**Title:** Preparing Novice Elementary Science Educators for Success: Inquiry in Urban Classroom

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**Executive Summary**

The proposed project will improve science teaching in metro-Atlanta schools by preparing in-service elementary school teachers with the knowledge, skills, and dispositions necessary to plan and implement inquiry-based science lessons for students in urban schools. The long term goal of the project is the development of a cohort of elementary educators who will (1) serve as models of effective science instruction in their schools and (2) create opportunities for their students to engage with and learn science content in a meaningful way. The project will involve 22 in-service elementary school teachers enrolled in an Integrated Science and Social Studies Methods Course in Georgia State University’s Urban Accelerated Certification and Master’s (UACM) Program. Strategies for analysis of the program will involve both formative and summative evaluation. Specifically, the project will seek to understand how in-service teachers’ (1) disposition toward science, (2) understanding of science content, and (3) ability to design and implement effective science instruction is influenced by the opportunity to engage in inquiry based investigations. The project will disseminate findings through presentations at national and international conferences as well as scholarly publications in peer-reviewed journals.