

[Commissioner's Update Archive](#)

Commissioner's Update

October 20, 2000

Dear Superintendents, and Leaders of Charter Schools and Collaboratives:

In this update, I have two announcements and five documents posted on our website.

November 13-19 "Turn off the TV - Tune Into Reading" Week

I am pleased to let you know that Governor Paul Cellucci, Lt. Governor Jane Swift and I announce that November 13-19 is "Turn Off the TV - Tune Into Reading" week in Massachusetts, in conjunction with National Children's Book Week. We invite everyone to join us and local libraries and schools for a week of celebrating the joys of reading by turning off TV's and video games and turning on to reading. The program is designed for children of all ages and abilities, and is sponsored annually by the national non-profit Children's Book Council. Their website at www.cbcbooks.org has dozens of creative ideas and suggestions for small- or large-scale activities that teachers, parents, older sisters and brothers, librarians, neighbors and business partners can use. Colorful and educational kits are available, as well. We hope you will promote this event in November, which has been designated by Governor Cellucci as "Massachusetts Family Literacy Month." Please encourage your students and their families to turn off the TVs and video games at least one day or more during the week of November 13, and to pick up a book, instead.

Distribution of Commercial Products in the Public Schools

I have heard that a tobacco manufacturing company has been sending shipments of textbook covers for distribution to high school students throughout the country. Anti-smoking proponents claim that the graphics on the cover and the implied message are inappropriate, and are criticizing this promotion. In my view, distribution of these covers or of any other commercial material should not be conducted in the public schools. I am asking you to refrain from distributing such products, if they are sent to your schools. Thank you in advance for your cooperation.

Below are listed five documents that are posted on the Department of Education [website](#):

1. [Pesticide Notification Law Goes Into Effect November 1st](#)
2. [November is Family Literacy Month in Massachusetts](#)
3. [Opportunities for Public and Private School Educators to Participate in Free, Graduate-Level Content Institutes in the Humanities](#)
4. [Announcement of Upcoming Survey on Preschool and Kindergarten Programs](#)
5. [Call for Participants in a Study of Early Childhood Programs](#)

All the best, and
Sincerely,

David P. Driscoll
Commissioner of Education

[E-mail this page](#) | [Print View](#)

Massachusetts Department of Education

[Search](#) · [Site Map](#) · [Privacy](#) · [Site Info](#) · [Contact DOE](#)



Pesticide Notification Law

To: Superintendents, and Leaders of Charter Schools and Collaboratives

From: David P. Driscoll, Commissioner of Education

Date: October 20, 2000

In May, Governor Paul Cellucci signed into law "An Act Protecting Children and Families from Harmful Pesticides." Implemented by the Massachusetts Department of Food and Agriculture, the new law applies to all public and private schools. Several of the provisions will take effect on November 1, and include three requirements for school administrators:

1. Pesticides shall not be applied indoors while children are on the property, with limited exceptions;
2. Pesticides shall not be applied on outdoor property while children are located in, on, or adjacent to the area of the pesticide application; and
3. Parents, staff, and children shall be provided with standard written notification of any pesticide application that is to be made outdoors on the property. The notification must also be posted in a common area.

Although this new law does not require notification of indoor application of pesticides, the Department of Food and Agriculture recommends following the notification requirements for indoor application, with certain exceptions. Fact sheets summarizing the information that needs to be included in the notification along with additional information about the law are available on the Massachusetts Department of Food and Agriculture's website at www.massdfa.org/cpa_facts.htm. Other major provisions of the law will take effect on November 1, 2001. For more information, please go to the Massachusetts Pesticide Bureau website: www.massdfa.org/pesticide.htm.

[E-mail this page](#) | [Print View](#)



- > [Family Literacy Home](#)
- > [FAQ](#)
- > [MFLC](#)
- > [Programs](#)
- > [MFLC Profiles](#)
- > [Resources](#)
- > [Contact MFLC](#)



[Family & Community](#) > [Adult Education](#) > [Family Literacy](#) >

Massachusetts Family Literacy Consortium

Our vision is successful families. Our mission is successful partnerships.

November is Family Literacy Month in Massachusetts

November 2000

Dear Friends:

In recognition of the impact parents have on their children's education and the critical role they play in helping to achieve the goals of Education Reform, I am pleased to announce that Governor Cellucci has declared November 2000 as Massachusetts Family Literacy Month.

Massachusetts, through Education Reform, and various federal, state, and private initiatives, is working hard to achieve the high standards and quality education that all Massachusetts children and families need and deserve. One such initiative is the Massachusetts Family Literacy Consortium. The Consortium works to expand and strengthen family literacy in our state by supporting parents in their role as their children's first teachers and partners in their children's education. Another is the Reading and Literacy Partnership which oversees the Reading Excellence Act program. [Reading Excellence](#) is helping schools improve children's reading skills with high quality instruction and family literacy services. These two initiatives are co-sponsoring this year's Proclamation and making resources available to help communities celebrate reading and literacy throughout the month of November.

This year we are celebrating family literacy by launching a new [family literacy website](#). I encourage you to take advantage of this resource as you plan and implement family literacy in your communities. Among other things, you will find:

- [Governor Cellucci's Proclamation 2000 \[PDF \]](#)
- [A Guide to Celebrating Massachusetts Family Literacy Month](#)
- [Instructions to order family literacy materials:](#)
 - Family Literacy Brochure and Video
 - Reading Tips and Family Literacy Poster (available in English, Spanish and Portuguese)
- Community profiles, resources, and links to other literacy and family literacy websites

We know the benefits when children and families develop strong literacy skills that are a solid foundation for success in school and in the workforce. I am confident that, with your support, Massachusetts will soon see the day when we fully realize the goals of Education Reform.

Sincerely,

David P. Driscoll
Commissioner of Education

[E-mail this page](#) | [Print View](#)

Massachusetts Department of Education

[Search](#) · [Site Map](#) · [Privacy](#) · [Site Info](#) · [Contact DOE](#)



- > [Frameworks Home](#)
- > [Current Frameworks](#)
- > [Order Frameworks](#)
- > [Drafts and Updates](#)
- > [Supplements](#)
- > [Content Institutes](#)
- > [Contact Information](#)
- > [Frameworks Archives](#)

[Educator Services](#) > [Teaching & Learning](#) > [Curriculum Resources](#) >

Massachusetts Department of Education Humanities Content Institutes 2000-2001

The Department of Education is pleased to announce that it will again be sponsoring graduate-level content institutes in the humanities throughout the Commonwealth. Institutes are planned and taught by educators from school districts and educational collaboratives in partnership with colleagues from colleges, universities and cultural institutions. The courses focus on the learning standards described in the state's curriculum frameworks, and are designed to support local educators' efforts to refine their instructional skills and knowledge in English language arts, foreign languages and history and social sciences. Offered throughout the school year and summer, these institutes are available to PK-12 Massachusetts public and private school educators at no cost.

Registration: To obtain further details, determine availability, and register, please call or e-mail the contact person listed for the institute of your choice.

Professional Development Points: Professional development point certificates will be issued to participants who complete all requirements. Graduate credit is available for most institutes at participants' expense.

Please Note:

Additional 2001 summer content institutes will be announced later in the school year.

- [English Language Arts](#)
- [Foreign Languages](#)
- [History/Social Science](#)

[E-mail this page](#) | [Print View](#)



- > [Frameworks Home](#)
- > [Current Frameworks](#)
- > [Order Frameworks](#)
- > [Drafts and Updates](#)
- > [Supplements](#)
- > [Content Institutes](#)
- > [Contact Information](#)
- > [Frameworks Archives](#)

[Educator Services](#) > [Teaching & Learning](#) > [Curriculum Resources](#) >

Massachusetts Department of Education Humanities Content Institutes 2000-2001

English Language Arts

Advanced Studies in Children's and Young Adult Literature

Danvers Public Schools

Providers: Lesley College, Kensington, NH Public Library

Grade levels: Elementary, Middle and High School

Dates: Second Friday of the month, November 2000 - July 2001, 9:00 a.m. - 3:00 p.m.

Location: Peabody Institute Library, Danvers

Registration: 20 spaces available

Contact: Dennis Jackson, Danvers Public Schools, (978) 777-8932

Email: dennisjackson@massed.net

In *Advanced Studies in Children's and Young Adult Literature*, teachers will broaden and deepen their existing knowledge of and enthusiasm for a wide range of literature for children and young adults. Using new books being published, participants will identify the more subtle and sophisticated attributes of various literary genres and develop criteria that they can use to make informed selections of literature for their students. Noted authors, illustrators, and experts in the areas of children's and young adult literature will visit. Participants will create a resource for teachers that reviews and critiques the best of the books they have read, and they will write interdisciplinary curriculum units for possible district-wide adoption.

*Monthly full day sessions November through July
Graduate credit available from Lesley College*

Family Matters

Mohawk Trail Regional School District

Provider: University of Massachusetts

Grade levels: Elementary, Middle, High School

Dates: July 30 - August 9, 2001, weekdays, 9:00 a.m. - 1:00 p.m. (except 8/9/01, 9:00 a.m. - 2:00 p.m.)

Location: Greenfield Community College

Registration: 20 spaces available

Contact: Dot Lyman, (413) 625-0192, ext 31

E-mail: dolyman@mohawk.k14.mass.edu

In this 45-hour institute participants have an opportunity to learn critical thinking skills while exploring the concept of family in literature. Short stories, poetry, novels and films display the change in concept of family from the early 19th century to the present. Analysis of literature will be taught through small and large group discussion, journals, the writing of two analytical essays, and the design of a syllabus for each participant to use in the classroom.

*Two weeks in the summer
Graduate credit available from University of Massachusetts*

Focus on Adolescent Literature*Georgetown Public Schools***Provider:** Gordon College**Grade levels:** Middle**Dates:** Monthly meetings on first Thursday of the month from October 2000 through May 2001, 4:00 - 7:00 p.m., Friday, June 29 and June 30, 2001, 8:00a.m. - 4:00p.m.**Location:** Gordon College, Wenham**Registration:** 30 spaces available**Contact:** Janet Arndt, (978) 352-5780, ext 515**E-Mail:** jsarndt@juno.com

This yearlong institute focuses on works of adolescent literature in a variety of genres. As a result of this institute teachers will be familiar with the literature presented and be able to read, analyze, and interpret what they read in preparation for teaching it in the middle school classroom. Participants will read, discuss and write in response to that literature, research a historical context represented in the literature, and design and produce an interdisciplinary curriculum unit for use in the classroom.

*Two full day sessions and monthly afternoon sessions**Graduate credit available from Gordon College***Intensive Training in Poetics and African American Literature***Medford Public Schools***Provider:** Salem State College**Grade levels:** Middle, Secondary**Dates:** *Poetry Analysis:* January 22, January 29, 2001, February 5, February 12, February 26, 2001, 3:00 - 5:30p.m.; *African American Literature:* February 5, February 12, February 26, 2001, 3:00 - 5:30p.m.**Location:** Medford High School**Registration:** 24 spaces available**Contact:** David Moriarty, (781) 393-2320

This institute will include two sections each one designed to give language arts faculty intensive preparation in a content area with special emphasis on the language and literature strands of the curriculum frameworks. *Poetry Analysis* will be a review and an exploration of important principles of poetry analysis. Poems selected from the classics as well as those of major American poets will be analyzed. Class readings will be supplemented by audio/visual materials and by attendance at a live poetry reading. *African American Literature* will deepen teachers' knowledge of selected African American writers, including those born or based in Massachusetts. Participants will be introduced to internet resources for research, curriculum planning, and classroom activities.

*Eight afternoon sessions January and February**Graduate credit available through Salem State College***Making a Connection: History and Art and the English Language Arts Curriculum***Fitchburg Public Schools***Provider:** Fitchburg State College**Grade levels:** Middle**Dates:** October 23, November 13, November 27, December 11, 2000; January 18, January 22, February 12, February 26, March 26, April 9, May 7, 2001, 3:00 - 6:00p.m., October 30, 2000 and March 12, 2001, 9:00a.m. - 3:00p.m.**Location:** Memorial Middle School and Historic Deerfield**Registration:** 20 spaces available**Contact:** Paula Papoojian, (978) 345-3287

This institute will enable teachers to help students recognize key elements of fiction and nonfiction. Using the English/Language Arts and the History/Social Science frameworks (and focusing particularly on the colonial period and World War II), the institute will also address the art of creating interpretive questions and using them in the classroom. Teachers will read and discuss materials assigned, produce a series of written assignments that are shared with the group, maintain a journal of reflections, and create

a final activity for use in the classroom.

*Two full days and Monday afternoons (except for 1/18/01)
Graduate credit available from Fitchburg State College.*

[Previous](#) || [Next](#)

[Back to Humanities Content Institutes](#)

[E-mail this page](#) | [Print View](#)

Massachusetts Department of Education

[Search](#) · [Site Map](#) · [Privacy](#) · [Site Info](#) · [Contact DOE](#)



- > [Frameworks Home](#)
- > [Current Frameworks](#)
- > [Order Frameworks](#)
- > [Drafts and Updates](#)
- > [Supplements](#)
- > [Content Institutes](#)
- > [Contact Information](#)
- > [Frameworks Archives](#)

[Educator Services](#) > [Teaching & Learning](#) > [Curriculum Resources](#) >

Massachusetts Department of Education Humanities Content Institutes 2000-2001

Foreign Languages

Content and Immersion Institute for Teachers of French, Spanish, Italian and Portuguese

(Concurrent institutes are offered in each of the above-mentioned languages)

Cambridge Public Schools

Provider: Harvard University

Grade levels: K-12

Dates: August 14, 15, 16, 2001, 9:00a.m. - 4:00p.m.

Location: Harvard University, Cambridge

Registration: 20 spaces available for each institute

Contact: Salvatore Trapani, (617) 349-6718

E-mail: Strap9797@aol.com

Harvard faculty and colleagues from comparable institutions of higher learning will offer 18 hours of whole-group presentations, discussions and workshops aimed at presenting the target cultures across disciplines, including literature, art, cinema, and music. All sessions will be conducted exclusively in the target language, offering teachers an immersion experience, as well as an opportunity to become familiar with aspects of content that they may have forgotten or never studied. Participants are expected to have basic skills in writing and speaking in the target language. Resources at Harvard, such as the Fogg Art Museum, the Peabody Museum of Archeology and Ethnology, and the Houghton Library (rare books) will enrich the content.

Three full days in August

Graduate credit is not available

Literature and Literacy in a K-12 Spanish Sequence Integrating the Arts and Technology

The Education Cooperative (TEC)

Provider: Wellesley College

Grade levels: Elementary, Middle, and Secondary

Dates: January 11, March 3, March 21, 2001, 8:00 - 3:30p.m., January 25, February 14, April 11, 2001, 3:00 - 6:00p.m.

Location: TEC Professional Development Center and Wellesley College

Registration: 20 spaces available

Contact: Janice Yelland, (781) 237-3028

E-mail: tecl@mediaone.net

This institute focuses on literacy, second language acquisition, and Hispanic and Latino literature, music, and art. The goal is to increase participants' knowledge of the Massachusetts Foreign Languages Curriculum Framework and to provide a structure for curriculum and instructional planning and assessment. Participants will integrate literature, technology, and the arts into the existing curriculum. They will keep a reflective journal in Spanish, develop a resource portfolio, and prepare a series of instructional units with assessments.

*Three full day and three afternoon sessions
Graduate credit available from Fitchburg State College*

Using Hispanic Children's Literature to Infuse Inrerdisciplinary Spanish Language and Content Within the Grade 1-3 Classroom

(There will be separate institutes held for participants with and without prior experience with the Spanish language.)

Fall River and Old Rochester

Provider: University of Massachusetts, Dartmouth

Grade Levels: 1-3, Elementary

Dates/Location:

- Participants with prior Spanish language experience: March 3, March 10, 2001, 2:30 - 5:00p.m., Old Rochester Regional
- Participants without prior Spanish language experience: April 4, April 11, 2001, 2:30 - 5:00p.m., Durfee Library, Fall River
- Sessions for both groups: July 16 - July 27, 2001, 1:00 - 4:30 p.m., March 2002, 2:30 - 5:00p.m., University of Massachusetts, Dartmouth

Registration: 20 spaces available each institute

Contact: Dr. Christina Biron, (508) 999-8743

Tailored to grade 1-3 elementary teachers, this institute uses the unifying concept of "pattern and change" to integrate Spanish language learning and Hispanic children's literature with key academic concepts in science, foreign language, the arts, social studies and English language arts materials. This institute will help teachers design, develop, and implement a strong, concept-based grade 1-3 interdisciplinary Spanish language program integrated with their curricula. A mentor/site coordinator will work with teachers in their schools on lesson implementation.

[Previous](#) || [Next](#)

[Back to Humanities Content Institutes](#)

[E-mail this page](#) | [Print View](#)



- > [Frameworks Home](#)
- > [Current Frameworks](#)
- > [Order Frameworks](#)
- > [Drafts and Updates](#)
- > [Supplements](#)
- > [Content Institutes](#)
- > [Contact Information](#)
- > [Frameworks Archives](#)

[Educator Services](#) > [Teaching & Learning](#) > [Curriculum Resources](#) >

Massachusetts Department of Education Humanities Content Institutes 2000-2001

History/Social Science

Art, History and the Culture of the United States: 1780-1850: Creating Interdisciplinary Links to the Massachusetts Curriculum Frameworks

South Shore Educational Collaborative

Provider: Bridgewater State College

Grade levels: Middle

Dates: Starting January 22, 2001, 4:00 - 6:30p.m. on Mondays (plus field trips on two full Saturday and one Wednesday afternoon).

Location: Williams Middle School, Bridgewater

Registration: 25 spaces available

Contact: Kathleen Bailey, (781) 293-9511

E-mail: kbailey@mail.sl-regional.k12.ma.us

Participants in this institute will study the art, history, and culture of the United States, 1780-1850, with the goal of adapting and incorporating subject matter and themes explored into their own classroom teaching at the middle school level. Interdisciplinary approaches will be modeled and encouraged linking the graduate-level instruction to the Massachusetts Arts and History and Social Sciences Curriculum Frameworks. This course will make use of the resources of the Museum of Fine Arts, the Lowell National Historical Park, and the Adams National Historical site, as well as the examples for period architecture found in Boston.

Graduate credit available from Bridgewater State College

Early American History Alive

Winchendon Public Schools

Provider: Fitchburg State College

Grade levels: Elementary

Dates: Tuesdays, 9/19/00, 10/10/00, 10/31/00, 11/28/00, 12/18/00, 1/9/01, 1/30/01, 2/27/01, 3/20/01, 4/3/01, 5/1/01, 4:00 - 7:00p.m. all days except on 10/31, 12/18, and 4/3, 9:00 - 4:00 p.m.

Location: Toy Town Elementary School library, Winchendon and Concord Museum

Registration: 25 spaces (filled)

Contact: Jane Ripley, (978) 297-2005

E-mail: mrsrip@massed.net

This institute will increase educators' knowledge of American history from the Colonial Period through the Revolutionary War using literature and primary sources. In addition, visits to historical museums and sites in the Concord and Lexington area will further increase participants' knowledge of the time period. Major focus of the course will also be in pedagogical practices using media in developing reading, writing, and thinking skills for diverse students.

Three full days and eight afternoon sessions

Graduate credit available from Fitchburg State College

Essential Concepts and Reading in the Social Studies:

Renaissance, Reform and Revolution

The Education Cooperative (TEC)

Provider: Brandeis University and Primary Source

Grade levels: Middle, Secondary

Dates: 11/1/00, 8:00a.m. - 4:00p.m., 11/29/00, 3:00 - 6:00p.m., 12/13/00, 1/10/01, 2/7/01, 2/15/01, 3:00 - 6:00p.m.; 4/4/01, 8:00a.m. - 4:00p.m.

Location: TEC Professional Development Center, Wellesley

Registration: 20 spaces available

Contact: Janice Yelland, (781) 431-0490

E-mail: tecl@mediaone.net

This institute will focus on several essential issues in the curriculum and instruction of social studies education: using essential questions to guide instruction; using themes, concepts and ideas to assist students in making connections which will lead to deeper understanding of content; developing reading and understanding to assist students in using primary sources. The content of the institute will include: the interdependence of nations over time, the impact of geography on the political development of nations and the influence of political ideology on social class structure using historical examples from Europe, Latin America and Asia.

Two full days and five afternoon sessions

Graduate credit available from Fitchburg State College

From Colonies to Country and Beyond:

Teaching American History, 1789-1877

Hudson Public Schools

Provider: Primary Source

Grade levels: 5-9

Dates: March 15, May 3, June 26 - 29, 2001, 8:30a.m. - 3:30p.m.; October 24, 2001, 3:30 - 6:30p.m.

Location: Primary Source, Watertown and Westborough Middle School

Registration: 35 spaces available

Contact: Madeline Brick, (978) 567-6107

E-mail: mbrick@Hudson.k12.ma.us

This institute will deepen the knowledge of middle school teachers in American history and identify strategies to engage all students, including special education and bilingual students, in the learning process. The academic content will focus on six topics: The Anglo-American political heritage, the dilemmas of history, exploring the role of women and minorities in the political process, the founding documents, industrialization and westward expansion and the Civil War and Reconstruction.

Graduate credit available from Fitchburg State College.

Labor History of New England, 1775-1930:

A Social History for Middle and High School Educators

Framingham Public Schools

Provider: Framingham State College Center for Global Education

Grade level: Middle through High School.

Dates: One pre-session in mid-late June (3 hours);

July 9 - 13, 2001, 9:00a.m. to 5:00p.m. and one post session in early August (3 hours)

Locations: Framingham State College.

Registration: 30 available spaces

Contact: Susan Dargan, Ph.D., Director, (508) 626 4037

Email: sdargan@frc.mass.edu

This institute will provide middle through high school teachers with content material and cross-disciplinary teaching strategies for teaching about the labor history of New England from multiple perspectives. The course will be team-taught by scholars specializing in the labor history of New England from the perspectives of various political, economic, ethnic, and social groups. Field trips to key historic

sites and internet resources will be a featured component of the institute. .

A pre and post session plus five full days and attendance at a fall, 2001 conference sponsored by Fitchburg State Center for Global Education.

Graduate Credit available from Framingham State College.

**Institute 1: New England from Settlement to 1800:
Selected Topics for Teachers of Grades 3 to 5.**

**Institute 2: New England and the 19th Century Constitution to Civil War:
Selected Topics for Teachers of Grades 6 through 8.**

The EDCO Collaborative

Provider: Primary Source

Grade levels: (as stated above)

Dates: March 10, March 24, April 7, July 2, July 3, 2001

Location: EDCO meeting center, Hartwell Building of the Lincoln Public Schools.

Registration: 35 spaces available.

Contact: Eileen McSwiney, Director, School /Services, (781) 259-3445.

E-mail: EmcSwiney@edcollab.org

These two institutes will assist teacher teams in implementing local standards by increasing their knowledge of discipline-specific content. The first institute *New England: from Settlement to 1800* will assist elementary school teachers in extending their knowledge of New England's history, geography, and economic and civil life. The second institute *New England and the 19th Century* will assist middle school teachers to better understand the development of the United States in the 19th century by addressing industrialization, civil rights, the Civil War, and the reconstruction period in the context of the US Constitution.

Three five hour Saturday sessions and two full day summer sessions.

**Revolution and Rebellion in Western Massachusetts:
A Case Study of Revolutionary America**

Frontier Regional District/ Union 38 Districts

Providers: Pocumtuck Valley Memorial Association and Westfield State College.

Grade levels: All

Dates: May 18, August 6 - 10, 2001, 8:00a.m. - 4:00p.m.

Location: Pocumtuck Valley Memorial Association and the Frontier Regional Media Center

Registration: 23 spaces available.

Contact: Dr. Marilyn McArthur, (413) 774-7476, ext.10

E-mail: marilynmca@aol.com

This graduate-level institute focuses on the American revolutionary era from the Stamp Act to the uprising known as Shays Rebellion, whose activities were concentrated in western Massachusetts. The institute links educators with a nationally recognized history museum (Pocumtuck Valley Memorial Association in Old Deerfield) and its educational website, which is designed to support student-centered, inquiry-based learning, with a digital archive and a growing American History curriculum. Teachers will learn how to integrate primary documents and artifacts in the teaching of this important period of history. Comparing Deerfield (and other river valley "mother towns") with the surrounding hilltowns will be the focus of the institute.

Six 7.5 hr. days plus one day in the fall.

Graduate credit available from Westfield State College.

Slavery in New England: History, Geography, Economics
Chicopee Public Schools

Provider: Five Colleges, Inc.

Grade levels: Elementary, Middle

Dates: 10/30/00, 11/6/00, 11/20/00, 12/4/00, 12/18/00, 1/22/01, 1/29/01, 2/7/01, 2/14/01, 2/26/01, 3/7/01, 3/14/01, 3/21/01, 3/26/01, 3/28/01, 4/2/01, 4/4/01, 4/11/01, 4/18/01, 4/25/01, 5/2/01, 5/9/01, 6/4/01, 3:30 - 6:30p.m.

Location: Bellamy Middle School, Chicopee

Registration: 30 spaces available

Contact: Dr. Farideh Seihoun, (413) 594-3458

E-mail: fseihoun@chicopee.med.edu

This institute will look at one of the most interesting periods in American History: 1775-1880. This is the time of the aftermath of the Revolution and the articulation of the Constitution. It also marks the rise of slavery. This institute will examine the causes and effects of slavery, the contrasts between its impact and role in New England and southern society, politics and economics, and the role of women in slavery. Each seminar will be taught by a university-level professor with expertise in the particular topic being presented. A technology specialist and content specialist will work with teachers in designing and developing projects for their classrooms.

Afternoons throughout the school year

Graduate credit available from Framingham State College

Teaching Ancient China

Boston and Cambridge Public Schools

Provider: Primary Source

Grade level: Fourth Grade

Dates: February 27, May 23, June 26, 9:00a.m. - 3:00p.m., June 27 - 29, 2001, 8:30a.m. - 4:00p.m.

Location: Primary Source, Watertown and Morse School, Cambridge

Registration: 25 spaces available

Contact: Anne S. Watt, (617) 923- 9933, ext. 16

E-mail: anne@primarysource.org

This course will inspire and train fourth grade teachers to teach up to a semester of meaningful interdisciplinary content related to Ancient China, using carefully selected accurate primary source materials for children. Teachers will be able to provide instruction to their students about China's people, geography, culture, and history using Primary Source materials.

Six full days

Graduate credit available from Fitchburg State College

The Creating, Unifying, and Industrialization of America Taught through the Humanities (1775-1880)

Seekonk Public Schools

Provider: Stonehill College

Grade levels: Middle

Dates: 2/6/01, 2/8/01, 2/13/01, 2/15/01, 2/27/01, 3/6/01, 3/8/01, 3/13/01, 5:00 - 9:00p.m.; 3/4/01 and 3/17/01, 9:00 a.m. - 3:00 p.m.; 3/27/01, 4:00 - 7:00 p.m.

Location: Stonehill College, Easton

Registration: 25 spaces available

Contact: Jane Santos, (508) 824-5918

E-mail: jsantos@tauntonschools.org

This institute will renew teachers' knowledge of the American Revolution, Civil War, and Industrial Revolution. It will expand methodologies designed to teach learners how to reason and use language purposefully; and will enrich the learning experience through the arts and historical and cultural resources.

Two full day sessions and nine evening sessions

Graduate credit available from Stonehill College

[Previous](#)

[Back to Humanities Content Institutes](#)



Early Learning Services

Announcement of Upcoming Survey on Preschool and Kindergarten Programs

October 25, 2000

Dear Superintendents of Schools:

Within the next several weeks, many of your building principals will be receiving a survey from their Community Partnerships for Children coordinator. On behalf of the Department of Education, I ask you to encourage them to take the time to fill out the survey. Their information on local preschool and kindergarten programs will help us gain critical information on the early education and care system.

It is becoming increasingly clear that if we want to support young children and families we need to develop a system of education and care as described by Sharon Lynn Kagan and Nancy Cohen in *Not By Chance: Creating an Early Care and Education System for America's Children* (1997):

Quality programs do not exist in isolation, they need a quality infrastructure which includes: parent information and engagement; professional development and staff certification; licensing standards, enforcement and program accreditation; funding and financing; governance, planning and accountability.

We have seen tremendous growth in the services available to young children over the past ten years. We believe that the system will continue to grow and that more detailed information on the system will help local communities, and state and federal agencies to plan across programs and develop a high quality system.

We need your help to assess how well we are meeting the needs of families and to plan improvements in the current system. As a first step we have developed surveys to gather information from early education and care providers in child care centers, public schools and family child care homes. To secure the best information for planning, we need as many school building principals as possible to reply to these surveys to gain a clear understanding of programs offered in the public schools. We want to gather information on services and infrastructure so that we will be able to answer questions related to quality (staff turnover rates, professional development, salaries and benefits) as well as quantity (how many children are served, the hours of service, the inclusion of children with disabilities).

The Department of Education will enter all the data gathered from surveys and return an analysis of the data to each participating community to use for strategic planning and system development. We are also planning to share the data with our colleagues from other agencies for strategic planning at the state level. Thank you for joining us gathering critical data for developing an early education and care public policy agenda for the Commonwealth.

Sincerely,

David P. Driscoll
Commissioner of Education

[E-mail this page](#) | [Print View](#)

Massachusetts Department of Education

[Search](#) · [Site Map](#) · [Privacy](#) · [Site Info](#) · [Contact DOE](#)



Early Learning Services

Call for Participants in a Study of Early Childhood Programs

October 20, 2000

Dear Superintendents, Leaders of Charter Schools and Collaboratives:

I would like to tell you about an important study being funded by the Massachusetts Department of Education and conducted by the Wellesley College Center for Research on Women and Abt Associates. Numerous studies have documented the relationship between high quality early education and care and positive cognitive, social and emotional gains in young children. Both of these research organizations have conducted important policy setting national studies in early care and education.

Specifically the Department has asked Wellesley and Abt to conduct a study of Massachusetts public preschools to examine:

- What are the characteristics of children who attend public preschools? What are the funding streams used by public preschools, and what proportion of public preschools use each of the major funding streams?
- What is the quality of the early childhood education programs in public preschools?
- What are the factors associated with higher quality early childhood education?
- What is the cost per child of providing early childhood education in public preschools?

The study will randomly select 100 public preschool programs in Massachusetts for observations. You may be selected to participate. Participating in this study will entail classroom observation as well as an interview between the researcher and the coordinator responsible for overseeing the funding of early childhood public school program.

Please consider participating in this study. The results will help guide policy reforms to improve the quality of programs for Massachusetts children.

Sincerely,

David P. Driscoll
Commissioner of Education

