reading assignments that might include ones from supplemental science news magazines, newspaper or web articles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write their reasoning about how to solve a scientific problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Your knowledge of technology

	Strong	Average	Weak	Willing to learn
Agriculture & Food Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Construction Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment & Natural Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flight & Space Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology and Communications (including computers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manufacturing Science & Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials Science & Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medicine & Health Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. In the past year, have any of your students participated in any of the following? **Darken circles for all that apply.**

- 4-H Club
 District Science Day
 Family Math at school
 Family Science at school
 Invention Convention
 J.E.T.S/TEAMS
 Local School science fair or science day
 MathCounts
 Robotics competitions including LEGO® Mindstorms
 State Science Day
 Any other science, math, or technology activity or event **Please specify below:**

12. Which building(s) and room(s) do you have permission to use for after school classes?

Are any of these computer rooms with up to 25 seats? ____ Yes ____ No ____ PC? or ____ Mac?
 Will these computers permit students to save their work to a personal flash drive? ____ Yes ____ No
 Will these computers permit students to post their work on blogs or other websites? ____ Yes ____ No
 Will these computers permit students to email? ____ Yes ____ No
 Are any of these biological or chemical wet labs with safety equipment? ____ yes ____ no
 What other educational technology or equipment will you have access to? _____

13. Identify what software you have ready access to

You, personally at school or home _____

With students after school _____

14. Describe the extent to which you will have access to the web for yourself and with your after school class _____

15. What is the highest level of education or degree you have earned?

- Bachelor's
- Master's
- Doctorate
- Other, please specify:

16. In what field(s) do you have a major or minor at the undergraduate or graduate level? **Darken all that apply.**

- Mathematics or Mathematics Education
- Science or Science Education
- Other Education
- Other, please specify:

17. Are you a member of a science/math professional organization?

- I am a member of a science or technology professional organization. List _____
- I am a member of a math professional organization. List _____
- No, I am not a member of either type of organization.

18. In the past twelve months, have you done any of the following? **Darken circle on line if applicable.**

	Yes
a) Attended any national or state science/math/technology teacher association meetings?	<input type="radio"/>
b) Taught any in-service workshops or courses in science or science teaching?	<input type="radio"/>
c) Taught any in-service workshops or courses in math or math teaching?	<input type="radio"/>
d) Made an addition to your personal professional portfolio?	<input type="radio"/>
e) Planned differentiated lessons and/or activities?	<input type="radio"/>

19. Approximately how many hours of professional development did you participate in the past twelve months? Please indicate the total hours and then the hours for science, math and technology respectively.

	TOTAL	SCIENCE	MATH	TECHNOLOGY
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1-9 hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10-19 hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20-29 hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30 or more hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. What do you hope to get out of your participation in the Young Buckeye STEMS program?

21. What attributes do you possess that will make you a strong candidate for this position?

22. The Academy's program requires that two teachers work together in after school classes to guide students. How might you adjust your teaching style if paired with a teacher of a different teaching style?

23. What 4-H experience do you have as a former student member or adult advisor?
_____ None _____ Years as student member _____ Years as advisor or other volunteer

24. Consent and Release: _____ I have signed and enclosed a Consent and Release Form from
<http://www.ohiosci.org/consent.pdf>

25. Vita or resume: _____ I have enclosed a recent curriculum vita or resume

26. Administrative support: _____ I have enclosed a letter from _____, a school administrator, to indicate his or her support of my application to teach in this program and to use the room(s) that I have indicated above in question 12.

27. Additional references: Attached a sheet with names, addresses and phone numbers of three additional references.

28. December 2007 in-service workshop _____ I have or will be able to get permission to participate on December 4-5-6, 2007; and one day each in August 2008 and December 2008 in project workshops in Columbus; I understand that The Ohio Academy of Science will reimburse my district for the cost of a substitute teacher for December 2007 and December 2008.

29. Briefly describe your current teaching load:

30. Briefly describe your extracurricular (e.g., coaching, tutoring) or other compensated workload and college coursework; include hours per week/semester; include the summers of 2008 and 2009:

31. Signature _____ Date _____

Please send completed form, a curriculum vitae/resume, a consent form, list of references and a letter of endorsement from a school administrator. Please send **4 complete sets with attachments** (stapled in the upper left; do not otherwise bind) including an originally signed copy by First Class Mail POSTMARKED by November 12, 2007 to **YBSTEMSTeacherApplication**, The Ohio Academy of Science, 1500 W 3rd Ave, Ste 228, Columbus OH 43212. QUESTIONS? Email Lynn Elfner oas@iwaynet.net or call 614-488-2228.

Please fill out as much as possible online and then print out, sign and make copies.
<http://www.ohiosci.org/YBSTEMSTeacherApplication.pdf>