



David P. Driscoll
Commissioner of Education

[Commissioner's Update Archive](#)

Commissioner's Update

January 21, 2005

Dear Superintendents, and Leaders of Charter Schools and Collaboratives:

I have four announcements and four items in this letter.

Commonwealth Compass Schools are Hosting Winter-Spring Events

In 2001, the Department of Education established the Commonwealth Compass Schools program to recognize improvements in student performance and to collect and disseminate information on successful programs and practices. Since that time, many schools have participated in Compass School opportunities. From January through April, the 2004 Compass Schools will be hosting two on-site information sharing events, and are inviting teams of educators from other Massachusetts schools to visit them at their schools to learn about specific initiatives and programs that have contributed to significant improvement in student performance. School teams must register directly with the Compass School at <http://www.doe.mass.edu/sda/compass/04cohort/calendar.html?section=events>, where a calendar of Compass School events and program descriptions are posted, as well.

This opportunity may serve as a valuable professional development opportunity. I encourage your participation.

School and District Profiles

School and District Profiles are the most heavily used pages on the Department of Education website, receiving an average of 2,500 unique visitors a day. A profile provides a snapshot of a school's or district's data including contact and enrollment information, test results, and financial and other reports. Users can find a specific profile by using a map of the Commonwealth or initiating a text search. Our most recent version of School and District Profiles has several new features. Of particular note are the "District/School Data Reports" which provide selected data for all schools and districts. More than 10 data reports, including MCAS, AYP and enrollment information, are now available, and can be exported to Excel for further analysis.

I invite you to visit the Profiles at <http://profiles.doe.mass.edu> and send comments to nmg@doe.mass.edu. For data-related questions please write to data@doe.mass.edu.

Financial Literacy







The Massachusetts Office of Consumer Affairs has launched a public-private partnership with the National Endowment for Financial Education to offer students a curriculum addressing basic financial skills. The curriculum is available at no cost, provides teacher-training modules, and may serve to fulfill PDP requirements in some cases.

I am pleased that the Department of Education is collaborating on this initiative and invite you to review this [letter](#) from Beth J. Lindstrom, Director of the Office of Consumer Affairs and Business Regulation, and from me outlining the new program.

MCAS Performance Appeals

By now you should have received results of the November 2004 Grade 10 MCAS retests, and you may be considering filing MCAS Performance Appeals. Please review this [filing information](#) and forward it to your high school faculty members responsible for coordinating performance appeals applications.

Here are four items posted at www.doe.mass.edu:

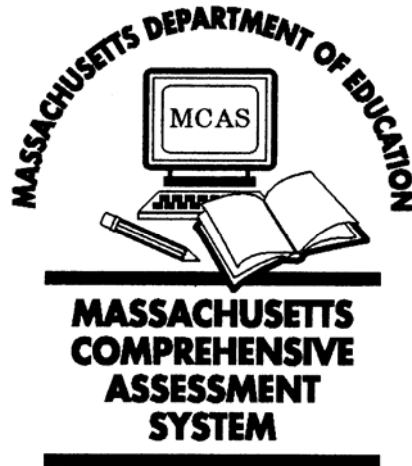
1. Department of Education Publication: "Requirements for the Participation of Students with Limited English Proficiency in MCAS, MEPA-R/W, and MELA-O"
 
2. Department of Education Publication: "Approved Bilingual Dictionaries for Use by Students with Limited English Proficiency on MCAS Tests"
 
3. Fellowships, Institutes and Other Professional Development Opportunities for Educators

4. The George Washington Teachers' Institute


All the best, and

Sincerely,

David P. Driscoll
Commissioner of Education

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Spring 2005 Update

*Requirements for
the Participation of
Students with
Limited English Proficiency
in MCAS, MEPA-R/W, and MELA-O*

Massachusetts Department of Education



Massachusetts Department of Education

This document was prepared by the Massachusetts Department of Education.
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350 Main Street, Malden, Massachusetts 02148-5023 781-338-3000

Commissioner's Foreword

January 2005

Dear Colleagues:

I am pleased to present the spring 2005 update of the *Requirements for the Participation of Students with Limited English Proficiency in MCAS, MEPA-R/W, and MELA-O*. This document provides guidelines for the participation of limited English proficient (LEP) students in all statewide assessments.

This year, for the first time, we conducted the Massachusetts English Proficiency Assessment (MEPA), which measures the performance of English language learners in reading, writing, listening, and speaking. This assessment is based on the *English Proficiency Benchmarks and Outcomes for English Language Learners* and includes the MEPA-R/W, which measures reading and writing, and the Massachusetts English Language Assessment Oral (MELA-O), which measures listening and speaking. Results from this new assessment will provide schools and parents with information on the progress that these students are making in acquiring English proficiency. In addition, LEP students are required to participate in MCAS.

We recognize that LEP students are required to participate in a large number of assessments. However, I feel fortunate to have a system in place for reporting the progress LEP students are making in learning English as well as their skills and knowledge in the content areas. We believe that this important information will enable us to better serve these students.

Sincerely,

David P. Driscoll
Commissioner of Education

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I. Overview of Testing Requirements for Limited English Proficient (LEP) Students

A. Definition of a Limited English Proficient Student

A limited English proficient (LEP) student is “a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English.”

B. Identification and Reporting of LEP Students

Districts are required to have a procedure in place to assess the English proficiency of all students whose home language is not English in order to determine if they are LEP. In making this determination, the four domains of speaking, listening, reading, and writing should be assessed.

When a parent declines a language support program or service for a student identified as LEP, the student is still considered LEP. Students identified as LEP by their districts are required to participate in MCAS and MEPA according to the guidelines contained in this document.

When reporting student enrollment to the Student Information Management System (SIMS) in October, March, and June, districts must identify students who are LEP. Districts are responsible for updating these enrollment figures for each reporting period.

C. Massachusetts Comprehensive Assessment System (MCAS)

The Massachusetts Comprehensive Assessment System (MCAS) measures the performance of students, schools, and districts on the academic learning standards in the Massachusetts *Curriculum Frameworks*. MCAS was designed to fulfill the requirements of the Education Reform Law of 1993.

D. Massachusetts English Proficiency Assessment (MEPA)

The Massachusetts English Proficiency Assessment (MEPA) measures the performance of limited English proficient students and the annual progress they are making in learning English. Test items are based on the benchmarks and outcomes outlined in the *English Language Proficiency Benchmarks and Outcomes for English Language Learners* (available at www.doe.mass.edu/ell/benchmark.pdf). MEPA includes the MEPA-R/W, which measures reading and writing, and the MELA-O, which measures listening and speaking.

Results from MEPA are used to

- measure the progress of LEP students in learning English;
- identify LEP students who have achieved proficiency in English; and
- provide data and resources to help schools strengthen their curricula, instruction, and classroom assessment.

E. Spring 2005 Testing Schedule for LEP Students

Table 1
Spring 2005 Statewide Testing Schedule

Dates	Test	Who Takes the Test?
MEPA		
February 28-April 8	MELA-O (Speaking and Listening)	All LEP students in grades K-12
March 28-April 8	MEPA-R/W (Reading and Writing)	All LEP students in grades 3-12
MCAS		
March 5-11	ELA and Mathematics Retests	Students in classes of 2005 and 2006 who have not passed MCAS tests in ELA and/or Math. *
March 28-April 8	Grade 3 Reading Test	All students in grade 3
	Reading Question Tryout	All students** in grades 5, 6, and 8
April 6	ELA Composition Test	All students in grades 4, 7, and 10
May 12	ELA Composition Make-up Test	Any student in grades 4, 7, and 10 who was not tested on April 6
May 16-May 27	ELA Language and Literature Test	All students in grades 4, 7, and 10
	Mathematics Test	All students in grades 4, 6, and 8
	Mathematics Question Tryout	All students** in grades 3, 5, and 7
	Science and Technology/Engineering Test	All students in grades 5 and 8
May 23-27	History and Social Science Question Tryout	All students** in grades 5 and 7
	Pilot Tests in Biology, Chemistry, Introductory Physics, and Technology/Engineering	All students** in grade 10 taking one of these courses; students in grade 9 taking Introductory Physics and Technology/Engineering only
	U.S. History Question Tryout	All students** in grades 10/11 taking U.S. History

* Students in classes of 2003 and 2004 and students repeating grade 10 are also eligible to participate.

** Students who need Braille or large-print tests; electronic text readers or Alternate Assessments; and LEP students in their first year of enrollment in U.S schools are not required to participate in Question Tryouts and Pilot Tests.

F. Department Resources

For **policy questions** regarding the assessment of LEP students, please contact the Office of Student Assessment at 781-338-3625 or mcas@doe.mass.edu. For questions regarding the **identification and initial assessment of LEP students**, please contact the Office of Language Acquisition at 781-338-3535 or ELL@doe.mass.edu.

II. Participation of LEP Students in MCAS

A. MCAS Participation Requirements for LEP Students

All LEP students must participate in *all* MCAS tests and question tryouts scheduled for their grades regardless of the program and services they are receiving with the following exceptions:

- 1) LEP students who are in their **first** year of enrollment in U.S. schools (i.e., students not enrolled prior to the 2004-2005 school year) have the *option* of participating in the *English Language Arts and Reading Tests*.
- 2) LEP students who are in their **first** year of enrollment in U.S. schools are not required to participate in the *Reading, Mathematics, History and Social Science Question Tryouts* or *Biology, Chemistry, Introductory Physics, and Technology/Engineering Pilot Tests*.

Table 2
Participation Requirements of LEP Students
in MCAS Tests

	<i>Content Area of Test</i>			
	English Language Arts/Reading	Mathematics	Science and Technology/Engineering	History and Social Science Question Tryout
Participation Requirements for First-Year LEP Students	<i>Optional</i>	Required	Required	Not Required
Participation Requirements for all other LEP Students	Required	Required	Required	Required

English/Spanish Tests

Spanish-speaking LEP students in grade 10 who have been enrolled in schools in the continental United States for **fewer than three years** may choose to take the English/Spanish versions of the Grade 10 *Mathematics Test* and *Mathematics Retest* if they can read and write in Spanish at or near grade-level.

NEW! English/Spanish versions of MCAS tests for all other grades (4-9) have been discontinued.

B. Allowable Accommodation for LEP Students on MCAS Tests

Any student who *currently is* LEP or *was* identified as LEP in the past may use an approved bilingual word-to-word dictionary on MCAS tests. Bilingual dictionaries permitted for this purpose are limited to those that provide word-to-word translations, without definitions. A list of approved bilingual dictionaries can be found on the Department's Web site at www.doe.mass.edu/mcas/part_req.html and in the spring 2005 *Principal's Administration Manual*. Please note that all dictionaries are prohibited for the MEPA administration.

C. Participation of LEP Students with Disabilities in MCAS

LEP students with disabilities must participate in MCAS by taking either

- the MCAS test(s) with or without accommodations
- OR
- the MCAS Alternate Assessment (MCAS-Alt).

The LEP student's IEP Team or 504 team must determine how the student will participate in MCAS testing.

Test results for students with limited English proficiency who are also classified as students with disabilities will be included with scores of students with disabilities in MCAS reports of results. However, for determining Adequate Yearly Progress (AYP), these students will be reported with scores of students with disabilities *and* LEP.

For additional information about MCAS assessment of students with disabilities, please refer to the Department publication, *Requirements for the Participation of Students with Disabilities in MCAS (Spring 2005 Update)*, available on the Department's Web site at www.doe.mass.edu/mcas/part_req.html.

D. Indicating LEP Status on MCAS Answer Booklets

For the spring 2005 MCAS test administration, the student's LEP status will be based on the district's March SIMS submission. If the student has a Student ID label, the LEP status section on the *Answer Booklet* does not need to be completed.

If a student does not have a Student ID label, please refer to the *Principal's Administration Manual* for instructions for completing the LEP status section on the *Answer Booklet*.

E. Reporting Results of First-Year LEP Students on MCAS

First-year LEP students will receive test item analysis results only for test(s) they take and will not receive performance level scores. (Their performance level scores will be reported as "LEP.") Student performance will not be factored into school or district performance results or included with the *Performance* or *Improvement* components of school and district AYP reports. For purposes of determining AYP, all first-year LEP students will be counted as "participants" whether or not they participated in the *English Language Arts* or *Reading Tests*, if they participated in MEPA for their grade span.

Table 3 on the following page provides reporting specifications for **first year LEP students**.

Table 3
First-Year LEP Students
Reporting Specifications for MCAS and AYP

	<i>Content Area of Test</i>		
	English Language Arts/Reading (Testing optional)	Mathematics (Testing required)	Science and Technology/Engineering (Testing required)
Reporting Student MCAS Results	Student item analysis (if tested); no scaled scores or performance level scores	Student item analysis only; no scaled scores or performance level scores	Student item analysis only; no scaled scores or performance level scores
Reporting Participation for AYP	Counted as <i>participating</i> whether or not tested, if student took MEPA	Counted as <i>participating</i> unless absent	Not factored into AYP
Reporting Performance and Improvement Results for AYP	Not included in <i>Composite Performance Index</i> ratings or <i>Improvement</i> determinations	Not included in <i>Composite Performance Index</i> ratings or <i>Improvement</i> determinations	Not factored into AYP

F. High School Competency Determination

In order to graduate from high school, all students, including students with limited English proficiency, are required by state law to earn a Competency Determination and meet all additional local requirements regardless of the number of years of enrollment. To earn a Competency Determination, students must receive a minimum scaled score of 220 or higher on the MCAS Grade 10 *English Language Arts* and *Mathematics Tests*.

Students eligible to take the English/Spanish MCAS Grade 10 *Mathematics Test* can partially meet the Competency Determination requirement through that test, but they must also pass the *Grade 10 English Language Arts Test* in English.

Students who fail one or both grade 10 tests will have multiple opportunities to take the MCAS retests in Mathematics and/or English Language Arts.

Since the Competency Determination requirement may present a challenge for LEP students who have recently enrolled in a U.S. school, some LEP students may need to continue their education beyond grade 12 in order to attain the requisite knowledge and skills in English and/or mathematics. After grade 12, students who need to pass one or more MCAS test required for graduation can take the MCAS retest(s) at the school in which they were last enrolled.

III. Participation of LEP Students in the Massachusetts English Proficiency Assessment (MEPA)

The Massachusetts English Proficiency Assessment (MEPA) consists of two assessments: the Massachusetts English Proficiency Assessment-Reading/Writing (MEPA-R/W) and the Massachusetts English Language Assessment-Oral (MELA-O), which are described in sections B and C below.

A. Participation of LEP Students in MEPA

All Massachusetts students who are identified by their districts as limited English proficient must participate in MEPA, regardless of the program in which they are enrolled or the number of years they have been enrolled in U.S. schools. The only exception involves LEP students with disabilities whose accommodations are not available as outlined in section D below. The use of bilingual and all other types of dictionaries is prohibited on all MEPA tests.

In **spring 2005**, students must participate in MEPA tests if they meet **any** of the following criteria:

- designated as LEP on the October 2004 SIMS
- designated as LEP on the March 2005 SIMS
- participated in the fall 2004 MEPA

B. Participation of LEP Students in the Massachusetts English Proficiency Assessment-Reading/Writing (MEPA-R/W)

The MEPA-R/W test consists of separate *Reading* and *Writing* tests and is administered in the following grade spans: 3-4, 5-6, 7-8, and 9-12.

MEPA-R/W Test Sessions

The reading and writing tests consist of three test sessions. However, each LEP student is required to participate in only **two of the three test sessions** in reading and **two of three test sessions** in writing.

Prior to test administration, principals or their designees must determine which two sessions of the reading and writing tests are most appropriate for each student. Consideration should be given to the following:

- the student's performance scores on previous statewide English proficiency tests, including results from the fall MEPA
- observations of staff working closely with the student based on the English Language Proficiency Level descriptors presented in Chapter III of the *English Language Proficiency Benchmarks and Outcomes for English Language Learners*
- the student's scores on English proficiency assessments used by the district

Table 4 provides a guide for determining the appropriate test sessions for each student. A separate decision must be made for Reading and Writing.

Table 4
Assigning LEP Students to Appropriate
MEPA Reading and Writing Test Sessions

Schools should consider administering:	If the student's reading/writing skills are:
Sessions 1 and 2	Beginning to Early Intermediate
Sessions 2 and 3	Intermediate to Transitioning

C. Participation of LEP Students in the Massachusetts English Language Assessment-Oral (MELA-O)

The MELA-O assesses listening and speaking skills and must be administered to *all* LEP students in grades K-12 by a qualified administrator (QMA) or trainer (QMT). Using the MELA-O Scoring Guide, the QMA or QMT observes the student performing authentic classroom tasks and rates the student's levels of comprehension (listening) and production (speaking) based on a series of classroom observations. Only QMTs and QMAs are authorized to administer the MELA-O.

MELA-O scores for LEP students in grades 3-12 must be reported on the MEPA-R/W *Answer Booklet*. MELA-O scores for students in grades K-2 must be reported to the Department via the Department's Security Portal. Each district's directory administrator has access to the portal.

A list of qualified test administrators (QMAs) and trainers (QMTs) is available on the Department Web site at www.doe.mass.edu/mcas/2004/news/0223melao_lep.html. Any district that does not have the capacity to administer the MELA-O to each enrolled LEP student must make arrangements with one or more qualified administrators from another district.

D. Participation of LEP Students with Disabilities in MEPA

MEPA-R/W

LEP students with disabilities are allowed to use accommodations that are documented in their Individualized Education Programs or 504 plans. However, since the following accommodations are not available for MEPA-R/W tests, students requiring these accommodations are **not required** to participate.

- Braille (Accommodation 12)
- Electronic Text Reader (Accommodations 18 and 28) (Teams may consider whether a different accommodation, such as reading the test aloud, would be appropriate.)

In addition, the following LEP students with disabilities are also **not required** to participate in the MEPA-R/W tests:

- students who require the MCAS Alternate Assessment and are unable to take a written test
- students who are deaf or hard of hearing and require the administration of sessions 1 and 2 for either the reading and/or writing tests.

MELA-O

Students who are deaf or hard of hearing are **not required** to participate in the MELA-O. All other students are required by law to participate.

Massachusetts



**Department of
Education**

*Approved Bilingual Dictionaries
for Use on MCAS Tests by Students with
Limited English Proficiency*

January 2005



**For use with MCAS tests ONLY
All dictionaries are prohibited for MEPA tests**

Massachusetts Department of Education
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Massachusetts Department of Education

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Commissioner's Foreword

January 2005

Dear Colleagues:

I am pleased to provide an updated list of approved bilingual dictionaries for use on MCAS tests by students with limited English proficiency. The list of bilingual dictionaries has been expanded to include languages and titles that were not on our previous list (published in May 2000). Whenever possible, we have included dictionaries with two-way translations (e.g., English-Spanish/Spanish-English).

Any student who *currently is* or *was* in the past a limited English proficient student may have access to an approved bilingual dictionary for MCAS tests. Approved bilingual dictionaries are limited to those that provide *word-to-word* (or *word-to-words*) translations, but no definitions. The use of dictionaries of all kinds is prohibited on the Massachusetts English Proficiency Assessment (MEPA).

While we prefer to include a word-to-word dictionary for *every* language spoken in Massachusetts public schools, there are languages spoken in Massachusetts for which no allowed dictionary is available. Also, languages exist that have only an oral, and no written, traditions. In addition, students from diverse language groups continue to join our schools. We welcome your suggestions for additional entries and deletions to help us maintain a comprehensive and current list. Please communicate this information via e-mail to mcas@doe.mass.edu or by phone to 781-338-3625.

We hope that the use of a word-to-word dictionary will prove to be a helpful MCAS accommodation for your English language learners who may be struggling to demonstrate their skills in a new language.

Sincerely,

David P. Driscoll
Commissioner of Education

Bilingual Dictionaries Approved for Use by LEP Students on MCAS Tests

The Massachusetts Department of Education authorizes the following bilingual dictionaries for use on MCAS tests. Bilingual dictionaries are limited to those that provide word-to-word translations only. A list of publishers and distributors appears on the last page of this publication.

AFRIKAANS

*Afrikaans-English/English-Afrikaans
Practical Dictionary, Revised*
Hippocrene Books
New York, 1997
25,000 entries
ISBN 0-7818-0846-4
\$17.95

ALBANIAN

*Albanian-English/English-Albanian
Practical Dictionary*
Hippocrene Books
New York, 1996
18,000 entries
ISBN 0-7818-0419-1
\$15.95

*Albanian-English/English-Albanian
Standard Dictionary*
Hippocrene Books
New York, 2003
7,000 entries
ISBN 0-7818-0115-X
\$24.95

AZERBAIJANI

*English-Azerbaijani/Azerbaijani-English
Concise Dictionary*
Hippocrene Books
New York, 1995
8,000 entries
ISBN 0-7818-0244-X
\$14.95

AMHARIC

*Amharic-English/English-Amharic
Dictionary*
Hippocrene Books
New York, 2004
27,000 entries
ISBN 0-7818-0115-X
\$24.95

ARABIC

*Arabic-English/English-Arabic
Practical Dictionary*
Hippocrene Books
New York, 2004
18,000 entries
ISBN 0-7818-1045-0
\$22.50

ARABIC *cont.*

*Arabic-English/English-Arabic
(Egyptian & Syrian) Concise
Romanized Dictionary*
Hippocrene Books
New York, 1996
4,500 entries
ISBN 0-7818-0686-0
\$12.95

Arabic-English/English-Arabic
Hippocrene Books
New York, 1995
30,000 entries
ISBN 0-7818-0383-7
\$24.95

ARMENIAN

Armenian-English/English-Armenian
Hippocrene Books
New York, 1993
9,000 entries
ISBN 0-7818-0150-8
\$12.95

BASQUE

Basque-English/English-Basque
Hippocrene Books
New York, 1998
1,500 entries
ISBN 0-7818-0622-4
\$11.95

BOSNIAN

*Bosnian-English/English-Bosnian
Concise Dictionary*
Hippocrene Books
New York, 1996
8,500 entries
ISBN 0-7818-0276-8
\$14.95

BUGOTU

*Bugotu-English/English-Bugotu
Concise Dictionary*
Hippocrene Books
New York, 1998
4,700 entries
ISBN 0-7818-0660-7
\$9.95

BULGARIAN

*Bulgarian-English/English-Bulgarian
Practical Dictionary*
Hippocrene Books
New York, 1992
8,000 entries
ISBN 0-87052-145-4
\$14.95

BYELORUSSIAN

*Byelorussian-English/English-
Byelorussian Concise Dictionary*
Hippocrene Books
New York, 1992
10,000 entries
ISBN 0-87052-114-4
\$9.95

CAMBODIAN (KHMER)

Cambodian-English/English-Cambodian
Hippocrene Books
New York, 1990
15,000 entries
ISBN 0-87052-818-1
\$16.95

CANTON DIALECT

*Canton Dialect – Chinese
English-Cantonese Dictionary*
New Asia-Yale in China Center, 1991
of entries not available
ISBN 9-6220-1970-6
\$39.95

CANTONESE

*Pocket Cantonese Dictionary
Cantonese-English/English-Cantonese*
Tuttle Publishing
North Clarendon, VT, 2003
3,000 entries
ISBN 0-7946-0143-X
\$5.95

CATALAN

Catalan-English/English-Catalan
Hippocrene Books
New York, 1993
9,000 entries
ISBN 0-7818-0099-4
\$9.95

CHINESE

*A Junior English Chinese
Dictionary (Simplified)
English-Chinese*
Commercial Press
Beijing, 2000
15,000 entries
ISBN 7-100-03128-1
\$24.00

CHINESE cont.

*A Practical English-Chinese
Pronouncing Dictionary
Mandarin and Cantonese*
Tuttle Publishing
North Clarendon, VT, 1991
15,000 entries
ISBN 0-8048-1877-0
\$19.95

*Concise English-Chinese Dictionary
Romanized English-Chinese*
Tuttle Publishing
North Clarendon, VT, 1989
10,000 entries
ISBN 0-8048-0117-7
\$8.95

*Far East Concise English-Chinese
Dictionary (Traditional)
English-Chinese*
Far East Book Company
Taiwan, 1998
60,000 entries
ISBN 9-5761-2019-5
\$14.60

*Far East Concise
Chinese-English Dictionary
Chinese-English*
Far East Book Company
Taiwan, 1998
60,000 entries
ISBN 9-5761-2353-4
\$25.00

*Langenscheidt Universal
Chinese Dictionary
Chinese-English/English-Chinese*
Langenscheidt
New York, 2003
17,000 entries
ISBN 1-58573-413-6
\$7.95

CREOLE

*Creole-English/English-Creole
(Caribbean) Concise Dictionary*
Hippocrene Books
New York, 2002
5,000 entries
ISBN 0-7818-0455-8
\$11.95

*Creole-English/English-Creole (Haitian)
Concise Dictionary*
Hippocrene Books
New York, 1995
8,000 entries
ISBN 0-7818-0275-X
\$11.95

CROATIAN

*Langenscheidt Universal Dictionary
Croatian-English/English-Croatian*
Langenscheidt
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32,000 entries
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*Greek-English/English-Greek
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Hippocrene Books
New York, 2003
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See Cambodian

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See Farsi

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February 2005						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	1	2	3	4	5

NEWS SEARCH

Keyword:

Target:

Dates:

 Past 30 days

 Past 90 days

 Date Range

Start:

End:



Professional Development Opportunities for Educators

To: Superintendents, Principals, Teachers and Interested Parties

From: David P. Driscoll, Commissioner of Education

Date: January 2005

I am pleased to bring to your attention upcoming professional development opportunities that may be of interest to you and your staff.

George Washington Teachers' Institute

I am seeking Massachusetts educators to participate in the George Washington Scholars Program, held each summer at Washington's home, Mount Vernon, in Virginia. This week-long summer institute will be held from June 25, 2005, through July 2, 2005, and is open to teachers in grades 4 to 12. The application deadline for this program is March 11, 2005. Further information is [included](#) with this mailing.

George Washington's Mt. Vernon Coming to Massachusetts

I am pleased to announce that the education department from Mt. Vernon will be conducting two full day workshops on George Washington. The first will be held on Monday, March 21, at the Springfield Museum for Art and it will be repeated on Wednesday, March 23, in Boston at the Massachusetts Historical Society. More information, including registration, can be found on the Department of Education [website](#) February 7.

National Endowment for the Humanities: Seminars and Institutes for School Teachers

Each summer the National Endowment for the Humanities supports a variety of study opportunities in the humanities for school teachers. Seminars and institutes are open to those who teach K-12 students throughout the nation, are residential, and rigorous. Designed to strengthen the quality of humanities instruction available to American students, the seminars are led by some of the nation's outstanding scholars and take place at major colleges, universities and archival facilities across the country and abroad. Topics considered among the 28 seminars and institutes for school teachers offered in the summer of 2005 include the legacy of George Washington, the origins of the U.S. Civil War, Native American history, African American history, historical cartography, the Holocaust, the Arabic novel, China and the Islamic world, literary studies of Dante, Shakespeare, Cervantes, and Zola, musical studies of Bach, Mozart, and American jazz, and programs in the original languages on French history and Latin literature. For a complete list of seminars and institutes, go to the NEH website, <http://www.neh.gov/projects/si-school.html>, phone (202) 606-8463, or e-mail (sem-inst@neh.gov). The listings contain seminar and institute titles and the means to contact each director. Prospective applicants can request information from as many seminar and institute directors as they wish but may apply to only one NEH summer offering. In response to a request for information, seminar and institute directors will send a letter describing the content, logistics, expectations, and conditions of that project. Each letter will be accompanied by application instructions as well as information about the program's costs. Participants receive a stipend from the National Endowment for the Humanities to help cover travel costs and living expenses, as well as books and miscellaneous expenses. Seminars and institutes run from two to six weeks, and stipends range from \$1,800 to \$4,200, depending on the length of the program. Requests for information and completed applications should NOT be directed to the National Endowment for the Humanities, but to the individual projects as found in the listings. Applications must be postmarked by March 1, 2005.

Massachusetts Historical Society: Teacher Fellowships

The Massachusetts Historical Society (MHS) is offering fellowships to public and/or private schoolteachers and library media specialists during the summer of 2005. The fellowships carry a stipend of \$4,000 for four weeks of on-site research at the MHS. Applications are welcome from any K-12 teacher who has a serious interest in using the collections at the MHS to prepare primary source-based curriculum projects. More information can be found on the MHS website, www.masshist.org. Applications must be received by March 1, 2005.

The Gilder Lehrman Institute for American History: Summer Seminars for Teachers

The Gilder Lehrman Summer Seminars are designed to strengthen participants' commitment to high quality history teaching. Public and private schoolteachers, and National Park Service rangers are eligible. These week-long seminars provide intellectual stimulation and a collaborative context for developing practical resources and strategies to take back to the classroom. Seminars are tuition-free and offer stipends of \$500, books, room and board in college dormitories, and in-service and new teacher credit. More information can be found at www.gilderlehrman.org. Applications must be postmarked by March 18, 2005.

National Gallery of Art (NGA) Summer Institute

The 2005 NGA Teacher Institute will focus on storytelling and the visual arts. The six-day seminar, to be held in July, will explore the connection of storytelling to learning and the ways in which teachers can use art objects with storytelling activities in the classroom. The fee for the Institute is \$200 per person which covers the cost of instruction, books, and other program resources. More information can be found at www.nga.gov/education/teacinst.htm. Applications are due March 15, 2005.

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- › Fulbright Memorial Fund
- › George Washington Scholars
- › Master Teacher Program
- › Milken Family Foundation
- › National Teachers Hall of Fame
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Educator Services › Career Advancement › Recognition Programs ›

Educator Recognition Programs

Announcement of the George Washington Teachers' Institute



To: Superintendents, Principals, Teachers and Interested Parties

From: David P. Driscoll, Commissioner of Education

Date: January 2005

I am pleased to announce an exciting opportunity for five Massachusetts teachers from public and non-public schools, teaching in grades four through twelve. George Washington's Mount Vernon is hosting its sixth annual educational program for teachers, the George Washington Teachers' Institute. The Institute will provide a one-week study program at George Washington's home, Mount Vernon, in northern Virginia.

The Institute's weeklong program will provide an intensive immersion study of George Washington and his world. The curriculum includes discussions led by noted Washington scholars and hands-on workshops exploring Washington's life and interests at Mount Vernon. Participating teachers will have full access to Mount Vernon's extensive library collection, will meet with Mount Vernon's historians, curators, and educators, and will visit sites in Washington D.C. and Colonial Williamsburg. Through study, discussion, tours, and projects, participants will gain a new and deeper understanding of the life and character of George Washington and his unique legacy in creating and shaping the principles of America's democracy.

The [requirements](#) and [application](#)   for the Institute are attached. These materials can also be found on our website www.doe.mass.edu. Please make multiple copies of the application and related materials, distribute them throughout your system, and use any other methods that will help to make this institute material accessible to the teachers in your district. **Completed applications need to be postmarked by Friday, March 11, 2005.** I urge you to encourage the teachers in your school system to apply for this unique opportunity.

The George Washington Teachers' Institute is made possible thanks to the generous support of a Massachusetts foundation in cooperation with George Washington's Mount Vernon and the Massachusetts Department of Education.

If you have questions regarding the application process, please contact Deborah Walker at djwalker@doe.mass.edu or call 781-338-3347.

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Educator Recognition Programs

George Washington Teachers' Institute

George Washington's Mount Vernon is pleased to announce an educational program for teachers, the George Washington Teachers' Institute. The Institute will provide a one-week study program at George Washington's home, Mount Vernon, in northern Virginia for up to 5 Massachusetts teachers from public and non-public schools, teaching in grades four through twelve.

The Institute's weeklong program will provide an intensive immersion study of George Washington and his world. The curriculum includes discussions led by noted Washington scholars and hands-on workshops exploring Washington's life and interests at Mount Vernon. Participating teachers will have full access to Mount Vernon's extensive library collection, will meet with Mount Vernon's historians, curators, and educators, and will spend a day in Colonial Williamsburg exploring 18th century colonial life and politics. Through study, discussion, tours, and projects, participants will gain a new and deeper understanding of the life and character of George Washington and his unique legacy in creating and shaping the principles of America's democracy.

Speakers include:

Laurel Thatcher Ulrich, Pulitzer Prize winning author of *A Midwife's Tale: The Life of Martha Ballard Based on Her Diary*.

Phillip Morgan, author of *Slave Counterpoint: Black Culture in the 18th-Century Chesapeake and the Low Country* (winner of Bancroft Prize)

Matthew Ward, author of *Breaking the Back Country: The Seven Years' War in Virginia and Pennsylvania, 1754 - 1765*.

Eric Hinderacker, author of *Elusive Empires: Constructing Colonialism in the Ohio Valley, 1673-1800* and *At the Edge of Empire: The Backwater in British North America*.

Timothy Shannon, author of *Atlantic Lives: A Comparative Approach to Early America, Crossroads of Empire, and American Odysseys*.

Joel Achenbach, Washington Post writer and author of *The Grand Idea: Washington's Potomac and the Race to the West*.

Larry Earl, Manager of African American Programs, The Colonial Williamsburg Foundation.

Willie Balderson, Manager of Character Interpretation, Colonial Williamsburg Foundation, 18th Century Colonial Surveying Workshop.

**Perspectives of Martha Washington: Meet Martha Washington as a young widow newly married to Virginia's most dashing military hero and hear the perspectives of the former first lady as she reflects on 40 years of marriage to George Washington.*

John Caramia, Vice President of Education, Old Salem; 18th Century Economy Workshop.

Darci Tucker, American Lives. Using character interpretation in the classroom.

Scott Casper, University of Nevada at Reno, The Perspective of Washington Across Three Centuries: Using Art to Teach History.

Upon completing the Institute's study program, teachers are required to prepare a lesson plan, suitable for publication and distribution to teachers across the nation, that provides engaging, quality guidance on teaching about the life and contributions of George Washington. Teachers are also required to conduct a seminar for colleagues in their home district to share the information they have gained at the Institute.

Teachers enrolled in the Institute will reside on the grounds of historic Mount Vernon, in dormitory-style quarters within sight of Washington's mansion. The Institute will provide each participating teacher with room and board during the Institute, and a stipend of up to \$350.00 to offset travel expenses.

Institute Dates: Saturday, June 25, 2005 through Saturday, July 2, 2005

The George Washington Teachers' Institute is made possible thanks to the generous support of a Massachusetts foundation. The program is also being planned in cooperation with George Washington's Mount Vernon and the Massachusetts Department of Education.

Teacher Responsibilities:



In applying for the Institute, teachers must acknowledge and accept the following obligation:

- You agree to attend the entire Institute and actively participate in all lectures, discussions, activities, workshops, and trips planned during the Institute.
- You agree, after attending the Institute, to conduct at least one district-sponsored seminar to colleagues in your home district sharing the information and experience you gained at the Institute. After conducting the seminar, you agree to submit a report on your in-service to Mount Vernon and the Massachusetts Department of Education, along with a written evaluation from at least 3 teachers who participated in the seminar.
- You agree, within three months of the conclusion of the Institute, to submit to Mount Vernon and the Massachusetts Department of Education one lesson plan you have written on a pre-approved topic related to George Washington that can be printed and distributed to teachers nationwide.

Acceptance Guidelines:

Applications will be accepted from certified public and non-public Massachusetts' teachers, teaching in grades 4 -12.

How to Apply:

Attached is an **application**  |  that may be duplicated and disseminated along with these pages of information. Information and applications may also be found on the Massachusetts Department of Education's website at www.doe.mass.edu/eq/recognition/.

Application Deadline:

Applications must be completed and postmarked by Friday, March 11, 2005.

If you have questions, contact Deborah J. Walker at the Department of Education:
email: djwalker@doe.mass.edu
phone: (781) 338-3347

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Massachusetts Department of Education

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