

# ABOUT THE INSTITUTE

The Institute will be held at Castleton State College in Castleton, VT, beginning at 3pm on Sunday, June 27, and concluding 5pm on Thursday, July 1, 2010. This is a residential institute, and participants are expected to stay on campus for the four nights as class sessions are held into the evening hours. A final required workshop and conference will be held on November 12, 2010, at the UVM Davis Center in Burlington.



During the week, participants attend sessions held specifically for their strand of choice, as well as sessions held for all institute participants. There are small group discussions, and a variety of special events, including some with visiting teams and students. Every effort is made to model best middle level practice throughout the Institute.

# FACULTY

Dr. Ken Bergstrom  
*Stone Soup Consulting*

Dr. Penny Bishop  
*University of Vermont,  
Institute Co-Director*

Dr. Kathleen Brinegar  
*University of Vermont*

Dana Cummings  
*Essex Middle School*

John Downes  
*University of Vermont*

Lindsey Halman  
*Edge Academy*

Dr. James Nagle  
*Saint Michael's College,  
Institute Co-Director*

Meg O'Donnell  
*Alpha Team,  
Shelburne Community School*

Ken Reissig  
*University of Vermont*

Joe Rivers  
*Brattleboro Area Middle School*

Heather Schneider  
*Vermont Student Assistance Corp.*

Dov Stucker  
*Hunt Middle School*

Dr. Mary Jackman Sullivan  
*Emeritus, University of Vermont*

Dr. Regina Toolin  
*University of Vermont*

## The 17<sup>TH</sup> Middle Grades Institute

For educators working with students ages 10-15

### Presented with support from:

Vermont Student Assistance Corporation  
Vermont Association for Middle Level Education  
Vermont Department of Education  
Tarrant Institute for Innovative Education

*June 27 – July 1, 2010*

Castleton State College,  
Castleton, Vermont

*November 12, 2010*

The UVM Davis Center,  
Burlington, Vermont



# CREDIT / ENDORSEMENTS / PRICING

Participants take only one strand per institute. The first four are applicable to earning the Vermont middle grades endorsement.

Strands may be taken for three graduate credits from Johnson State College, Saint Michael's College, or University of Vermont, or taken for non-credit/45 professional development hours.

\$1475 - VAMLE member  
\$1525 - Non-VAMLE member  
\$1000 - Non-credit\*

\* 45 Professional Development Hours  
but no graduate credit

For more information or to register, please visit

[middlegradescollaborative.org](http://middlegradescollaborative.org)

(802) 635-1449

[vtmgpdc@pshift.com](mailto:vtmgpdc@pshift.com)

# STRANDS OFFERED



## Nature and Needs of Young Adolescents

The middle school concept is based on the developmental traits of young adolescents. Participants will explore the social, emotional, physical, moral, and intellectual traits of the 10-15 year-old and examine the various social and institutional contexts in which they interact.

## Middle Level School Organization

Explore the design of structures that support developmentally appropriate educational experiences for young adolescents — block scheduling, shared governance/ leadership, interdisciplinary and partner teaming, transitions, teacher advisories, and others.

## Middle Level Curriculum, Instruction & Assessment

By experiencing and reflecting on an integrative, developmental approach to middle level curriculum and pedagogy, middle level educators will become more committed to implementing this approach in their schools.

## Embedded Literacy in Middle Level Education

This strand helps participants explore and identify literacy in their content area: to learn why it's a struggle for some learners to read and write, to foster the excitement of reading and writing, and to embed those strategies in one's own instruction.

## Transforming the Middle Grades Classroom with Innovative Technologies

This course guides educators in enhancing learning opportunities for middle level students through the use of readily available technology. Participants examine research and use technology in a collaborative and supported environment. They learn to identify opportunities for effective technology use, manage technology rich learning, and embed technology in responsive middle grades practice. Participants create and implement technology-enhanced solutions to support team teaching, an inclusive classroom culture, engaging instructional methods, and integrated learning.

## Middle School is not a Building

Middle grades educators, regardless of school type, face the challenge of meeting the diverse needs of young adolescents while

ensuring positive student outcomes. Vermont's new position statement, Middle School is Not a Building, provides a vision and guidance on how to meet this challenge head-on and transform schools. Teachers, teams and school leaders in this strand work on projects specific to their own classroom and building needs, with the benefit of targeted facilitation guided by our Vermont vision.

## Middle Schooling for Postsecondary Success

Participants focus on how college access differs for students and learn how to implement the changes necessary to guarantee each child equal postsecondary opportunities and choices. Key themes include student voice, student efficacy and the role of the middle grades in postsecondary success.

Participants selected for this strand receive free room and board and a \$500 stipend.

