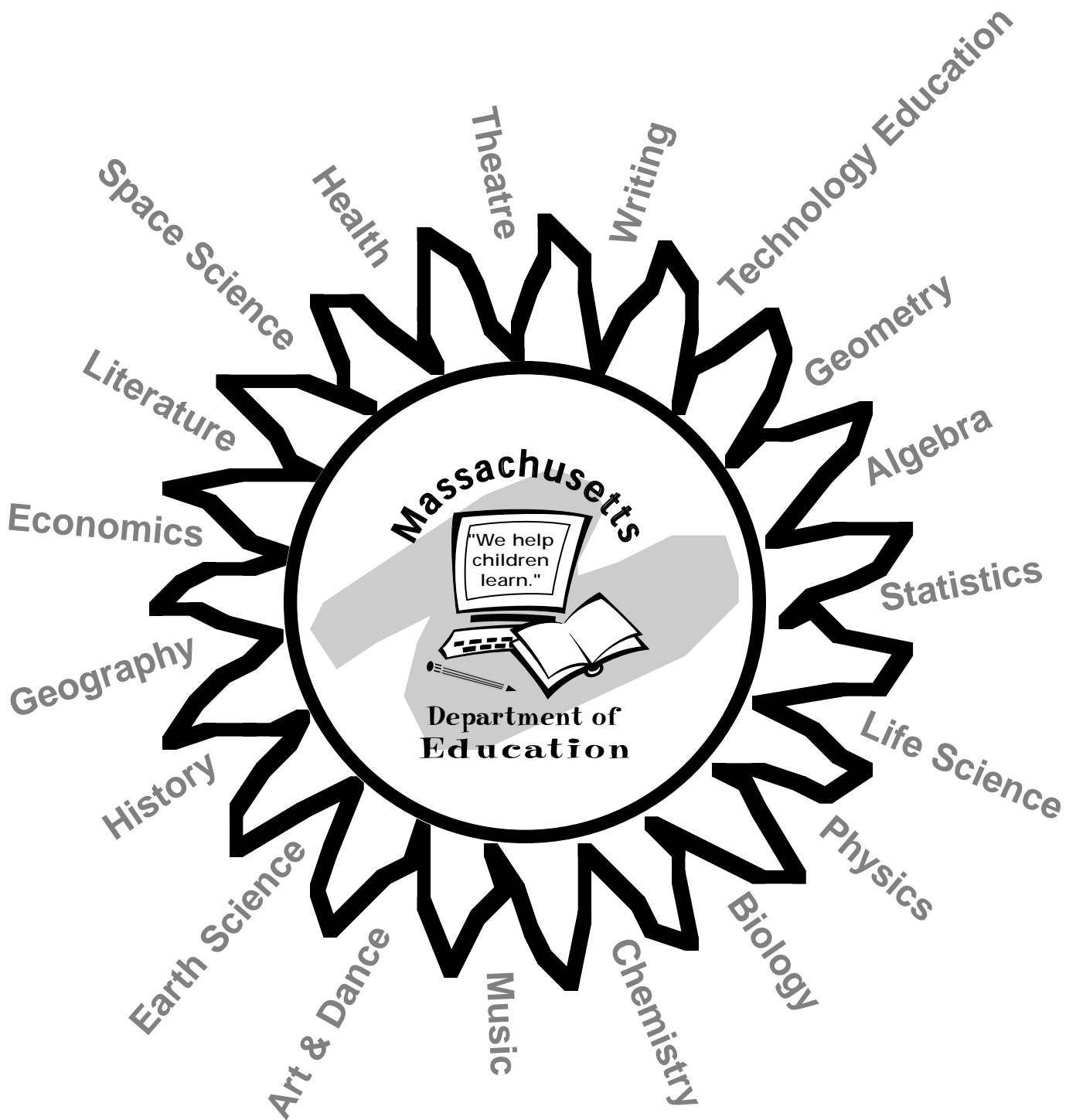


# Content Institutes

1998 Summer Programs



April, 1998

Dear Educators:

This summer we are pleased to announce high quality institutes to strengthen the content knowledge of Massachusetts educators. Sponsored by the Massachusetts Department of Education in partnership with colleges and universities, cultural institutions, school districts, educational collaboratives, and professional associations, these content institutes are designed to support local districts' efforts to raise the achievement of students. Institutes were chosen for funding through a competitive process. I hope you will consider participating in these institutes, which are offered at no cost to participants.

Sincerely,

Frank W. Haydu III  
Commissioner of Education (Interim)

## Registration

To register and obtain detailed information, please contact the person listed for the institute of your choice. Since spaces are limited, please register early. Participants must commit to attend the entire program of the selected institute, including follow-up days.

## Professional Development Points, Stipends, and Graduate Credit

Professional Development Points (PDPs) will be issued to participants who complete all sessions. Many of these programs include a stipend and offer optional graduate credit for which participants may register at their own expense.

## • Registration Priorities

- Registration by teams from schools and districts is encouraged for all institutes.
- Public school educators, along with others from publicly-funded programs covered by the Education Reform Act (adult basic education, pre-schools, and private day and residential schools that provide publicly-funded special education), have priority in registering for the summer content institutes at no charge.
- They are also eligible for stipends. If there is space available in the institutes after registration of educators from publicly-funded programs, private school educators are welcome to attend at their (or their school's) expense.

- Mathematics and Science and Technology Institutes are partially funded by the National Science Foundation. Priority registration for these institutes will be given to teams from districts participating in the Department of Education's Partnerships for Advancing Learning in Mathematics and Science (PALMS) initiative.

- The number of spaces reserved for PALMS participants is indicated in each program listing. Please note: team members may include Teacher Leaders, teachers, administrators or Leadership Team partners. Teams of educators from other school districts, including vocational and charter schools, that have demonstrated a commitment to systemic change in mathematics, science, and technology education will receive second priority placement.

## Participation

To enhance the impact of these institutes, participants will be asked to extend and apply their learning in a school setting. Teachers' institute-related work should be included in their personal professional development plans and should be strongly linked to school and district priorities. Continuing work throughout the 1998-99 year might include:

- team planning time for curriculum implementation, modification of instructional practice, or the design of assessment strategies;
- observation among team members or peer coaching;
- designing, conducting, and documenting in writing an action-research project related to student learning; and
- providing professional development for colleagues.

Together with the time spent in the institute in summer and follow-up sessions, these extension activities in school should provide each participant with 100 hours of professional development in 1998-99.

For general information, contact the Massachusetts Department of Education, 781-388-3300, x 239 (Susan Whettle — Arts, English Language Arts, History and Social Science); x 314 (Harvey Champigny — Mathematics and Science and Technology); or x 390 (Nancy Coville — Comprehensive Health).

More information on Education Reform in Massachusetts, including documents such as the curriculum frameworks, is available on the Department of Education's website, <http://www.doe.mass.edu>.

## Table of Contents

**Note:** Many institutes are designed to make connections among disciplines. They have been categorized by their major curriculum focus. A chart on page 22 summarizes the additional curriculum connections for the institutes.

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## History and Culture of the Wampanoag People of Massachusetts

*The Children's Museum, Boston*

**Grade Level:** Elementary

**Dates:** July 27-31, 1998;  
*Follow-up:* October 2, 1998,  
April 2, 1999 and 2 days TBA

**Location:** The Children's Museum,  
Boston, with field work at Plimoth  
Plantation, Plymouth, and Mashpee

**Registration:** 25 spaces available

**Contact:** Virginia Vogel Zanger, 617-  
426-6500 x 284; FAX: 617-426-1944

**e-mail:** zanger@tcm.org

Participants will study Massachusetts social and cultural history through a case study of three eras of Wampanoag history: pre-contact, early contact, and the present. They will examine multiple perspectives on local history as they learn from colonists' documents and from Wampanoag people. A two-day field trip will include an overnight visit to Mashpee and a day at Plimoth Plantation. Follow-up days during the school year will focus on curriculum development and assessment.

*5 days plus 4 follow-up sessions  
3 graduate credits available from  
Cambridge College*



## Implementing the History and Social Science Framework: Developing the Gifts and Talents of All Children in the Regular Classroom

*Massachusetts Association for  
Advancement of Individual  
Potential*

**Grade Level:** Elementary, Lower  
Middle

**Dates:** July 27-31, 1998;  
*Follow-up:* October 23, 1998 and  
2 days TBA

**Location:** Marston Mills Middle  
School, Barnstable

**Registration:** 50 spaces available

**Contact:** Diana Reeves,  
508-339-2042

**e-mail:** diana@ici.net

Participants will study early America and the American beginnings to 1650, drawing on the resources of Plimoth Plantation. Teaching teams will be guided through curriculum planning for interdisciplinary units on early American history that match the learning needs of all students, with special emphasis on accommodations for high ability students. One of the follow-up days will be held at the New England Regional Conference on the Education for the Gifted and Talented.

*6 days plus 3 follow-up sessions  
3 graduate credits from Assumption  
College in negotiation*



## Portraits of a Port II

*New Bedford Whaling Museum*

**Grade Levels:** Upper Elementary,  
Middle, and Secondary; emphasis  
Grades 4, 8, 10

**Dates:** June 20, July 20-August 7,  
1998; *Follow-up:* October 24, 1998  
(tentative) and April, 1999

**Location:** New Bedford Whaling  
Museum, Schooner Ernestina, and  
other historical sites in southeastern  
Massachusetts

**Registration:** 22 spaces available

**Contact:** Candace Lee Heald,  
508-997-0046; FAX: 508-994-4350

**e-mail:** swanzey@ultranet.com

This institute examines the social, demographic, technological, political, and economic dynamics of events over the span of two centuries in New Bedford. Participants will use the Whaling Museum's documentary resources; examine the historical environment of the community; explore archives of the New Bedford Free Public Library; work with experts in the field of immigration; and sail aboard the Schooner Ernestina to create a "tool box" of resources. They will then develop course units consistent with the History and Social Science Framework.

*15 days plus 2 follow-up sessions.  
3 graduate credits available from  
UMass Dartmouth*



**Black Yankees: New England's Hidden Roots**

**Primary Source**

**Grade Levels:** Elementary, Middle, Secondary (priority given to teams)

**Dates:** July 6-17, 1998;

**Follow-up:** September, 1998-June, 1999

**Location:** Bentley College, Waltham, and Primary Source, Watertown

**Registration:** 30 spaces available

**Contact:** Clara Hicks, 617-923-9933; FAX: 617-923-0975

**e-mail:** info@primarysource.org

**Internet:** www.info@primarysource.org

This institute is about African American history, traditions, and the evolution of community, 1750-1910. Topics to be covered include the development of a distinct African American culture in 18th and 19th century New England; black seamen; literary traditions and the arts; the black church, and the anti-slavery movement in New England. The institute is open to all teachers of American History. Applicants from central or western Massachusetts are urged to apply; funds for lodging are available.

*10 days with year-long follow-up program*

*3 graduate credits available from UMass Boston*



**Reading and Writing About History**

**Old Sturbridge Village**

**Grade level:** Middle

**Dates:** August 10-14, 1998;

**Follow-up:** 5 days October, 1998-June, 1999, TBA

**Location:** Old Sturbridge Village, Sturbridge

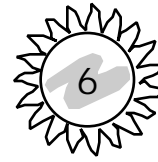
**Registration:** 37 spaces available

**Contact:** Devon Kurtz, 508-347-3362 x 330 or Susan Kline, 508-347-3362 x 332; FAX: 508-347-0263

This institute is designed to engage teams of teachers in reading, writing, researching, and analyzing the history of late 18th to mid-19th century Massachusetts, New England, and the United States. Teachers will use primary sources, historical narratives, and artifacts of the early national period as they investigate the life histories of diverse New England individuals and their interaction with society.

*5 days plus 5 follow-up sessions*

*Graduate credit from Worcester State College in negotiation*



**Teaching the Massachusetts History and Social Science Curriculum Framework in Middle and High Schools**

**School of Education, UMass Amherst**

**Grade Levels:** Middle and Secondary

**Dates:** July 13-17, 1998;

**Follow-up:** October 19, December 7, 1998 and other dates TBA

**Registration:** 15 spaces available

**Contact:** Irene LaRoche, 413-545-1574

The institute will examine topics from history, government, geography, and economics. The overall plan for the institute is to develop a constructive dialogue about the academic content and teaching methods in history and social science courses as they relate to the goals of local districts and to the expectations of the state as reflected in the state-wide student tests.

*5 days plus 2 follow-up sessions*

*3 graduate credits available from UMass Amherst*

## History and Social Science



### Historical Interpretation, Technology, and the 19th Century Workplace: Sources of Evidence for the 19th Century

**The Schwamb Mill Preservation Trust**

**Grade Levels:** Middle and Secondary

**Dates:** July 20-24, 1998;  
**Follow-up:** 2 days fall, 1998 and 2 days spring, 1999 TBA

**Location:** Old Schwamb Mill, Ottoson Middle School, Arlington, and Old Sturbridge Village, Sturbridge

**Registration:** 28 spaces available

**Contact:** Patricia C. Fitzmaurice, 781-643-0554; FAX: 781-648-8809

**e-mail:** schwambmil@aol.com

This institute will examine the effects of technology on the workplace, home, and community throughout New England in the 19th century, interpreted through a case study of the evolution of water-powered mills. Topics will include: the significance of small mills in the colonial period; the changes in technology contributing to the development of larger factory mills; the pioneering role of Massachusetts residents in creating the material and intellectual culture of the region; methods of historical research and its interpretation in print, museum exhibition, film, and multimedia.

*5 days plus 4 follow-up sessions*  
*3 graduate credits from Salem State College in negotiation*



### Using the Massachusetts History and Social Science Framework to Design and Teach Standards-Based Courses

**National Council for History Education**

**Grade Levels:** Middle and Secondary

**Dates:** June 29, August 10-14, 17-21, 1998;  
**Follow-up:** 3 1/2 days TBA

**Location:** UMass Boston and The John Fitzgerald Kennedy Library, Boston

**Registration:** 22 spaces available (priority given to teams of 2 or more)

**Contacts:** Elaine Wrisley Reed, 440-835-1776; FAX: 440-835-1295  
**e-mail:** nche19@mail.idt.net or

Sheldon Stern, 617-929-4537; or Paul Gagnon, 617-353-8372

This institute will help participants understand how standards-based curriculum is constructed, how courses fit into a curriculum, and how to construct course units. Topics in the first week include the writing and evolution of the United States Constitution; the social and cultural history of the American city with a focus on Boston; and American foreign policy since World War II. The second week will examine comparative revolutions in France, Latin America, Russia, and China; war in the 20th century; and the evolution and crises of political and social democracy in industrialized and emerging nations.

*11 days plus 3 follow-up sessions*



### History and Social Science Framework: Focus on Economics

**Institute 2000**

**Grade Levels:** Middle and Secondary

**Dates:** August 10-13, 17-20, 1998;  
**Follow-up:** 2 days TBA

**Locations:** Medford High School, Federal Reserve Bank, Boston, Merrimack Education Center, Chelmsford, Tsongas Industrial History Center, Lowell

**Registration:** 30 spaces available

**Contact:** Beverly Nelson or Richard Trotta, 781-393-2364 or 781-393-2279; FAX: 781-395-1468

**e-mail:** Bev Nel@aol.com or Trott@aol.com

In this institute participants study fundamental economic concepts, economic reasoning, the present day economy, and history of the US and Massachusetts economy. Field experiences will be provided by the Federal Reserve Bank of Boston (central banking and monetary policy), the Tsongas Industrial History Center in Lowell (money and mills), and the Merrimack Education Center (technology resources for economics education). With a firm grasp of this content, teachers will be able to develop projects for their classes that focus on one or more of the Economics learning standards.

*8 days, plus 2 follow-up sessions*  
*4 graduate credits available from Fitchburg State College*



### The American Industrial Revolution: An Interdisciplinary Institute for Middle School History and Language Arts Lead Teachers

**Tsongas Industrial History Center**

**Dates:** July 6-17, 1998;  
**Follow-up:** October 2, 3, November 7, 1998 and February 27, April 30, 1999

**Grade level:** Middle

**Location:** Tsongas Industrial History Center, Lowell National Historical Park, Lowell

**Registration:** 26 spaces available

**Contact:** Peter O'Connell, 978-970-5080;

**e-mail:** Peter\_OConnell@uml.edu

Teams of history and English teachers in grades 5–8 will examine the causes and consequences of the US Industrial Revolution. Participants will learn about new economic and social systems, changes in the Lowell system resulting from competition and protest, immigration, the North-South economic interrelationship, abolitionism, the failure of compromises over slavery, contemporary American arts and literature, and, environmental effects of industrialization and urbanization. Science and Math activities will focus on inventions, the impact of technology, problem solving, and intended and unintended change.

*2 orientation days, 10-day institute, 5 follow-up days*

*6 graduate credits available from UMass Lowell*



### Introduction to Facing History and Ourselves and the History and Social Science Curriculum Framework

**Facing History and Ourselves**

**Grade Levels:** Upper Middle and Secondary

**Dates:** Institute I: June 21-26, 1998;  
**Follow-up:** TBA

Institute II: July 12-17, 1998;  
**Follow-up:** TBA

Institute III: August 2-7, 1998;  
**Follow-up:** TBA

**Location:** Facing History and Ourselves Resource Center, Brookline

**Registration:** Total of 22 spaces available in the 3 institutes

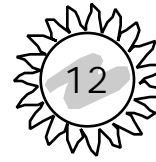
**Contact:** Francesca Colletti, 617-232-1595; FAX: 617-232-0281

**e-mail:** Fran.Colletti@facing.org

Participants in this institute will apply the approaches of humanists and historians—inquiry, analysis, interpretation—to the period between World War I and World War II and the events that led to the Holocaust. The program makes extensive use of other disciplines—English language arts, science, philosophy, music, art, psychology, and sociology. Primary source documents drawn from many of the above disciplines will be used throughout the institute.

*6 days, including some evenings, plus 2 follow-up sessions*

*Graduate credit available from Lesley College*



### Family History in New England, 17th-20th Centuries: Teaching Strategies

**Department of History, UMass at Amherst**

**Grade Levels:** Middle and Secondary

**Dates:** July 6-10, 1998;  
**Follow-up:** September 26, October 17, November 7, 1998

**Location:** UMass Amherst

**Registration:** 22 spaces available

**Contact:** Lisa Middents, 413-545-1330; FAX: (413) 545-6137

**e-mail:** history@history.umass.edu

This institute focuses on classroom uses of family history in New England from the colonial period to the present. Its program includes presentations by US social and cultural historians, genealogists, and experts on frameworks; site visits to Historic Deerfield, the University of Massachusetts Archives and Special Collections, and historic cemeteries in Western Massachusetts; and training in genealogical searches and uses of technology in the classroom for teaching family history. Participants will gain an appreciation of the rich historical resources of the Pioneer Valley and the pedagogy of learning from primary sources.

*5 days plus 3 follow-up sessions*

*2 graduate credits available from UMass Amherst*

## History and Social Science



### World History for Grade 9

#### **Northeastern University**

**Grade Level:** Secondary, with emphasis on Grade 9

**Dates:** July 20-25, 1998;  
**Follow-up:** October 10, 1998, February 10, 1999 plus 4 hours TBA

**Location:** Northeastern University, Boston

**Registration:** 48 spaces available

**Contact:** Patrick Manning, 617-373-2661

**e-mail:** Manning@neu.edu

The academic content in this institute covers periods in world history from the early Christian era to 1800, material that would constitute the first year of a two-year Grades 9-10 world history sequence as recommended in the History and Social Science Framework. Morning sessions reviewing these historical topics will be presented by experts in the field and classroom teachers; in the afternoons they will emphasize linkages in the historical record, exploring issues of civilization, periodization, progress, interaction, culture, and technology. Participants will prepare and implement lessons and will collaborate on assessing and refining these units.

*6 days plus 2 follow-up sessions  
3 graduate credits available from  
Northeastern University*



### Thoreau's World and Ours

#### **The Thoreau Institute**

**Grade Level:** Secondary

**Dates:** June 29-July 11, 1998;  
**Follow-up:** October, 1998 and March, 1999, TBA

**Location:** Thoreau Institute, Lincoln

**Registration:** 25 spaces available

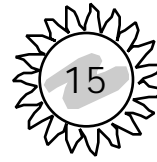
**Contact:** Helen Bowdoin, 781-259-4740, FAX: 781-259-4710

**e-mail:** Helen.Bowdoin@Walden.org

This institute in Walden Woods offers high school teachers a case study of the ecological, environmental, literary, and cultural histories of Concord and a method of studying history that can be applied to other communities. In a daily mix of lectures, field trips, and discussions, participants will learn from experts in American literature, land planning, archaeology, ecology, and forestry; examine relationships among people and nature, land and literature; use the Thoreau Institute's research library and media center; and develop curricula in English, history, the arts, and science and technology.

*10 days plus two follow-up sessions  
Graduate credit from Salem State  
College in negotiation*

## Mathematics



### SummerMath for Teachers

#### **Mount Holyoke College**

**Grade Levels:** Elementary, Middle, and Secondary

**Dates:** Grades K-6: July 26-August 7, 1998; Grades 7-12: July 5-17, 1998; K-12 Advanced: June 28-July 10, 1998;  
**Follow-up:** TBA

**Location:** Mount Holyoke College, South Hadley

**Registration:** 26 spaces available

**Contact:** Janet Paquette, 413-538-2063

**e-mail:** jpaquett@mtholyoke.edu

These institutes offer teachers the opportunity to 1) explore mathematical ideas in an atmosphere of problem-solving and investigation using computers, calculators, manipulatives, and writing and 2) analyze the mathematical thinking of students as they work to understand the concepts underlying the mathematical ideas of elementary, middle, and secondary school curriculum. The math content of the K-6 institute will include a study of the base ten number system, the four operations, and geometry. The math content of the 7-12 institute, for returnees, will include the topics of combinatorics, patterns of growth, fractions, area, and perimeter. In addition, participants will make connections with the Frameworks and with alternate forms of assessment.

*3 two - week residential institutes  
plus 3 follow-up sessions  
4 graduate credits available from  
Mount Holyoke College*



**Science and Math Around Real Transitions (SMART)**

**Hampshire Educational Collaborative**

**Grade Levels:** Upper Elementary, Middle and Secondary

**Dates:** High School Science: July 13-17, 1998; Middle School Math: August 3-7; Upper Elementary/Middle School Science: August 3-7, 1998; **Follow-up:** TBA

**Locations:** Amherst and Greenfield

**Registration:** 75 spaces available

**Contact:** Cecelia Buckley, 413-586-4900

**e-mail:** buckley@collaborative.org

Participants will meet in three groups. Each group will focus on specific standards-based curriculum. The Upper Elementary/Middle Science group will focus on Physical and Life Science content and study *FACETS (Foundations and Challenges to Encourage Technology-Based Science)*; the Middle School Math group will focus on number sense, number relations, geometry, patterns, algebra-geometry connections, and technology as a tool to enhance learning using the *Connected Math Project (CMP)*; and the High School Science group will focus on characteristics of organisms, the structure of matter, force and motion, conservation and transmission of energy through the *Chemcom, Active Physics, and Insights in Biology Curricula*.

*5 days plus 3 follow-up sessions*  
*3 graduate credits available from Fitchburg State College*



**Learning and Teaching Mathematics**

**Wheelock College**

**Grade Level:** Elementary

**Dates:** July 13-24, 1998; **Follow-up:** TBA

**Location:** Wheelock College

**Registration:** 20 spaces available

**Contact:** Debra K. Borkovitz, 617-734-5200 x 186

**e-mail:** dborkovitz@wheelock.edu

This institute will focus on the concepts underlying the *Investigations in Number, Data, and Space* and *Everyday Mathematics* curricula. Participants will be able to apply their new mathematical understanding toward more effective classroom practice. The institute will emphasize problem solving, reasoning, communication, and number sense. Participants will explore topics from number theory, discrete math, fractions, probability, statistics, geometry, and measurement.

*10 days plus 3 follow-up sessions*  
*3 graduate credits available from Wheelock College*



**Strategies for Using Mathematics**

**Alliance for Education**

**Grade Levels:** Elementary and Middle

**Dates:** June 25, 26, 29, 30 and July 1-2, 1998; **Follow-up:** TBA

**Location:** Becker College, Worcester

**Registration:** 85 spaces available

**Contact:** Louise Clark, 508-754-9425

**e-mail:** lclarke@allforded.org

The purpose of this institute is to engage participants in mathematical learning in the areas of number theory, patterns and functions, geometry, and statistics and probability. Through investigations using standards-based curricula, participants will engage in activities designed to enhance their mathematical content base in these areas. This learning will then be used as a foundation for teachers to design developmentally appropriate student activities and assessments. Theoretical models that support learning for all students will also be addressed.

*5 days plus 4 follow-up sessions*  
*3 graduate credits available from Fitchburg State College*



## Connected Geometry: Habits of Mind Mathematics for Teachers of Grades 7-12

**Education Development Center**

**Grade Levels:** Middle and Secondary

**Dates:** July 27-31, 1998;  
**Follow-up:** 3 sessions TBA

**Location:** Education Development  
Center, Newton, MA

**Registration:** 28 spaces available

**Contact:** Helen Lebowitz  
617-969-7100 x 2431

**e-mail:** hlebowitz@edc.org

Participants will explore the *Connected Geometry* curriculum, one of the new NSF-funded curricula designed to meet the NCTM Standards and the Massachusetts Curriculum Frameworks. The institute will focus on mathematical content standards on geometry and patterns, relations and functions including optimization problems and algorithmic thinking. Participants will learn to use dynamic geometry software as a tool to teach concepts from algebra, geometry, and the foundations for calculus. Participants develop an understanding of the connections between geometry and other fields of study such as algebra, art and design, and astronomy.

*5 days plus 3 follow-up sessions*  
*Graduate credit available from*  
*UMass Dartmouth*



## Mathematics as Problem Solving

**Fitchburg State College**

**Grade Levels:** Middle and Secondary

**Dates:** August 10-14, 1998;  
**Follow-up:** TBA

**Location:** Alliance for Education,  
Worcester

**Registration:** 25 spaces available

**Contact:** Richard Bisk,  
978-665-3211

**e-mail:** rbisk@fsc.edu

Louise Clark, 508-754-9425

**e-mail:** lclarke@allforesd.org

This institute focuses on discrete mathematics, number theory, patterns and functions, geometry, and probability and statistics. Participants will engage in learning investigations that emphasize problem solving, reasoning, connections and communication through real life applications. Topics to be studied include statistical and data analysis, theoretical and experimental probability, and graph theory (including Hamiltonian, Euler Circuits, and optimization problems). Various mathematical models related to apportionment and weighted voting will be applied to the problems involving social choice and decision making.

*5 days plus 4 follow-up sessions*  
*3 graduate credits available from*  
*Fitchburg State College*



## Focus on Mathematics: Emphasis on Middle/ Secondary Levels

**Boston College**

**Grade Levels:** Middle and Secondary

**Dates:** June 25-30, July 1-2, 6-7,  
1998;  
**Follow-up:** November 14, 1998, and  
March 13, 1999

**Location:** Chestnut Hill Campus of  
Boston College

**Registration:** 20 spaces available

**Contact:** Margaret J. Kenney,  
617-552-3775

**e-mail:** kenney@bc.edu

This workshop focuses on five major areas of middle school/secondary mathematics: algebra, geometry, pre-calculus analysis, discrete mathematics, and number theory. Participants will deepen their content knowledge, improve instructional practice, learn strategies for classroom applications and student assessment and curriculum development. The institute is designed to assist the classroom teacher in achieving a broader view of the emerging curriculum at the middle/secondary level. Teams of teachers are encouraged.

*8 days plus 2 follow-up sessions*  
*3 advanced undergraduate credits*  
*available from Boston College*



**Technology Education**

**University of Massachusetts  
Boston**

**Grade Levels:** Elementary, Middle,  
and Secondary

**Dates:** July 20-July 29, 1998;  
**Follow-up:** TBA

**Location:** UMass Boston

**Registration:** 20 spaces available

**Contact:** Sumner Rotman,  
617-287-7919

**e-mail:** rotman@umb.edu

The emphasis of this institute is on the implementation of the technology education learning standards in the Massachusetts Science and Technology framework. Participants will address the transition of industrial arts curriculum to technology education and its integration with science. Content will focus on the design process in problem solving, technology systems, and review of quality technology education standards-based curriculum and assessment.

*8 days plus 3 follow-up sessions*  
*3 graduate credits available from UMass Boston*



**Kit-Based Elementary  
Science in Depth: Beyond  
Mechanical Use**

**Education Development Center**

**Grade Level:** Elementary

**Dates:** July 6-July 17, 1998;  
**Follow-up:** TBA

**Location:** Hosmer School, Watertown

**Registration:** 24 spaces available

**Contact:** Joseph Flynn,  
617-969-7100 x 2684

**e-mail:** jflynn@edc.org

Two core instructional components are connected to this institute. Participants will increase their scientific knowledge of the physical science and life science content in the *FOSS*, *STC* or *Insights* curriculum. Teachers will have an opportunity to observe a master teacher working with children and have the opportunity to practice their teaching and assessment skills with students in a teaching clinic.

*10 days plus 4 follow-up sessions*  
*Graduate credit available from Salem State College*



**Focus on Inquiry:  
Organisms and  
Environments**

**Cambridge Public Schools**

**Grade Levels:** Elementary and  
Middle

**Dates:** June 29, 30, July 1-3, 1998;  
**Follow-up:** September 24, November 4,  
1998, March 7, and May 9, 1999

**Location:** Cambridge Rindge and  
Latin School, Cambridge; Follow-up  
at Drumlin Farm, Massachusetts  
Audubon Society, Lincoln

**Registration:** 32 spaces available

**Contact:** Barbara Dorritie,  
617-349-3012

**e-mail:** bldorritie@aol.com

This institute focuses on life science and inquiry learning standards which address: organisms, environments, ecosystems, adaptations, diversity, and heredity. Using national science curriculum units from *STC* and *Insights*, the program emphasizes data collection, measurement, analysis, and interpretation of data. Teams of teachers are encouraged to attend.

*5 days plus 4 follow-up sessions*  
*Graduate credit available from Framingham State College*



### EnviroNet and HealthNet: Interdisciplinary Science and Health Exploration Using Telecommunications

**Simmons College**

**Grade Levels:** Elementary and Middle

**Dates:** July 6-10, 1998;

**Follow-up:** September 1998; February, May 1999, TBA

**Location:** Simmons College, Boston

**Registration:** 32 spaces available

**Contact:** Randi Lite, 617-521-2660

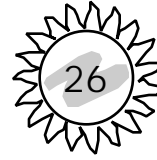
**e-mail:** lite@sun.simmons.edu

This institute will train teams of educators in using telecommunications and monitoring projects to develop content knowledge. Through the use of HealthNet, participants will study health behaviors, nutrition, hygiene, and sleep. Through the use of EnviroNet, participants will focus on topics such as acid rain, vernal pools, and birds species. These monitoring projects include data collection, data analysis, and interpretation. Objectives of this institute include: increased skill in use of the Internet in the classroom, the World Wide Web, and graphing software; knowledge of data collection, elementary quantitative analysis, and the content and implementation of the HealthNet and EnviroNet projects curricula. Content experts are available for year-long online support, including biologists and health professionals for HealthNet and environmental experts for EnviroNet. The content presented spans several strands including health literacy, life science, number sense, patterns, statistics and probability, relations and functions, composition and geography.

Teams of 2-5 members are encourage to apply, including teachers, administrators, school nurses or health teachers, and specialists.

*5 days plus 3 follow-up sessions*

*4 graduate credits available from  
Simmons College*



### Tools of the Trade

**Museum Institute for Teaching Science (MITS)**

**Grade Levels:** Elementary and Middle

**Dates:** July 6-17, 1998;

**Follow-up:** fall and spring TBA

**Locations:** Institute offered in 8 regions across the state: Boston, Berkshires, Cape Cod, Merrimack, Worcester, Springfield, Northeast, and Southeast. Each site coordinated by a lead museum in collaboration with 3-4 others.

**Registration:** 92 spaces available

**Contact:** Emily V. Wade,  
617-695-9771

**e-mail:** mits@world.std.com

Content will focus on plant and animal adaptations. Depending on the site, topics may include: water wheels as power generators, insect and plant interactions, and the design and appropriateness of structures. Content will focus on the tools used in science and mathematics and the technological application to our world.

*10 days plus 2 follow-up sessions at each of the 8 sites*

*4 graduate credits available*



**Implementing and Assessing a Standards-based Science Curriculum in the Classroom**

**UMass Medical Center**

**Grade Level:** Middle

**Dates:** July 20-23, and July 27-30;  
**Follow-up sessions:** October, November, December, 1998, January, February, March, 1999

**Location:** UMass Medical Center, Worcester

**Registration:** 20 spaces available

**Contact:** Sandra Mayrand, 508-842-8921 ext. 269

**e-mail:** mayrand@sci.wfbr.edu

This institute will focus on a demonstration classroom of diverse sixth grade students studying standards-based units. The institute will use standards-based curricula from *FOSS*, *Insights*, or *STC* to enhance teachers' expertise in content and pedagogy. Participants will observe a lead teacher teaching specific content and assessing student learning in a demonstration classroom of diverse 6th grade students. Through guided practice, classroom observation, study groups, and Internet access, participants will learn about a variety of systems, such as those in the human body and those used in the production of paper. They will develop the skills to implement standards-based curricula and assessments.

*8 days plus 6 follow-up sessions*

*Graduate credit in negotiation*



**The Dynamic Earth: Teaching Earth and Space Science at the Middle School Level**

**Museum of Science, Boston**

**Grade Level:** Middle

**Dates:** July 13-24, 1998;  
**Follow-up days:** October, December, 1998; February and April, 1999

**Location:** Museum of Science, Boston and other sites in greater Boston

**Registration:** 24 spaces available

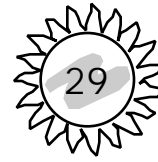
**Contact:** Cary Sneider, 617-589-0359

**e-mail:** csneider@uclink4.berkeley.edu

This institute will focus on the four processes in Earth science that shape the surface of the Earth—river action, water and erosion, plate tectonics, and the rock cycle—in the context of how the Earth changes over time. Group work, experiments and field experiences will take place at the Museum of Science, the Science Center of Boston Public Schools, and at field sites of geologic interest in Greater Boston.

*10 days plus 5 follow-up sessions*

*Graduate credit in negotiation*



**Integrated Middle School Science Grades 6-7  
Integrated Middle School Science Grades 7-8**

**Northeastern University**

**Grade Level:** Middle

**Dates:** Grade 6-7: June 29-July 10, 1998;  
**Follow-up:** October 2, 1998, March 5, 1999; Grade 7-8: July 13-July 24, 1998;  
**Follow-up:** October 6, 1998, March 12, 1999

**Location:** Northeastern University, Boston

**Registration:** 32 spaces available (16 per institute)

**Contact:** Carol Doherty, 617-373-2283

**e-mail:** cdoherty@lynx.neu.edu

Participants will explore activity-based modules in the *Select Science* middle school program based on the *SEED (Science Education through Experiments and Demonstrations)* program. The content of the Grade 6-7 institute includes length, magnification, life, time, solar system, characteristic properties, density, force and pressure, speed and energy. The content for Grade 7-8 institute includes chemical change, atoms and molecules, cells, electricity, electric circuits, nervous system, genetics, and Earth's history.

*2 10-day institutes plus 2 follow-up sessions per institute*

*Graduate credit available from Northeastern University*



### Middle School Institute for Teachers and Administrators: Integrated Mathematics, Science and Technology

*Center for Mathematics, Science and Technology (CeMAST)*

**Grade Level:** Middle

**Dates:** August 10-14, 1998

**Follow-up:** TBA

**Location:** Bridgewater State College, Bridgewater

**Registration:** 32 spaces available

**Contact:** Robert Fisher, 309-438-3089; Charles Robinson, 508-697-1200, x 2214

**e-mail:** rfisher@ilstu.edu

School teams will explore the standards-based *IMaST* program that incorporates the disciplines of mathematics, science and technology. The *IMaST* curriculum, a 2-year program, consists of ten modules organized around several major concepts.

The content in the workshop will address two major areas: transformation of energy and systems. The participants will learn to design and develop a working model to harness, transform, store, distribute, use, and control energy. They will learn to make decisions about a system based on input, process, output, and feedback. The mathematics focuses on analyzing data and representing results (e.g., equations and graphs); the science relates energy transfer in different systems (e.g., biological, electrical, chemical, solar); and the technology relates to the analysis, design, and making of systems.

*5 days plus 3 follow-up sessions*

*Graduate credit from Bridgewater State College in negotiation*



### GenScope: Genetic Study

*Concord Consortium*

**Grade Levels:** Middle and Secondary

**Dates:** June 29, 30, July 1, 1998

**Location:** Metro Region

**Registration:** 24 spaces available

**Contact:** Joyce Schwartz, 978-369-4367

**e-mail:** joyce@concord.org

This workshop will offer hands-on training using the GenScope curriculum which is a computer-based tool for teaching genetics. Participants will practice solving genetics problems on the computer and how it can be integrated into the classroom.

*3 day institute*

*Graduate credit in negotiation*



### Helping Teachers of Grades 5-10 to Address Physical Science Standards of the Massachusetts Framework

*Tufts University*

**Grade Levels:** Middle and Secondary

**Dates:** July 13-17, 1998;

**Follow-up:** TBA

**Location:** Center for Science and Mathematics Teaching, Tufts University, Medford

**Registration:** 21 spaces available

**Contact:** Ronald K. Thornton, 617-628-5000, ext. 2825

**e-mail:** csmt@tufts.edu

Participants will use modern technology and related curriculum materials to learn physical science concepts including forces and motion, sound, heat and temperature, and electricity. This institute models hands-on, inquiry-based learning in a micro-computer laboratory environment.

*5 days plus 2 follow-up sessions and school visits*

*4.2 CEUs available from Tufts University*



**SEA CONNECTIONS III**

**SEA Connection Collaborative**

**Grade Levels:** Middle and Secondary

**Dates:** Orientation, June 20, 1998; July 27-31, August 3-7, 1998; **Follow-up:** November, 1998 and May, 1999

**Location:** UMass/ Dartmouth, Lloyd Center for Environmental Studies, Schooner ERNESTINA, New Bedford

**Registration:** 20 spaces available

**Contact:** Alan Lee Hankin, 508-993-4176

**e-mail:** alhankin@aol.com

This program focuses on content areas in marine biology, ecology, environmental science, and oceanography through a combination of on-shore and on-water experiences. Participants will investigate ecology (connecting physical science, earth and life sciences, history, human uses and impacts people have on coastal habitats). Participants will also gain knowledge in the use of research tools for collecting data, samples, and organisms, and strategies for using these tools in classroom setting. Teachers will participate in teams of up to 4 members.

*1 orientation session, 10 days plus 2 follow-up sessions*

*Graduate credit available from UMass Dartmouth*



**Curriculum Integration: Teaching Engineering Problem-Solving Concepts**

**Massachusetts Academy of Mathematics and Science**

**Grade Levels:** Middle and Secondary

**Dates:** July 12-18, 1998; **Follow-up:** October, 1998 and February, 1999

**Location:** Massachusetts Academy/ Worcester Polytechnic Institute Campus, Worcester

**Registration:** 40 spaces available

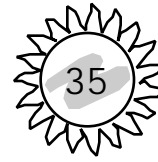
**Contact:** Pauline Lamarche, Jacklyn Bonneau, 508-831-5859

**e-mail:** lamarche@wpi.edu, bonneau@wpi.edu

Teams of teachers will develop expertise in specific Mathematics/ Science/Technology content based on district curricula and the state frameworks. Through hands-on, problem-solving experiences, participants will learn engineering concepts for the high school classroom. Each team will develop a real-world student investigation that will focus on identified content and learning standards. This institute uses problem-solving techniques developed and implemented at Thayer School of Engineering, Dartmouth College.

*7 days plus 2 follow-up sessions*

*Graduate credit available from Worcester Polytechnic Institute*



**Project SEED (Science Education through Experiments & Demonstrations): An Enhancement Program for Middle School Science Teachers**

**Northeastern University**

**Grade Levels:** Middle and Secondary

**Dates:** End of May; June 29-July 10, July 13-25, November 1998, and March 1999

**Location:** Northeastern University, Boston

**Registration:** 40 spaces available

**Contact:** Christos Zahopoulos, 617-373-8388

**e-mail:** seed@lynx.neu.edu

*Project SEED* is an integrated activity-based middle school teacher (grades 6-9) enhancement program with strong connections to the Massachusetts Curriculum Frameworks in Mathematics, Science and Technology as well as the National Science Education Standards. Workshop sessions use activities ranging from simple demonstrations to quantitative experiments. The initial sessions use a variety of measuring activities and the appropriate mathematics to develop the basic concepts of physical science. The remaining sessions investigate topics such as force, heat, optics, sound, electricity, and magnetism.

*2 10-day institutes plus 2 1/2 follow-up sessions per institute*

*CEUs available*



### **Inquiry Based Science Instruction using the FAST (*Foundational Approaches in Science Teaching*) Program**

#### **Reading School District**

**Grade Levels:** Middle and Secondary

**Dates:** August 10-21, 1998;  
**Follow-up:** TBA

**Location:** A.W. Coolidge Middle School, Reading

**Registration:** 20 spaces available

**Contact:** John Doherty,  
781-942-9158

**e-mail:** dohertj@meol.mass.edu

This hands-on institute focuses on chemistry, physics, earth science, biology, and ecology. Special emphasis will be placed upon laboratory and field experiences using an integrated science approach. The content areas cover six units: Introduction to the Properties of Matter, Change of State, Temperature and Heat, Plant Growth, Physical Environment, Animal Care, and Field Ecology. In addition, the content of these units will connect to air pollution and water management.

*10 days plus 2 follow-up sessions*  
*3 graduate credits available from University of Hawaii*



### **Boston University/BSC CityLab Summer Institute**

#### **Bridgewater State College**

**Grade Levels:** Middle and Secondary

**Dates:** July 6-10, 1998, and 4 Saturdays, October 3, November 14, 1998; February 27, March 27, 1999

**Location:** CityLab Satellite Site at the John Joseph Moakley Center for Technological Applications, Bridgewater State College

**Registration:** 25 spaces available

**Contact:** Frances Jeffries,  
508-697-1242

**e-mail:** fjeffries@bridgew.edu

Using the Boston University *CityLab* curriculum, participants will investigate genetics and molecular biology, gel electrophoresis and DNA restriction analysis as well as bacterial transformation. In addition, participants will perform laboratory investigations using micropipets and spectrophotometers to determine protein quantification, enzyme assays, and polymerase chain reactions. Dissemination of the project will be available on the CityLab web site ([www.citylab.org](http://www.citylab.org)). The project will also explore telecommunications related to bioscience issues with students in grades seven through twelve.

*5 days plus 4 follow-up sessions*  
*Graduate credit available*



### **Insights in Biology: New Approach For Standards-Based Teaching in Biology**

#### **Education Development Center**

**Grade Level:** Secondary

**Dates:** June 26-July 10, 1998;  
**Follow-up:** Fall 1998; Winter, Spring 1999

**Locations:** Andover High School, Andover

**Registration:** 24 spaces available

**Contact:** Jacqueline S. Miller,  
617-969-7100 x 2438

**e-mail:** jackiem@edc.org

Participants will experience a new high school biology curriculum: *Insights in Biology*, developed at EDC with the National Science Foundation. Participants will explore concepts in biology including: Characteristics of Organisms, Evolution of Life, Principles of Heredity, and Matter and Energy in Ecosystems.

*9 days plus 3 follow-up sessions*  
*Graduate credit in negotiation*

## Science and Technology



### Active Physics

**Northeastern University**

**Grade Level:** Secondary

**Dates:** July 13-16, 1998;  
**Follow-up:** TBA

**Location:** Harvard Public Schools,  
Harvard

**Registration:** 30 spaces available

**Contact:** Marilyn Roode Decker,  
617-373-8380

**e-mail:** mdecker@lynx.neu.edu

This institute explores the *Active Physics* program as well as other standards-based curriculum materials. Teachers will learn physics through hands-on activities presented in six thematic units relating to: sports, medicine, home, transportation, predictions, and communications. This institute, presented by the developers of the curriculum and the CESAME staff, will develop participants' skills in assessment and the use of design and instructional technology using the graphing calculator, MBL, CBL, and computer software such as spreadsheets and simulations.

*4 days plus 6 follow-up sessions*  
*Graduate credit in negotiation*



### Literary Landscapes: Explorations in Frameworks, Genres, and Themes (Lesley College, 15th Annual Summer Literacy Institute)

**Lesley College**

**Grade Level:** Middle

**Dates:** July 17, 20-24, 1998;  
**Follow-up:** fall, 1998 and spring,  
1999 TBA

**Location:** Lesley College, Cambridge

**Contact:** Jennifer Colantino,  
617-349-8225; FAX: 617-349-8169

**e-mail:** literacy@lesley.edu

Participants in this institute will read and discuss children's literature from many cultures. Focusing on the Literature and Composition Strands of the English Language Arts Curriculum Framework, they will study research and theories about language development, thinking, and social literacy, and apply their knowledge to the design of curriculum, instruction, and assessments that serve all learners.

*6 days plus 4 follow-up sessions*  
*3 graduate credits available from*  
*Lesley College*

## English Language Arts



### Improving Student Achievement through Content Area Writing

**The Boston Writing Project, UMass  
Boston**

**Grade Levels:** Middle and Secondary  
(priority given to teams of English,  
History and Social Science, and  
World Languages teachers)

**Location:** UMass Boston

**Dates:** July 7-17, 1998;  
**Follow-up:** September 16, 30,  
October 28, November 18,  
December 9, 1998 plus school visits  
TBA

**Registration:** 25 spaces available

**Contact:** Judith Doherty,  
617-287-7665; FAX: 617-287-7664

**e-mail:** doherty\_J@umb.sky.cc.umb.  
edu

The emphasis of this institute is on helping teachers use writing as a means of learning. Teams of middle and high school teachers of English Language Arts, History and Social Science, and World Languages will explore ways to improve students' skills in reading, writing, researching, interviewing, and presentation. Participants will practice assessment and evaluation methods to measure students' progress.

*9 days plus 6 follow-up sessions and*  
*school visits*

## English Language Arts



### Framing the Renaissance: Interdisciplinary Connections in the English Language Arts and History and Social Sciences Curriculum Frameworks

**Bridgewater State College**

**Grade Level:** Secondary

**Dates:** July 6-9, 13-16, and 20-21, 1998;  
**Follow-up:** TBA

**Location:** Bridgewater State College, Bridgewater and the Isabella Stewart Gardner Museum, Boston

**Registration:** 20 spaces available

**Contact:** Luci Fortunato De Lisle or Harold F. DeLisle, 508-697-1388, x 2412; FAX: 508-279-6167

**e-mail:** lfortunato@bridgew.edu

This institute will explore Shakespeare's plays *Othello* and *Merchant of Venice*, and the Renaissance city-state of Venice which is their historical setting. The use of primary source texts, materials available on the Internet, and art and artifacts in Massachusetts museums will be emphasized as resources for understanding and teaching about the Renaissance. Teachers will identify questions and develop lessons on the literary, historical, and geographical contexts of Renaissance Italy and Elizabethan England.

*10 days plus one follow-up session and one on-site school visit*

*3 graduate credits available through Bridgewater State College*



### Contextual Connections for English Language Arts and History and Social Science

**Minuteman Science-Technology High School and the Massachusetts Center for Career and Technical Education**

**Grade Levels:** Secondary

**Location:** Marlborough

**Dates:** July 15, 16, 20-22, 1998;  
**Follow-up:** November, 1998, March, June, 1999 TBA

**Registration:** 30 spaces available (priority given to teams including English, History, and Special Education teachers)

**Contact:** John McDonagh, 781-863-1863; FAX: 781-863-9965

**e-mail:** mccte@tiac.net

Teachers will extend their understanding of the historical periods in the Core Knowledge section of History and Social Science Curriculum Framework, and related fiction and non-fiction recommended in the English Language Arts Framework. Participants will develop humanities units and assessments appropriate for diverse populations, including Tech Prep students, technical school students, and students who receive special services.

*6 days plus 2 follow-up sessions and teacher visits*

*3 graduate credits available from UMass Boston*

## Arts



### Enhancing Language Skills Through the Arts

**Very Special Arts Massachusetts**

**Grade Level:** Elementary (K-4)

**Dates:** July 6-10, 1998;  
**Follow-up:** Saturday sessions November, 1998, March, 1999, TBA

**Location:** Silvio Conte Community School, Pittsfield

**Registration:** 24 spaces available (priority given to school teams of 3 or more, including classroom, special education, arts, and bilingual teachers)

**Contact:** Louise Pascale or Susan Fisher, 617-350-7713; FAX: 617-482-4298

**e-mail:** vsamass@aol.com

Educators working with K-4th grades through a school team approach will learn specific techniques in visual and performing arts and how to relate those techniques to the English Language Arts learning standards. Participants will learn about storytelling, improvisational movement and theatre techniques, printmaking, drawing, and sculpture. The basic elements of each of these arts forms will be addressed. Emphasis will be placed on the ways in which the arts support the teaching of literacy skills such as sequencing, attention to detail, comprehension of ideas, and oral presentation.

*5 days, plus 2 follow-up days and coaching at school sites by VSA staff*

## Arts



### Powerful Learning for All Students: Integrating the Arts Curriculum Framework

**Arts Are Academic**

**Grade Level:** Middle

**Dates:** June 29-July 1, 1998 (school team leaders) August 3-7, 1998 (all participants)

**Follow-up:** October 21, 1998, February 24, May 12, 1999 and school visit dates TBA

**Location:** Huntington Theatre Company and Museum of Fine Arts, Boston

**Registration:** 32 spaces available (priority given to school-based teams of 3 or more)

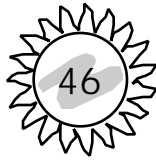
**Contact:** Pamela Hill, 978-779-6644; FAX: 978- 779-6644

**e-mail:** Hill01740@aol.com

Held at the Museum of Fine Arts, this institute will draw upon museum collections, and the experiences and expertise of artists, performers, teachers, and educators from museums and music, dance, and theatre companies. Participants will learn to analyze artistic work, research topics in the arts, collaborate with cultural partners, and teach students to think critically about examples of visual and performing arts.

*5 days, plus 3 follow-up days and coaching at school sites*

*3 graduate credits available from Salem State College*



### Building Resiliency through Human Growth and Development, K-4

**Division of Prevention and Community Services, Health Care of Southeastern Massachusetts, Inc.**

**Grade Level:** Elementary

**Dates:** July 6-17, 1998;  
**Follow-up:** December 8, 1998

**Location:** The Mulligan Conference Center for Health Promotion, Brockton

**Registration:** 35 spaces available

**Contact:** Judy Witkowski, 508-2350 x 232; FAX: 508-583-2611

**e-mail:** mpcmetse@ma.ultranet.com

This institute will focus on integrating sexuality education into the curriculum in an age-appropriate manner. Content areas will include disease prevention, family life, personal safety, and respect for one's self and others. This institute will present the Comer model as a means for implementing sexuality education in grades PreK-4. Participants will identify a support structure within their schools and learn to create a constituency of administration, guidance, and school health personnel through a Health Protection Advisory Council.

*10 days plus one follow-up session*

*Nursing, Social Work, and Licensed Mental Health credits available  
Graduate credit is not available*

## Comprehensive Health



### Building Resiliency through Human Growth and Development, 5-12

**Division of Prevention and Community Services, Health Care of Southeastern Massachusetts, Inc.**

**Grade Levels:** Middle and Secondary

**Dates:** July 20-31;  
**Follow-up:** December 10, 1998

**Location:** The Mulligan Conference Center for Health Promotion, Brockton

**Registration:** 35 spaces available

**Contact:** Judy Witkowski, 508-2350 x 232; FAX: 508-583-2611

**e-mail:** mpcmetse@ma.ultranet.com

This institute will focus on integrating sexuality education into the curriculum in an age-appropriate manner. The emphasis will be on learning to provide information in a comfortable, safe, and knowledgeable environment which will address issues to help students to make thoughtful choices. The content areas include decision-making and refusal skills, conception and contraception, sexually transmitted diseases, relationships, and personal safety. The integration of sexuality education into Language Arts, History and Social Science, Physical Education, Science and aspects of Family and Consumer Sciences will be discussed.

*10 days plus one follow-up session*

*Nursing, Social Work, and Licensed Mental Health credits available  
Graduate credit is not available*

## Comprehensive Health



### Using Research to Improve Student Achievement

**Concord-Assabet Family and Adolescent Services, Inc.**

**Grade Level:** Middle

**Dates:** August 10-14 and August 17-21, 1998;

**Follow-up:** half-days September, November, 1998; January, March, April, May, 1999 TBA

**Location:** The Carlisle Institute, Carlisle

**Registration:** 20 spaces available

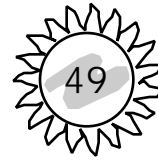
**Contact:** Gary Malmon, 978-371-9898; FAX: 978-371-0059; Web: [www.cafas.org](http://www.cafas.org);

**e-mail:** [cafas@aol.com](mailto:cafas@aol.com), website: <http://www.cafas.org>

Using the library of the Concord-Assabet Resource Center, participants will study brain research and theories about learning, and discuss how this research may be applied to instruction and assessment in English language arts and health to improve student achievement.

*10 days plus 6 follow-up sessions.  
Graduate credit available through Curry College*

## Bilingual and Special Education



### Curriculum Frameworks and Diversity: Curriculum Planning and Implementation for Limited English Proficient Students with Special Needs

**Four locations and dates:**

Lesley College School of Education, August 24-28 and follow-up

Salem State College, July 27-31 and follow-up

Elms College, July 20-24 and follow-up

The Boston Writing Project, UMass Boston, July 13-17 and follow-up

The overall goal of the following four institutes is to support the professional development of public school teachers and administrators, and college faculty as they implement the English Language Arts Curriculum Framework with students who have special needs and whose first language is other than English. This training is designed to improve the quality of assessment and instruction for these students and to decrease the number of inappropriate referrals to special education.

*Graduate credit is available in all institutes*

### Lesley College School of Education

**Grade Levels:** Elementary, Middle, Secondary

**Dates:** August 24-28, 1998;  
**Follow-up:** 3 days TBA

**Location:** Lesley College, Cambridge

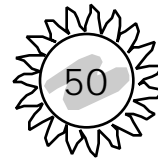
**Registration:** 25 spaces available

**Contact:** Maria de Lourdes Serpa, 617-349-8403; FAX: 617-349-8607

**e-mail:** [mserpa@lesley.edu](mailto:mserpa@lesley.edu)

*5 days plus 3 follow-up sessions*

*5 graduate credits available from Lesley College*



### Salem State College

**Grade Levels:** Elementary and Middle

**Dates:** July 27-31, 1998;  
**Follow-up:** fall, 1998 and spring, 1999 TBA

**Location:** Hilton Colonial Hotel, Lynnfield; Children's Hospital, Boston; Salem State College, Salem

**Registration:** 30 spaces available

**Contact:** Ellen M. Rintell, 978-741-6321; FAX: 978-740-7215

**e-mail:** [ellen.rintell@salem.mass.edu](mailto:ellen.rintell@salem.mass.edu) or Jo-Anne Murphy, 978-741-6382; FAX: 978-740-7023

*4 days plus 3 follow-up sessions*

*5 graduate credits available from Salem State College*

## Bilingual and Special Education



### Elms College

**Grade Levels:** Elementary and Middle

**Dates:** July 20-24, 1998;  
**Follow-up:** 3 days, October-December 1998, TBA

**Location:** Elms College, Chicopee

**Registration:** 25 spaces available

**Contact:** Mary Claffey Janeczek, 413-594-2761 x 291 or Dorothy Molnar, x 361, or Janet Stetson, x 290; FAX: 413-592-7270

**e-mail:** jstetson@javanet.com

*5 days plus 3 follow-up sessions  
5 graduate credits available from Elms College*



### The Boston Writing Project

**Grade Levels:** Elementary and Middle

**Dates:** July 13-17, 1998;  
**Follow-up:** November, 1998, January, March, May, 1999 TBA

**Location:** UMass Boston

**Registration:** 26 spaces available

**Contact:** Judith Doherty, 617-287-7665; FAX: 617-287-7664

**e-mail:** doherty\_J@umbsky.cc.umb.edu

*5 days plus 4 follow up days  
5 graduate credits available from The Boston Writing Project, UMass Boston*

## Education Reform



### Education in an Era of Education Reform: Using Standards as the Basis for Learning, Teaching, Assessing, and Counseling

**Tufts University**

**Grade Levels:** Middle and Secondary (priority given to teams that include school counselors, English Language Arts, History and Social Science, Arts, and/or World Languages teachers)

**Dates:** July 20-23, 27-30, 1998;  
**Follow-up:** 2 days TBA

**Location:** Tufts University, Medford

**Registration:** 40 spaces available

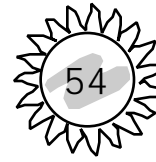
**Contact:** Linda V. Beardsley, 617-628-5000 x 5273; FAX: 617-627-3901

**e-mail:** lbeardsl@emerald.tufts.edu

This institute will extend teachers' understanding of education reform and the implications of the current standards-based reform movement in middle and high schools. Teachers will examine models of teaching in the humanities, design humanities units, and will work directly with middle and high school students enrolled in summer school programs in surrounding communities.

*8 days plus 2 follow-up sessions  
Graduate credit is not available*

## Assessment



### Using Alternative Assessments for Diverse Learners with the English Language Arts Framework

**Center for Social Development and Education in Collaboration with the Division of Continuing Education, UMass Boston**

**Grade Level:** Secondary

**Dates:** August 17-21, 1998;  
**Follow-up:** September 24, October 22, November 19, 1998

**Location:** UMass Boston

**Registration:** 30 spaces available

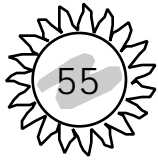
**Contact:** Janice Magno, 617-287-7250; FAX: 617-287-7249

**e-mail:** csde@umbsky.cc.umb.edu

This institute is designed for high school teachers, especially those working with students with mild to moderate special education needs in substantially separate and alternative education programs. Teachers will learn about a full range of alternative assessments to measure student competencies in reading, writing, and speaking. Topics will include: student literature and composition portfolios; checklists, benchmarks, and scoring rubrics; and guidelines for performance-based assessments and student exhibitions.

*5 days plus 3 follow-up sessions*

## Assessment



### Writing Institute: Scoring for English Language Arts in the Massachusetts Comprehensive Assessment System (MCAS)

**Massachusetts Department of Education**

**Grade Levels:** Elementary, Middle, Secondary

**Dates and Locations:** July 13-17, Holiday Inn, Mansfield

July 27-31, Mont Marie Conference Center, Holyoke

August 3-7, Holy Cross College, Worcester

**Registration:** 180 spaces available in each session

**Contact:** Advanced Systems - MCAS Support Services, 1-800-737-5103; FAX: 603-749-6398

**e-mail:** rebecca@asme.com

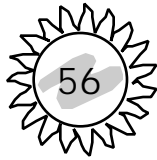
In this institute participants will learn to evaluate and score the long compositions written by students during the May 1998 administration of the Massachusetts Comprehensive Assessment System (MCAS) test in English Language Arts. Participants will receive training and will work in teams to score compositions from students in Grades 4, 8, and 10. They will be able to apply knowledge from this institute to the design and implementation of local district assessments.

5 days

*Graduate credit not available; stipend and travel expenses provided.*

*Note: This institute will not provide follow-up sessions.*

## Curriculum Planning



### Leadership Program: Curriculum Planning for Technology Integration

**Dates:** July 13-17, 1998;  
**Follow-up:** regional and statewide events 1998-99 TBA

**Location:** Lesley College, Cambridge

**Registration:** Priority registration given to teams of classroom teachers, principals, and district administrators.

**Contact:** Mass Networks Education Partnership, 1-888-638-1997

**e-mail:** mnep@massnetworks.org

*2 graduate credits available from Lesley College*

This year-long program for teams of 3-5 teachers and administrators is about district-wide planning for using instructional technology to enrich curriculum and professional development.



### Rethinking the Curriculum Director's Role in Strengthening Instructional Practice

**Massachusetts Department of Education and Massachusetts Association for Supervision and Curriculum Development**

**Dates:** July 27-29, 1998;  
**Follow-up:** 4 sessions TBA

**Location:** Endicott College, Beverly Farms (residential institute)

**Registration:** 30 spaces available in summer session for directors or assistant superintendents with responsibility for curriculum in all disciplines, all grade levels; 3 additional spaces per district available in follow-up sessions.

**Contact:** Mary Forte Hayes, 781-237-7881; Fax: 781-237-7881

**e-mail:** mfhayes@mediaone.net

In this institute, participants will learn to use content knowledge and the Frameworks to make decisions about curriculum; build alliances and promote collaboration among teachers and administrators; raise expectations for the quality of student work; analyze assessment data to improve student learning; and communicate effectively with the public. The summer session will focus on the unique responsibilities of the individual who is responsible for curriculum in all disciplines, at all grade levels. Participants will work with district teams in follow-up sessions during the school year.

*3 days plus 4 follow-up sessions*

## Summary of Institutes and Their Content by Grade Levels

**A:** Arts

**M:** Mathematics

**C:** Counselling

**AS:** Assessment

**ELA:** English Language Arts

**S/T:** Science and Technology

**ER:** Education Reform

**T:** Instructional Technology

**H:** Health

**WL:** World Languages

**SP:** Special Education

**H/SS:** History and Social Science

**BL:** Bilingual Education

INSTITUTES DESIGNED FOR ELEMENTARY SCHOOL EDUCATORS					
#1 - H/SS	#2 - H/SS	#3 - H/SS	#4 - H/SS	#15 - M	#16 - M, S/T
#17 - M	#18 - M	#22 - S/T	#23 - S/T	#24 - S/T	#25 - S/T, H
#26 - S/T	#44 - A, ELA, SP, BL	#46 - H	#49 - SP, BL, ELA	#50 - SP, BL, ELA	#51 - SP, BL, ELA
#52 - SP, BL, ELA	#55 - AS	#56 - T			

INSTITUTES DESIGNED FOR MIDDLE SCHOOL EDUCATORS					
#2 - H/SS	#3 - H/SS	#4 - H/SS	#5 - H/SS	#6 - H/SS	#7 - H/SS, ELA, A, S/T
#8 - H/SS	#9 - H/SS	#10 - H/SS, ELA, A, S/T, M	#11 - H/SS, ELA, A, S/T	#12 - H/SS	#15 - M
#16 - M, S/T	#18 - M	#19 - M	#20 - M	#21 - M	#22 - S/T
#24 - S/T	#25 - S/T, H	#26 - S/T	#27 - S/T	#28 - S/T	#29 - S/T
#30 - S/T, M	#31 - S/T	#32 - S/T	#33 - S/T, H/SS	#34 - S/T	#35 - S/T
#36 - S/T	#37 - S/T	#41 - ELA, H/SS, WL	#45 - A, ELA	#47 - H	#48 - H, ELA
#49 - SP, BL, ELA	#50 - SP, BL, ELA	#51 - SP, BL, ELA	#52 - SP, BL, ELA	H/SS, A, WL, C	#53 - ER, ELA
#55 - AS	#56 - T				

INSTITUTES DESIGNED FOR SECONDARY SCHOOL EDUCATORS					
#3 - H/SS	#4 - H/SS	#6 - H/SS	#7 - H/SS, ELA, A, S/T	#8 - H/SS	#9 - H/SS
#11 - H/SS, ELA, A, S/T	#12 - H/SS	#13 - H/SS	#14 - H/SS, ELA, A, S/T	#15 - M	#16 - M, S/T
#19 - M	#20 - M	#21 - M	#22 - S/T	#31 - S/T	#32 - S/T
#33 - S/T, H/SS	#34 - S/T	#35 - S/T	#36 - S/T	#37 - S/T	#38 - S/T
#39 - S/T	#41 - ELA, H/SS, WL	#42 - ELA, H/SS	#43 - ELA, H/SS	#47 - H	#49 - SP, BL, ELA
#53 - ER, ELA, H/SS, A, WL, C	#54 - AS, ELA	#55 - AS	#56 - T		

