

**Commissioner's Update Archive****Commissioner's Updates**

December 5, 2000

Dear Superintendents, and Leaders of Charter Schools and Collaboratives:

I have 3 updates for you and 5 items recently posted on our [website](#).

Massachusetts Data Collection System

The Student Information Management System is now entering its final stage of development. Beginning on November 28th and continuing through January 10th, the Massachusetts Data Collection System (MDCS) began collecting 35 student data elements. Using a secure, encrypted Internet connection, the MDCS is enabling all districts to submit the student data elements to the Department of Education. I hope that all districts will have submitted the student data by January 10th, and if you need help or have questions, please contact your field technologist or Maureen Lovett at the Department of Education at 781-228-6876.

Notice of Public Comment on Physical Restraint

On November 28th, the Board of Education approved the proposed Regulations on Physical Restraint to be released for period of public comment. The draft regulations are posted on the Department of Education's [Laws and Regulations website](#). Until recently, the use of physical restraint of students has not been regulated. These regulations will soon be implemented and staff and students in public education programs will be affected. To ensure that the final regulations are reasonable and appropriate for the school environment, I strongly encourage you and your district administrators, principals and staff to read the proposed regulations, and comment if appropriate. The deadline for public comment is all day January 31st.

2000 Mathematics Curriculum Framework

The 2000 Mathematics Curriculum Framework is now available online at the Department of Education's Curriculum Frameworks [website](#), and in hard copy, as well. This framework presents the revised statewide learning standards for teaching, learning and assessment in mathematics for all of Massachusetts' public schools. Within the next two weeks, superintendents and principals will be mailed one copy. If you need additional frameworks, please complete the [on-line order form](#), or call 781-338-6768. I look forward to our continuing work with you to implement the 2000 Mathematics Curriculum Framework, and I encourage your comments as you use it.

Listed below are items recently posted on our [website](#):

1. [MCAS Testing Updates](#)
 - Additional MCAS Reports To Be Delivered to Schools in January
 - Overview of 2001 MCAS Tests
 - MCAS Grade 3 Test Administration: Extra Time for

- Pre-Administration Activities
 - Assessment Development Committee Application Deadline
 - NCS Mentor Workshops Postponed
2. [Content Institutes for 2001: Request for Proposals](#)
 3. [Arts Network for Professional Development Applications](#)
 4. Announcement of an Educational TV Special on School Safety [No longer available]
 5. [Addition to Application Form for Assessment Development Committee Membership](#)

Wishing you a happy holiday season, and

Sincerely,

David P. Driscoll
Commissioner of Education

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1-866-MCAS220



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Massachusetts Comprehensive Assessment System

MCAS Updates

Memorandum

To: School Superintendents, Principals, Directors of Charter Schools, Educational Collaboratives, Chapter 766 Approved Private Schools and Institutional Schools

From: David P. Driscoll, Commissioner of Education

Date: December 5, 2000

Please note the following updates related to the Massachusetts Comprehensive Assessment System (MCAS):

• **MCAS 2000 CD-ROMs**

We are planning to send the following three CD-ROMs to schools or districts in January as indicated:

1. One copy of a confidential CD-ROM containing images of students' responses to the English Language Arts Composition Writing Prompts will be sent to schools (format more readily accessible for making useful analyses than the CD-ROMs distributed in years past).
2. One copy of a confidential CD-ROM containing data files of student, school, and district results will be sent to districts.
3. One copy of a non-confidential CD-ROM containing data files of school, district, and state results will be sent to districts.

• **MCAS Grade 3 Test Administration Gains Extra Time for Pre-Administration Activities**

In response to your feedback, we are extending the schedule for the MCAS Grade 3 Reading Test. Grade 3 students may complete student identification information and take practice tests during the week prior to the actual test after you receive testing materials. Please note that actual test administration **must** take place during the scheduled testing week, April 9-13, as originally announced.

• **Overview of MCAS 2001 Tests**

The publication, *Overview of MCAS 2001 Tests*, is being finalized and will be sent to schools in mid-December. This document will provide updated information on the number and types of questions for each test, the proportion of questions by content strand, and a few sample questions for MCAS tests that are new in 2001.

• **Assessment Development Committee Application (ADC) Deadline**

The deadline for submitting applications to serve on the Assessment Development Committees is December 15. Serving on an ADC Committee provides an opportunity to contribute to the test

development process and to review items for MCAS tests. Openings on all committees are available.
Application [[PDF](#) || [MS WORD](#)]

- **NCS Mentor Workshops Postponed**

NCS Mentor Workshops have been rescheduled until after the New Year. Watch for new workshop dates.

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**Massachusetts Department of Education
Content Institutes: 2001 Priorities**

Priority will be given to proposals for institutes that:

- respond to an academic need indicated by data about students' knowledge, such as data from MCAS, or data about gaps in teachers' content knowledge or gaps in schools' curricular offerings;
- make strong connections to the content of one or more of the Massachusetts Curriculum Frameworks, the content in corresponding educator licenses, and the content in licenses for special education, transitional bilingual education, English as a second language (ESL); and academically advanced education;
- focus on raising the achievement of students performing at a low academic level, with emphasis on such students in ESL, transitional bilingual, special education, or vocational education programs.

CONTENT AREA	LICENSE*	CONTENT PRIORITIES FOR 2001
Arts Curriculum Framework 1999	Dance, Music, Theatre, Visual Art	Institutes should focus on the history of dance, music, theatre, and/or visual arts in one or more cultures or time periods, combining this content with production and performance. Institutes may include a component on assessment in the arts. Contact: Barbara Haber, 781-338-6213, bhaber@doe.mass.edu
English Language Arts Curriculum Framework November, 2000	English , Library, Reading	<u>Elementary</u> : Institutes should focus on selecting and using high quality literature as part of a comprehensive reading program. Contact: Cynthia Rizzo, 781-338-6253, crizzo@doe.mass.edu <u>Middle and High</u> : Institutes should focus on selecting and using high quality fiction, nonfiction, poetry, and drama, and explicit teaching of comprehension skills to enhance student understanding of the content of their reading in all subject areas. Contacts: Janet Furey, 781-338-6217, jfurey@doe.mass.edu or Holly Handlin, 781-338-6214, hhandlin@doe.mass.edu
Foreign Languages Curriculum Framework 1999	Foreign Language, Latin and Classical Humanities	Institutes should combine the study of foreign language (reading, speaking, listening, and writing) with the study of a country or people using the target language. Topics such as second language acquisition may be included but should not be the sole focus of the institute. Contact: Deborah Roberts, 781-338-6221, droboters@doe.mass.edu
Comprehensive Health Curriculum Framework 1999	Health/Family and Consumer Sciences	<u>Comprehensive Health</u> : Institutes should combine healthy and safe schools initiatives with the Standards of the 1999 Health Framework, including strategies to integrate local district health education curriculum with the framework standards. Institutes may link health assessment models to the framework standards and the SCASS items. Contact: Nancy Coville, 781-338-6305, ncoville@doe.mass.edu
History and Social Science Curriculum Framework 1997	History, Political Science/ Political Philosophy	Institutes should integrate history with geography, economics, and/or civics, government, and citizenship. <u>Elementary</u> level institutes should focus on ancient to medieval civilizations, the history of America to c.1800, or American government. <u>Middle school</u> institutes should focus on world civilizations to c. 700 AD, United States history from 1775 to 1880, world geography, or American government. <u>High school</u> institutes should focus on world history topics from c. 500 to the present, United States history topics from 1870 to the present, United States government, or economics Contacts: Margaret Harris, 781-338-6218, mharris@doe.mass.edu or John Keh, 781-338-6226, jkeh@doe.mass.edu

*For information on specific educator licenses, see
http://a906.g.akamai.net/7/906/584/0001/www.doe.mass.edu/lawsregs/proposed/p603cmr7_1120.pdf

**Massachusetts Department of Education
Content Institutes: 2001 Priorities(Continued)**

Priority will be given to proposals for institutes that:

- respond to an academic need indicated by data about students’ knowledge, such as data from MCAS, or data about gaps in teachers’ content knowledge or gaps in schools’ curricular offerings;
- make strong connections to the content of one or more of the Massachusetts Curriculum Frameworks, the content in corresponding educator licenses, and the content in licenses for special education, transitional bilingual education, English as a second language (ESL); and academically advanced education;
- focus on raising the achievement of students performing at a low academic level, with emphasis on such students in ESL, transitional bilingual, special education, or vocational education programs.

CONTENT AREA	LICENSE*	CONTENT PRIORITIES FOR 2001
Mathematics Curriculum Framework November, 2000	Mathematics	Priority will be given to institutes in middle and high school mathematics. Institutes should present content addressed in the new Mathematics Curriculum Framework, using high quality standards-based curriculum materials. Contact: Bethe McBride, 781-338-3497, bmcbride@doe.mass.edu
Science and Technology/ Engineering Curriculum Framework Draft, November, 2000	Biology, Chemistry, Earth Science, General Science, Physics, Technology/ Engineering	Priority will be given to institutes in middle and high school science. Institutes should present content addressed in the Science and Technology/Engineering Curriculum Framework, using high quality standards-based curriculum materials. Contact for Science: Susan Cote, 781-338-3484, scote@doe.mass.edu . Contact for Technology/Engineering: Yvonne Spicer-Driver, 781-338-3462, ydriver@doe.mass.edu
Character Education Any of the curriculum frameworks	Licenses corresponding to the frameworks used	Institutes should use the Standards in any of the Curriculum Frameworks as a means of teaching about character, civility, and personal responsibility (e.g., through literature, history, the arts, or health). Philosophy and history underlying character education and the establishment of school and district programs in character education, citizenship and community service learning may be addressed but should not be the focus of the institute. Contact: Susan Wheltle, 781-338-6239, swheltle@doe.mass.edu
Curriculum and Instructional Adaptation in English, Mathematics, and U.S. government for Special Populations 1. Limited English proficient students with disabilities or 2. Immigrant/Refugee students Mathematics and English Language Arts Curriculum Frameworks, November, 2000 History and Social Science Curriculum Framework, 1997	Special education licenses, Transitional bilingual education, English as a second language; Mathematics, English, Reading, Political Science/ Philosophy	Priority will be given to institutes that help to advance content knowledge in English language arts, mathematics, or U. S. government of educators working with 1) limited English proficient students with disabilities and/or 2) recent immigrant and refugee students. Institutes should focus on teaching using research-based approaches and resources specific to these student populations. For institutes with a focus on content for limited English proficient students with disabilities, contact: Madeline Levine, 781-338-3381, mlevine@doe.mass.edu . For institutes with a focus on content for recent immigrant and refugee students, contact: Russell Fleming, 781-338-6259, rfleming@doe.mass.edu or Teresita Tzikas, 781-338-6235, ttzikas@doe.mass.edu

*For information on specific educator licenses, see
http://a906.g.akamai.net/7/906/584/0001/www.doe.mass.edu/lawsregs/proposed/p603cmr7_1120.pdf

REVIEW CRITERIA

ELIGIBILITY: PARTNERSHIP PROPOSALS

Proposals must be submitted by a school district, collaborative, or charter school on behalf of partnerships consisting of:

1. a Massachusetts public school district, educational collaborative, or charter school working in collaboration with
2. a Massachusetts college, university, cultural institution, or professional educational organization.

INSTITUTE PLANNING AND PRESENTATION

- The institute must be planned and taught by partnerships of educators from Massachusetts colleges, universities, and/or cultural institutions, and PreK-12 schools. Institutes should be taught by a team that includes faculty from arts and sciences departments of colleges and universities, museum educators (if applicable), experienced PreK-12 teachers. Members of the teaching team should have strong academic qualifications, experience teaching the content, and experience teaching within the grade levels of the course or institute(s). Colleges, universities, and/or cultural institutions that have presented institutes funded by the Department of Education for two or more years should plan to partner with a new district, collaborative, or charter school, provide new content, or target the institute to a different audience of educators.
- The institute should reflect the needs of teachers at the elementary or middle or high school level. Because it is the intent of the program to improve knowledge needed for teaching at specific grade levels, applicants should not propose to conduct institutes open to the entire PreK-12 teacher population. The content should reflect an academic need indicated by data from student or teacher assessments, gaps in curriculum offerings, or gaps in teachers' content knowledge expertise.
- Priority will be given to institutes that, in addition to presenting content, focus on raising the achievement of students performing at a low academic level, with particular emphasis on such students in ESL, transitional bilingual, special education, or vocational education programs.

INSTITUTE CURRICULUM DESIGN

- The content of the institute must reflect the Massachusetts Curriculum Frameworks, the content specified in educator licenses, and the priorities listed in the charts on pages 2 and 3. The sessions will provide opportunities for participants to learn academic content, how to present this content to PreK-12 students, and how to assess student learning.
- Proposals must identify five to ten Key Academic Concepts that will be taught. Please see page 12 for information on these concepts.
- Institutes must include substantial reading assignments of books or articles written for adults. Foreign language institutes should include literature in the target language. There should be time during each institute for participants to review books, films, and on-line resources appropriate for students at a particular grade level. The Department of Education will assist partnerships in finding school librarians who can develop annotated bibliographies of high quality works for PreK-12 students.
- Wherever possible institutes should make use of a variety of resources, such as museums, historical societies, libraries and archives, performing arts organizations, laboratories, businesses, historic sites, parks or environmental sites, and PreK-12 schools with exemplary programs.

INSTITUTE EVALUATION DESIGN

- Institutes must have a strong evaluation component that includes pre- and post-assessments based on the institute's five to ten key academic concepts, and a clear plan for collecting examples of participants' work such as instructional units, classroom assessments, and examples of student work that reflect the content of the institute. Participants may document their work through a variety of means, such as a written lesson plan, assessment, or bibliography, annotated portfolio of student work, or videotapes of classroom teaching and student performance.
- Partnerships must score the pre- and post-assessments. In addition, the partnership must write a summative report that describes the institute, analyzes participants' scores on the pre- and post-assessments, summarizes the ways in which participants have transferred the institute content to the PreK-12 classroom, and provides evidence of participants' work and the work of their students.

HOURS, PROFESSIONAL DEVELOPMENT POINTS, AND GRADUATE CREDIT

- The institute must provide at least 45 hours of instruction for 20-50 participants between July 1 and December 31, 2001. The majority of the instruction should take place during the summer, with follow-up sessions during the fall. Institutes must require participants to attend all sessions, complete a pre- and a post-assessment of content knowledge, and complete a project outside of class time.
- Institutes must offer participants the option of graduate credit at the participant's expense. To receive either PDPs or graduate credit, participants must complete all of the institute's requirements; no partial PDPs or graduate credit may be awarded. Participants who choose the PDP option may earn 67.5 PDPs for attending the institute and completing the pre- and post-assessment, and a maximum of 30 PDPs for the completion of a curriculum development and implementation project. For further information, see *Recertification Guidelines for Massachusetts Educators* (January, 2000) at www.doe.mass.edu/recert. Participants who choose the graduate credit option must meet the requirements above as well as the requirements of the college or university granting the credits.

BUDGET/LETTER OF SUPPORT

- The budget should itemize project costs and identify supplementary income such as in-kind contributions or other sources of support. A letter of support from an administrator of the school partner (superintendent of the district, head of the charter school, or director of the collaborative must be included).

**COLLABORATION between the INSTITUTE PARTNERSHIP
and the DEPARTMENT OF EDUCATION**

The Department of Education will work with the institute partnership by:

- publicizing the program through brochures and the Department’s website;
- assisting in recruiting teams of participants;
- identifying assessment experts to review and approve the pre- and post-assessments;
- identifying experienced teachers and school librarians to assist with the institutes;
- providing group technical assistance sessions in assessment and evaluation;
- providing funding to support the institute.

The institute partnership will work with the Department of Education by:

- attending two group technical assistance sessions;
- collaborating with a DOE-designated assessment expert to design pre- and post-assessments;
- administering and scoring pre- and post-assessments;
- documenting participants’ work outside of the institute, including teaching the content in a classroom;
- keeping and delivering to the Department of Education an electronic roster that lists the names, home addresses, schools, districts, and attendance records of each participant;
- ensuring that all participants complete a Department of Education survey;
- writing a summative report that describes the institute, analyzes pre- and post-assessment scores, and provides examples of participants’ and students’ work in the classroom.

CALENDAR OF ACTIVITIES

DATE	ACTIVITY
MARCH, 2001	Institutes selected and providers notified
APRIL, 2001 Tuesday, April 10, 10-3 Thursday, April 12, 10-3	First technical assistance sessions to discuss evaluation, education based on Massachusetts standards, and assessment development
MAY – JUNE, 2001 Friday, June 1	Final versions of pre- and post-assessments and rubrics (if applicable) submitted to DOE for approval
JULY – AUGUST, 2001	Institutes conducted, with pre-assessment on the first day of the institute and DOE survey on the final day of the summer portion of the institute Post-assessment will be conducted on the final follow-up session during the school year
SEPTEMBER, 2001 Friday, September 7	Initial institute attendance roster for summer session sent electronically to DOE
SEPTEMBER – DECEMBER 31, 2001 Thursday, December 6, 1-4	Institute follow-up sessions: post-assessment conducted on the final follow-up session collection of participants’ projects such as lesson plans and assessments documentation of student work Second technical assistance session to discuss the summative institute evaluation
February, 2002 Monday, February 4	Deadline for submission of summative report to DOE This report describes the institute, analyzes pre- and post-assessment scores, describes how the participants transferred their knowledge to the classroom, and includes examples of student work.

FUNDING and BUDGET INFORMATION

FUNDING

Grants for services between July 1 and December 31, 2001 and will be awarded to provide partial support for approximately forty content institutes. Approximately one fourth of this funding is available for institutes that focus on raising the achievement of students performing at a low academic level, with particular emphasis on such students in ESL or transitional bilingual programs, special education, or vocational education.

Applicants must state the number of DOE-sponsored participants they will serve, and may charge no fees to these participants. Institutes may charge a fee for additional participants. Graduate credit must be optional, and must be the expense of the participant.

BUDGET

Applicants are encouraged to include in-kind contributions or other sources of funding in their budgets. Grants may not exceed \$30,000 per content institute and all proposed budgets are subject to negotiations. Applicants should include a line item for development and review of the pre- and post-assessments. Institutes should be designed to serve 20-50 participants at a cost per six-hour day of \$50 to \$150 per participant.

Allowable expenditures include consultant fees (maximum of \$100 per hour, up to \$500 per day), in-state travel for instructors and staff, project evaluation, the purchase or printing of instructional materials. Project coordination and administration should total no more than 15% of the budget.

Unallowable expenditures include purchase of food, meals, space rental, out-of-state travel, participant stipends, fees for graduate credit, or computer hardware.

MANAGING FUNDS

The PreK-12 school district, collaborative, or charter school must be responsible for the grant, and for making timely payments to all other partners. Partnerships must supply required pre-and post-test information, institute rosters, attendance records, and participant surveys, and must attend required meetings in order to receive full payment.

ELIGIBILITY OF PARTICIPANTS

Because this is a statewide program, participants may work in the partner district or in other Massachusetts PreK-12 schools. Participants should be accepted on a first-come, first-served basis. Partnerships should keep waiting lists so that they can fill spaces if a participant withdraws. Current public school educators, along with others from publicly-funded programs covered by the Education Reform Act (adult basic education, preschools, and private day and residential schools that provide publicly funded special education), have priority in registering. Because these institutes are supported, in part by federal funds, places may be made available for the equitable participation of teachers from grades PreK-12 private schools within the geographic area served by the institute. The Department of Education reserves the right to cancel an institute that has enrolled fewer than ten students by July 1, 2001, and to discontinue the remainder of the grant funding.

SUBMISSION, TECHNICAL ASSISTANCE, and REVIEW PROCESS

SUBMISSION

A complete proposal will contain the following information, in the order given:

PROPOSAL OUTLINE (pages 10-11)

- Part I. Cover Page (A-D, see page 10)
- Part II. Description of Institute (A-B, see page 11)

ATTACHMENTS (page 12)

- presenters' résumés and summaries of experience in teaching the institute content
- evaluation (if the course or a precursor has been given in the past), and a description of how evaluation information informed plans for the proposed institute
- line item budget on Department of Education grant forms (see page 15) and budget narrative
- cost per DOE-sponsored participant per day (complete table on page 11)
- signed letter of support from the district superintendent, charter school head, or collaborative director
- bibliography of assigned readings for the institute

Submit one original and four copies of the proposal. Directions to the Massachusetts Department of Education may be found at [www.doe.mass.edu/orginfo/doedirections, html](http://www.doe.mass.edu/orginfo/doedirections.html).

All proposals must be received by 5 p.m. on **January 29, 2001**. Proposals may be mailed or hand-delivered to:

Judy Sohn-White
Massachusetts Department of Education
350 Main Street
Malden, MA 02148

TECHNICAL ASSISTANCE

There will be one optional bidders' conference for potential applicants on Friday, January 5, 2001, 2 to 4 p.m. at the Department of Education, 350 Main Street, Malden. To register for this conference, please contact Janet St. Don, 781-338-6234 or jst.don@doe.mass.edu by January 2, 2001. Applicants who wish to see previously funded proposals should also contact Janet St. Don. For general information about the institute program, please contact Judy Sohn-White, jsohn-white@doe.mass.edu, 781-338-6254. For information about institutes in specific disciplines, please contact the people listed the Priorities Section, pages 2-3.

REVIEW PROCESS

The Department will award grants to partnerships based on the quality of their proposals and the acceptability of the quoted prices for the services offered. A team of content specialists will review proposals. Applicants may be required to modify or add information to align the proposal more closely with the priorities or to revise budgets to reflect the actual number of participants served. All grants are subject to appropriation. The Department reserves the right to reject any and all proposals. Partnerships selected for funding will be notified during the week of **March 5, 2001**.

PROPOSAL OUTLINE

PART I. COVER PAGE

A. Institute Partners

Please place an asterisk * beside the name of the person who will be the primary Contact Person to the Department of Education.

District, Collaborative, or Charter School Name:

Contact person:

Mailing address:

Telephone and FAX numbers:

email address:

College, University, Cultural Institution, or Professional Organization:

Contact person:

Mailing address:

Telephone and FAX numbers:

email address:

B. Institute Title

Dates (July-December, 2001, specifying date of final meeting for post-assessment):

Location(s):

Curriculum Framework Subject Area(s):

Educator License Area(s):

Grade Level: Elementary_____ Middle_____ High_____

CHECK ALL THAT APPLY

- New institute (not previously funded through this Department of Education program)
- Institute previously funded by DOE, with a new focus
- Institute previously funded by DOE, for a new audience
- Institute previously funded by DOE, with new partner(s) or location
- Institute with a focus on raising the achievement of students performing at a low academic level, with particular emphasis on such students in ESL, transitional bilingual, special, or vocational education programs.
- Institute with a focus on limited English proficient students with disabilities or recent immigrant/refugee students

C. Total Institute Budget

Funding Requested from DOE:

Anticipated total number of participants:

Total number of DOE-sponsored participants:

Cost per DOE-sponsored participant/day (see page 11 for formula)

Number of optional graduate credits offered and sponsoring institution:

D. Institute Summary

A description of the academic content of the institute in no more than 150 words.

PART II. DESCRIPTION OF INSTITUTE (90 points)

Sections A and B must be completed in five pages or fewer in the order given.

A. Institute Content and Rationale (75 points):

1. Give a rationale for offering the institute to educators at the middle, elementary, or high school level. The rationale should describe the evidence or data analyzed to determine educators’ need for greater knowledge of the content of the institute. This could include information on educators’ preparation programs or surveys of professional development needs. In English language arts, mathematics, science and technology/engineering, and history and social science, address gaps that have been identified in student performance on the Massachusetts Comprehensive Assessment System (MCAS) or other indicators of student achievement.

2. Describe the planning process for the institute and how the partners were involved in the planning of the institute. List the dates the planning took place and persons involved.

3. List five to ten key academic concepts that will be taught and that participants will be expected to learn during the institute. Concepts should be clear, focused on the content, and measurable. (Refer to page 12 for examples.)

4. Provide a day-by-day syllabus for summer sessions and follow-up sessions to be held between July 1 and December 31, 2001. The sessions should provide at least 45 hours of instruction (more may be provided). Include:

- the dates, times, and locations of each session;
- the academic content of session, and its connection to the Learning Standards and/or Core Knowledge sections of the frameworks;
- reading assignments for each session.

If the institute is targeted to teachers in specific programs (such as transitional bilingual, ESL, special, or vocational education), or those working with special populations (limited English proficient students with disabilities or recent immigrants or refugees), describe the research on teaching these populations of students that will be included.

5. To enhance the impact of these institutes, participants will be required to extend and apply their learning in a school setting. Participants’ institute-related work should be included in their professional development plans and should be strongly linked to school and district priorities. Describe a plan for the institute project requirements to be completed outside of whole class instruction; such as research, curriculum and assessment design, and documentation of student work.

B. Institute Evaluation (15 points)

6. Provide ten to twenty sample pre- and post-assessment questions and show how they are linked to the key concepts and Learning Standards or core knowledge sections of the curriculum frameworks. Use the format below, adding additional lines as needed:

Learning Standard(s) or Core Knowledge Sections	Institute Key Concepts	Questions

If you include open-response questions, please also provide a rubric and a sample of an acceptable response. Please note that if your partnership is funded, you may be asked to revise the questions or rubrics in consultation with a DOE assessment specialist.

PART III: ATTACHMENTS (10 points)

Experience of Presenters

Include résumés that show the presenters’ academic qualifications and teaching experience.

Some of the presenters in each institute should hold appointments as faculty in college or university departments such as fine arts, English, foreign languages, history, social sciences, mathematics, the sciences, or engineering. Other content presenters may include experts in a discipline, such as authors, illustrators, scientists, artists, PreK-12 teachers, librarians, educators in cultural institutions, or faculty of education schools.

If the institute is targeted to teachers in specific programs (such as transitional bilingual, ESL, special, or vocational education) or those working with special populations (limited English proficient students with disabilities or recent immigrants or refugees), include résumés demonstrating presenters’ experience teaching in such programs in PreK-12 schools, or conducting research in these areas.

Previous Evaluations

If the institute or a precursor of it has been given in the past, attach a copy of the evaluation and explain how the evaluation influenced the design of the proposed new institute.

Budget

Provide a line item budget, using the Department of Education forms provided in *Grants for Schools: Getting Them and Using Them, a Procedural Manual*, which may be found online at <http://finance1.doe.mass.edu/Grants/default.html#procedure>. Forms to be used are:

Instructions;

Part I: General (A-C) Consolidated Signature Page;

Part II: Line Item Budget (A) Consolidated Budget; and

Part II: Project Expenditures (B) Budget Detail Pages.

In a budget narrative, explain how the line items match the proposal narrative. Please note that budgets must include a line item for pre-and post-assessment scoring, copying, and analysis. Funded institutes will work with an assessment expert selected by DOE to finalize assessments. Project coordination and administration may not exceed 15% of the total budget; and consultant fees may not exceed \$100 per hour, up to \$500 per day.

Give the cost per DOE-sponsored participant per six-hour day. The cost to the Department of Education is expected to range from \$50 to \$150 per DOE participant per day. Please use the table below for your calculations:

a. Total Institute Budget (add up all expenses)	
b. Number of participants	
c. Number of institute days (follow-up and summer). One day = 6 hours	
d. Total participant-days (b x c)	
e. \$ per participant per day (a divided by d)	

Letter of Support

Include a signed letter of support from the superintendent of the district, charter school head, or director of the collaborative.

Examples of Key Academic Concepts

The identification of five to ten Key Academic Concepts (or content objectives) is the cornerstone of a content institute. The five to ten Key Concepts of each institute clearly describe the measurable content knowledge that participants should learn and know by the end of the institute. These Key Concepts are the foundation for the institute’s syllabus, instruction, and assessment, and should be aligned with the content that PreK-12 educators are expected to teach in the classroom (Standards in the Curriculum Frameworks).

Selecting and Using Key Academic Concepts

1. Identify Key Concepts related to the content taught in the classroom (Standards in the Curriculum Frameworks).
2. Develop a course syllabus based upon these Key Concepts and assessments designed to measure how thoroughly institute participants have learned the content.
3. Assess participants’ knowledge of Key Concepts at the beginning of the institute. This is the “pre-assessment.”
4. Provide a well-designed institute focussed on these Key Concepts, demonstrating how the Concepts of the Institute can be brought into the classroom.
5. Assess participants’ knowledge of the Key Concepts at the end of the institute. This is the “post-assessment.” By comparing participants’ scores on the pre-and post-assessments, you will have concrete evidence of the participants’ gain in content knowledge.
6. Document how participants have transferred their new knowledge to students. By doing this, you will have evidence of the impact of your institute in the classroom. Many participants in previous years’ institutes continue to use the pre- and post-assessment method in their classrooms to measure student understanding of the Standards related to Key Concepts.

Key Concepts should be:

- Clear
- Measurable
- Focused on important content in the discipline.

In the past, some applicants for content institutes have had difficulty identifying Key Academic Concepts that meet the criteria above. We offer “before and after” examples below, to show how Concepts were clarified.

Initial Drafts of Key Academic Concepts, Comments from Reviewers, and Revisions

First Drafts and Comments	Revisions
<i>Several conditions led to the Civil War.</i> Comment: too vague, not measurable	<i>Industrialization in the North and the use of slave labor in the South were contributing factors to the outbreak of the Civil War.</i>
<i>Participants will learn how to use cooperative groups in the classroom.</i> Comment: this is not a content objective, but a pedagogical objective.	Replace with a concept that relates to content. For example, in English language arts: <i>Fiction and nonfiction serve different purposes and thus have different organizing structures.</i>
<i>Do math at a deeper level.</i> Comment: Does not specify the mathematics content or the skill level.	<i>Equal fractions of a whole have the same area.</i>
<i>Explore mixtures.</i> Comment: Exploration is not measurable	<i>Distinguish between solutions and mixtures.</i>
<i>Artists respond to the world around them.</i> Comment: Needs to be more specific.	<i>The natural world was a source of imagery for visual artists such as Matisse and Van Gogh.</i>

Institutes may have objectives in addition to increasing content knowledge. This is fine, but a successful proposal will have Key Concepts that relate strictly to the content to be taught and learned.

2001 CONTENT INSTITUTE RUBRIC

Very Good: provides a complete, detailed, clearly articulated description of how the criteria are met.

Acceptable: provides a mostly complete, clear, and, in general, sufficient description of how the criteria are met.

Marginal: provides a mostly incomplete, not relevant description or one that requires some clarification as to how the criteria are met

Not Acceptable: fails to provide information, or provides information that requires substantial clarification as to how the criteria are met.

Applicant:

Reviewer:

Partner(s):

Total Score:

Circle appropriate point value	Not Acceptable	Marginal	Acceptable	Very Good	Comments: Note any observations, but in particular where clarification or additional information is needed.
INSTITUTE CONTENT AND RATIONALE (75 points)					
A. Meets the general priority areas for the grant and specific content area priorities. Proposals must score either “acceptable” or “very good” to be considered for funding. In order to be scored “very good,” institutes must focus on raising the achievement of students performing at a low academic level, with particular emphasis on such students in ESL, transitional bilingual, special education, or vocational education programs.	0	5	10	15	
1. Gives a rationale for offering the institute to educators at the elementary, middle, <u>or</u> high school level based on an academic need indicated by data about students’ knowledge or gaps in teachers’ content knowledge, or gaps in schools’ curricular offerings.	0	3	6	10	
2. Describes the planning process for the institute, including how the partners and presenters were involved in the planning of the institute. Planning dates and persons involved are listed.	0	1	3	5	
3. Identifies five to ten specific and measurable academic concepts.	0	5	10	15	
4a. Includes a daily syllabus for at least 45 hours of class instruction including follow-up sessions to take place between 7/1/01 and 12/31/01. The majority of instruction takes place during the summer, with follow-up sessions during the fall.	0	1	3	5	
4b. For each session, the daily syllabus describes the academic content and its connections to the Learning Standards and/or Core Knowledge sections of the Frameworks and reading assignments.	0	5	10	15	

Circle appropriate point value	Not Acceptable	Marginal	Acceptable	Very Good	Comments: Note any observations, but in particular where clarification or additional information is needed.
5. Describes the institute project requirements for participants to be completed outside of whole class instruction and how they will be documented.	0	3	6	10	
INSTITUTE EVALUATION (15 points)					
6. Provides 10-20 sample pre- and post-assessment questions and shows how they are linked to the key concepts and Learning Standards or Core Knowledge sections of the curriculum frameworks using the given format. If open-response questions are included, a rubric and sample of an acceptable response is provided.	0	5	10	15	
ATTACHMENTS (10 points)					
Includes résumés showing presenters' academic qualifications and teaching experience. Some of the presenters in each institute hold appointments as faculty in college or university departments relevant to the content of the institute; such as, fine arts, English, mathematics or sciences. If the institute is targeted to teachers in specific programs, résumés demonstrating presenters' experience teaching in, or researching, such school programs are attached. For institutes offered previously, an evaluation and explanation of how the evaluation influenced the design of the proposed new institute is included.	0	1	3	5	
Includes a cost-effective budget and a narrative describing how the budget line items match the proposal narrative. The provided table is complete and budget line items meet the grant requirements. A letter of support from the superintendent or director is included.	0	1	3	5	

Overall Comments

Funding Recommendation: Yes _____ No _____

List reasons for your recommendation (refer to specific comments given above).

For proposals recommended for funding, list any concerns or recommended changes.

Massachusetts Department of Education
December 5, 2000

Grant Forms
and Instructions
For Content Institute Application
2001

These forms may be found online at
<http://finance1.doe.mass.edu/Grants/default.html#procedure>.

The forms needed are:

Instructions

Part I: General (A-C) Consolidated Signature Page

Part II: Line Item Budget (A) Consolidated Budget

Part II: Project Expenditures (B) Budget Detail Pages

Describe any experience you have working with students with disabilities:

Describe any experience you have working with students with limited English proficiency:

SUPERINTENDENT'S RECOMMENDATION:

I support the application of _____ to serve on
the _____ Assessment
(*content area, grade level*)

Development Committee.

Name _____

Title _____

Signature _____

ATTACHMENTS:

Applicants must include the following as part of this Assessment Development Committee application:

1. A **current** résumé; and
2. A statement of interest that addresses: 1) why you wish to be a member of the Assessment Development Committee, and 2) what you will bring to the Committee, including any professional and/or educational experience you believe qualifies you for membership;
3. Applicants for membership on middle and high school English Language Arts and History and Social Science ADCs also need to submit a copy of a recent course syllabus indicating their literature program or history program for the year, as appropriate.

I certify to the best of my knowledge that the answers given herein are true and complete.

Signature

Date

The Department of Education must receive this application by 5:00 p.m. Friday, December 15, 2000.
Please submit it to:

Student Assessment Services
Massachusetts Department of Education
350 Main St.
Malden, MA 02148
ATTN: ADC Application/Lori Wright

[Commissioner's Update Archive](#)

Arts Network for Professional Development

To: Superintendents, Principals and Arts Educators

From: David P. Driscoll, Commissioner of Education

Date: December 5, 2000

I am pleased to announce an exciting new opportunity for professional development in arts education. In collaboration with the Boston Symphony Orchestra, the Massachusetts Cultural Council, and Young Audiences of Massachusetts, the Massachusetts Department of Education is sponsoring a series of six day-long seminars that will enrich the practice of dance, music, theatre, and visual arts education in elementary and secondary schools. Based on the Massachusetts Arts Curriculum Framework, this program will begin in Boston in February, 2001 and culminate with a two-day program in August at the Boston Symphony's summer site at Tanglewood in Lenox. This program is made possible by a grant to the Boston Symphony Orchestra from the United States Department of Education.

I believe that all students deserve to have an understanding of their rich artistic heritage, and that strong arts programs are a vital component of good schools. The enclosed materials provide guidance for applying to become a member of the Arts Network for Professional Development. For further information, please contact Barbara Haber at the Massachusetts Department of Education (781) 338-6213, or bhaber@doe.mass.edu.

[ARTS NETWORK Announcement](#)

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[Commissioner's Update Archive](#)

ARTS NETWORK for Professional Development

A Workshop Series for Arts Educators and Teaching Artists

presented by:

The Massachusetts Department of Education
The Massachusetts Cultural Council
The Boston Symphony Orchestra and
Young Audiences of Massachusetts

Made possible by a grant to the Boston Symphony Orchestra *through the U.S. Department of Education*

4 Saturdays, 10:00 - 4:15 p.m.
February 10, 2001
March 24, 2001
May 12, 2001
June 2, 2001

Culminating Weekend at Tanglewood
Lenox, MA
August 3-5, 2001

45 PDPs can be earned by completing all sessions and producing a curriculum document. 3 graduate credits can be earned through the Massachusetts College of Art (additional fee)

Goals: This series of workshops, linked to the Massachusetts Arts Curriculum Framework is intended to help arts educators and teaching artists promote student achievement in the fine and performing arts. It is designed as the important first step toward establishing a statewide network of arts professionals in the Commonwealth who know how to: 1) design and use standards-based arts curricula; and 2) create authentic curricular connections to non-arts disciplines.

Who should apply? Elementary, Middle and High School educators from all disciplines, including but not limited to Dance, Music, Theater and Visual Arts and teaching artists in the fine and performing arts are encouraged to apply.

How many applicants will be selected? 32 participants will be selected from a pool of arts and non-arts educators, theater artists, storytellers, dancers, choreographers, musicians and visual artists.

What is the cost? There is no cost for program activities. There is a \$200 fee for Tanglewood accommodations. Participants will receive complimentary admission to exhibitions and performances in major venues throughout the state.

Application:

Arts Educator Application [[PDF](#) || [MS WORD](#)]

Teaching Artist Application [[PDF](#) || [MS WORD](#)]

Please complete and submit the attached application to:

Barbara Haber, Content Specialist in the Arts
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023
(781) 338-6213
Fax: 781-338-3395
email: bhaber@doe.mass.edu

Deadline: Applications must be received by Friday, January 5, 2001

You should receive a mailed confirmation during the week of January 15, 2001.

Schedule

Workshop #1

February 10, 2001
Boston Symphony Resource Center at Boston Arts Academy
174 Ipswich Street
Boston

Arts-centered experiences in Music, Dance, Theater, and Visual Arts

Experiential learning opportunities in each arts discipline with nationally known master teaching artists

Workshop #2

March 24, 2001
Boston Symphony Resource Center at Boston Arts Academy

Reflective Practice Skills

This training session in critical reflection and support will be the foundation of an electronic network that will serve as an ongoing resource for participants

Workshop # 3

May 12, 2001
Worcester Arts Magnet School
315 Nicholas Avenue
Worcester

The Connections Strand: Arts Across the Curriculum Establishing solid connections across the arts disciplines and with the other core curriculum areas, including English Language Arts, History and Social Science, Science and Technology/Engineering and Foreign Languages

Workshop # 4

June 2, 2001
Boston Symphony Resource Center

Standards into Practice:

Curriculum Design and Assessment
Working with the "Critical Response Standard 5"
of the Massachusetts Arts Curriculum Framework
as an entry point, participants will design dynamic,
cross-disciplinary units of study with embedded assessments

Workshop # 5
August 3-5, 2001

Culminating Weekend at Tanglewood This weekend workshop will continue to offer participants enriching encounters in the arts disciplines with master artists, visits to select fine and performing arts venues in the region and the opportunity for collaboration and guidance in creating programs of study in the arts

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Massachusetts Department of Education

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APPLICATION MCAS ASSESSMENT DEVELOPMENT COMMITTEE MEMBERSHIP

Name (First) _____ (Last) _____

Current Position _____

Home Address (Street) _____ (State) _____

(City/Town) _____ Zip) _____

Home Phone _____

School Name _____

School Address (Street) _____

(City/Town) _____ (Zip) _____

School Phone _____

If currently a teacher, please indicate:

Years of teaching experience _____

All course(s) you now teach and at what grade levels: _____

I am applying for the following ADC position:

English Language Arts

- Grade 3 Reading
- Grade 4 English Language Arts
- Grade 7 English Language Arts
- Grade 10 English Language Arts

Mathematics

- Grade 4
- Grade 6
- Grade 8
- Grade 10

History and Social Science

- Grade 5
- Grade 8
- Grade 10

Science and Technology/Engineering

- Grade 5
- Grade 8
- Grade 9/10 Biology
- Grade 9/10 Chemistry
- Grade 9/10 Earth Science
- Grade 9/10 Integrated Science
- Grade 9/10 Introductory Physics
- Grade 9/10 Technology/Engineering

I am formally representing my (*check all that apply*):

- School district
- Professional organization, please identify:
- Other, please identify: _____

MASSACHUSETTS DEPARTMENT OF EDUCATION

Request for Proposals

Content Institutes 2001

Fund Code 504, 289, 328, 635

Arts, English Language Arts, Foreign Languages,
Comprehensive Health, History and Social Science,
Mathematics, and Science and Technology/Engineering

Background and Purpose

Since the enactment of the Education Reform Act of 1993, the Massachusetts Department of Education has published curriculum frameworks in the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering. These frameworks are guidelines for learning, teaching, and assessment in the content areas, and specify what students should know and be able to do as a result of their studies in elementary, middle, and high schools. The frameworks are posted on the Department of Education website (www.doe.mass.edu/doedocs/frameworks). They are the basis for the Massachusetts Comprehensive Assessment System (www.doe.mass.edu/mcas).

To support schools' and districts' implementation of the curriculum frameworks and efforts to raise the achievement of students, the Department of Education provides content institutes in which educators strengthen their knowledge of discipline-specific content. Exemplary institutes combine rich content with effective teaching strategies and have strong connections to the Massachusetts curriculum frameworks. Institutes in this statewide program should be designed to serve the needs of all educators, including those who teach students in programs such as Title 1, transitional bilingual, English as a second language (ESL), special, vocational, gifted and talented, preschool or adult basic education.

Information on the priorities for institutes in 2001, and other information for writing this proposal, can be found on the following pages.

Priorities	page 2
Review Criteria	page 4
Collaboration between the Institute Partnership and the Department of Education	page 6
Funding and Budget Information	page 7
Submission, Technical Assistance, and Review Process	page 8
Proposal Outline	page 9
Attachments	page 11
Examples of Key Academic Concepts	page 12
Scoring Rubric for Proposals	page 13
Grant Instructions and Forms	page 15

Proposal budgets may be up to \$30,000.

A Bidder's Conference will be held at the Department of Education in Malden from 2 to 4 p.m. on Friday, January 5, 2001. To register, please contact Janet St. Don, jst.don@doe.mass.edu or 781-338-6234 by Tuesday, January 2, 2001.

The original proposal and four copies must be received by the Department of Education by 5 p.m. on Monday, January 29, 2001. Proposals may be mailed or hand-delivered to Judy Sohn-White, Massachusetts Department of Education, 350 Main Street, Malden, MA 02148.

Directions to the Department may be found at <http://www.doe.mass.edu/orginfo/directions.html>.