

# INSTITUTES FOR EDUCATORS

## Overview and Contact Information

Graduate-level professional development courses can be used to increase effectiveness, engage learners, and promote successful outcomes in classrooms, at nonprofits, or in other awareness-building, advocacy and community outreach programs.

The Institutes for Educators are appropriate for recent graduates, mid-career professionals changing direction, and those with significant professional experience looking to broaden their skills. The courses are open to college students and community members who are prepared for graduate-level coursework.

Coursework is offered in face-to-face classrooms, online, and in a combination of classroom and online. Classes can be taken individually or in pursuit of certificates of competency (12 credits).

Students who are already enrolled in a master's degree program at Mount Holyoke College do not need to submit a separate application to register for Institute courses. Undergraduate students may apply to take graduate courses, but they must demonstrate readiness to undertake graduate-level work. Credits earned by undergraduate students are not automatically applied toward degree requirements and must qualify as transfer credits per their home institutions' usual transfer credit policies in order to be applied toward the bachelor's. Grades and GPA earned as a non-matriculated student at Mount Holyoke are recorded on a Mount Holyoke non-matriculated student transcript and do not appear on the Mount Holyoke undergraduate or graduate transcript.

## Contact Information

**Amy Asadoorian, Admissions and Communications Coordinator**

Merrill House  
413-538-3478  
<https://www.mtholyoke.edu/academics/find-your-program/professional-development-institutes> (<https://www.mtholyoke.edu/academics/find-your-program/professional-development-institutes/>)

## Faculty

Kathryn Accurso, M.A., University of Missouri

Joseph Agron, M.Ed., American International College

Gwendolyn Bass, Ed.D., University of Massachusetts Amherst

Sarah Brown Wessling, M.A., Iowa State University

Kelly Carriere, Ph.D., University of Massachusetts Amherst

Jemelleh Coes, Ph.D., University of Georgia

Nancy Gardner, M.A., Florida State University

Holly Graham, Ed.D., University of Massachusetts Amherst

James Hanson, M.A.T., Mount Holyoke College

Karen Harrington, M.Ed., University of Massachusetts, Amherst

John Holland, Ph.D., Virginia Commonwealth University

Elise Kuypers, M.A.T., Mount Holyoke College

Alicia Lopez, M.Ed., University of Massachusetts Amherst

Daniele Massey, Ed.D., Walden University

Pam Mulcahy, M. Ed., University of New Hampshire

Lyndsey Nunes, Ph.D., University of Massachusetts, Amherst

Allegra Osborne, M.A., University of Phoenix

Shelby Regner, M.A.T., Mount Holyoke College

Janice Szymaszek, M.Ed., Smith College

Kaneka Turner, M.A.T., Mount Holyoke College; M.Ed., University of Phoenix

Polly Wagner, M.Ed., Lesley College

Ann Zito, M.A.T., Mount Holyoke College

## Admission

All courses and institutes offered through Mount Holyoke's Professional and Graduate Education (PaGE) programs are gender-inclusive.

Students already enrolled in a master's degree program at Mount Holyoke College do not need to submit a separate application to register for Institute courses.

All others will need to submit an application via the online application (<https://gradadmission.mtholyoke.edu/apply/>) including uploading the specified supporting materials, except official transcripts which should instead be mailed to:

Amy Asadoorian  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

Materials may also be emailed to [graduateadmissions@mtholyoke.edu](mailto:graduateadmissions@mtholyoke.edu).

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (<http://catalog.mtholyoke.edu/PaGE/financial-policies/>) for further information.

## Additional Teacher Licensure

Mount Holyoke has designed specific modules for previously licensed teachers and current students who are pursuing initial licensure to independently apply for an Additional License in one of the following three areas.

- New level/subject area
- English language learners (PreK-6, 5-12)
- Special education/moderate disabilities (PreK-8, 5-12)

See the Additional Licensure (<http://catalog.mtholyoke.edu/PaGE/programs/add-on-licensure/>) page for additional information.

## Differentiated Instruction Institute

The Differentiated Instruction Institute offers courses to help educators build a framework and deepen their skills to support and empower diverse learners. Courses cover strategies to: help learners process, construct, and make sense of ideas; engage learners; monitor progress

and make informed instructional decisions; and help all learners succeed. Students work with an advisor to craft the right set of courses based on each students' needs and goals.

## Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
<b>English Lang. Lrn (thru PaGE)</b>		
X.ELL-403	Research in Teaching English Language Learners	3
X.ELL-406	Introduction to Teaching English Language Learners	2
X.ELL-416	Language Assessment and Classroom Practice	2
X.ELL-418	Second Language Acquisition and Classroom Practice	2
X.ELL-421	Linguistics for Teachers	2
X.ELL-426	Methods in Teaching English Language Learners (ELL Methods)	4
X.ELL-451	English Language Development Standards and Assessment Framework	1
X.ELL-463	Teaching English Language Learners: Sheltered English Immersion Endorsement Standalone	4
<b>Special Education (thru PaGE)</b>		
X.SPED-416	Interventions for Behavior and Classroom Management	1
X.SPED-421	Assistive Technology for Special Education	1
X.SPED-426	The Inclusive Classroom	2
X.SPED-441	Differentiated Instruction for Diverse Learners	2
X.SPED-447	Assessment and Instruction for Exceptional Learners	3
X.SPED-471	Legal Perspectives in Special Education	1
X.SPED-481	Special Education Law: Transitions, Collaboration, and Applications	2

## Digital Innovation and Media Institute for Educators

In both formal and informal settings there is an increasing use of media to enhance learning, build public awareness, support learner guided exploration, create rich and interactive learning experiences, and engage people in new and creative ways. The Digital Innovation and Media Institute was designed to support educators, whether they work in a classroom, community outreach organization, library, museum, health care or other organizational context. With a range of media production, communications, storytelling, pedagogy, and project management courses, participants can select the right set of courses to meet their unique needs.

## Courses

Students may choose from the following courses:

Code	Title	Credits

## Equity, Advocacy, and Partnerships Institute

The Equity, Advocacy, and Partnerships Institute engages educators in building skills and knowledge that will help them: explore issues of equity and social justice in the educational context, assess community needs and values, engage families and colleagues in partnerships, and advocate for students. Students work with an advisor to craft the right set of courses based on each students' needs and goals.

## Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-411	Policy Fluency: Current Issues in Education	3-4
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-455	Outreach and Advocacy for Educational Change	4

## Global and Intercultural Education Institute

The Global and Intercultural Education Institute caters to people working in the context of educational institutions, non-profit and non-governmental organizations, cross-sector partnerships, and community outreach projects. Courses in the institute equip participants with the tools to: build their own cultural competency, adapt pedagogies and resources to be more accessible to people from diverse backgrounds, support intercultural education and advocacy, and enhance diversity and equity through their work.

## Courses

Students may choose from the following courses:

Code	Title	Credits

## Independent Schools Institute

This program is specially designed for full-time educators working in independent schools who want to enhance their teaching and prepare for leadership roles. The program has two tracks: one for early career teachers and the other for teacher leaders ready for new professional growth.

Courses can be taken in online, hybrid, on-campus and accelerated formats to provide flexible options for busy professionals.

## Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-419	Independent Schools: New Teachers Seminar	2
X.EDUC-429	Using Art for Educational Advancement	2
X.EDUC-452AC	Topics in Social-Emotional Learning and Development: 'Advising and Counseling Students Beyond the Classroom'	2
X.EDUC-452AT	Topics in Social-Emotional Learning and Development: 'Coaching and Athletics'	2

X.EDUC-459	Independent Schools: Experienced Teachers Seminar Practice	2
X.EDUC-476	Independent School: Beyond the Classroom	2
X.EDUC-477	Seminar on Effective Teaching and Learning Strategies for Practitioners	4

### See also

- Master of Arts in Teaching (<http://catalog.mtholyoke.edu/PaGE/programs/MAT/>)
- Master of Arts in Teacher Leadership (<http://catalog.mtholyoke.edu/PaGE/programs/MAT-teacher-leadership/>)

## Developing Mathematical Ideas (DMI Institutes)

DMI, a professional development curriculum for teachers, provides one-week content institutes with opportunities for participants to engage with the ideas and activities of each module in sessions led by the authors of the materials, in collaboration with educational leaders who have experience with these materials in their own practice.

Participants choose among the following DMI modules:

Code	Title	Credits
<b>Mathematics (thru PaGE)</b>		
X.MATH-400	Developing Mathematical Ideas: Building a System of Tens	2
X.MATH-401	Developing Mathematical Ideas: Making Meaning for Operations	2
X.MATH-407	Developing Mathematical Ideas: Reasoning Algebraically About Operations	2

### See Also

- Math Coaching Institute (p. 3)
- DMI Facilitation Institute (p. 3)
- Master of Arts in Mathematics Teaching (<http://catalog.mtholyoke.edu/PaGE/programs/MAT-mathematics-teaching/>)

## Math Coaching Institute

This institute is aimed at any math coach, math specialist, or teacher leader looking to develop the craft in supporting adult learners through a math coaching model. This is an intensive professional learning opportunity that is scalable depending on the needs and experience of the participants. Experienced facilitators customize the experience to target the specific needs and interests of leaders who want to support the improvement of math instruction in their schools and/or districts. This institute is available with both on-campus and online options.

### Courses

Code	Title	Credits
<b>Math Education (thru PaGE)</b>		
X.MTHED-408	Professional Development for Coaching Mathematics	2

### See Also

- Developing Mathematical Ideas (DMI) Institutes (p. 3)
- DMI Facilitation Institute (p. 3)

- Master of Arts in Mathematics Teaching (<http://catalog.mtholyoke.edu/PaGE/programs/MAT-mathematics-teaching/>)

## Related Course DMI Facilitation Institute

This one-week facilitation institute is designed to assist teacher leaders in developing skills and knowledge for leading DMI seminars at their own sites. Prior experience with one of our DMI seminars is preferred. Interested students should contact the Mathematics Leadership Programs Director.

### Courses

Code	Title	Credits
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### See Also

- Developing Math Ideas (p. 3)
- Math Coaching Institute (p. 3)
- Master of Arts in Mathematics Teaching (<http://catalog.mtholyoke.edu/PaGE/programs/MAT-mathematics-teaching/>)

## Nonprofit Leadership and Entrepreneurship for Educators Institute

The focus of the Nonprofit Leadership and Entrepreneurship for Educators Institute is on supporting nonprofit and entrepreneurial leaders from a range of contexts, including schools, in non-profit/public service outreach and advocacy campaigns, and where education is used to support initiatives like public health, community development, environmental stewardship, equitable justice, ending poverty, global citizenship, or peace and reconciliation. With professional development as well as organizational development coursework, there is a pathway to support students' growth whether the goal is honing professional practice, supporting innovation and growth within an organization, developing new programming, developing partnerships and engaging the community more effectively, or creating altogether new organizations.

### Courses

Students may choose from the following courses:

Code	Title	Credits
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## Research and Data Institute

The Research and Data Institute engages educators in building skills and knowledge that will help them: create research that is applicable to their schools and classrooms, use data to improve student outcomes, and explore issues of equity and social justice in the educational context. Each class includes unique opportunity for participants to video-conference with teacher leaders and experts across the nation.

### Courses

This institute is comprised of three graduate level courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-413	Leading Colleagues Using Research: Bridging the Gap Between Research and Practice	2

X.EDUC-458	Owning Assessments and Data for Student Learning	2
<b>Math Education (thru PaGE)</b>		
X.MTHED-465	From Theory to Practice: The Learning and Teaching of Mathematics	4
X.MTHED-466	Advocacy Through Math Teacher Leadership	4

## TESOL Certificate for Educators

Teachers of English to Speakers of Other Languages, or TESOL, is the professional qualification for teaching English as a second or foreign language. Recognized internationally, this certification prepares teachers with the tools to evaluate and apply the most effective methods for individual learners.

This two-course program is designed to provide participants with a foundation of practical pedagogy, linguistic knowledge, and classroom experience to prepare for a job as a language instructor in an international environment. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion with a passing grade.

Some TESOL graduates have gone off to teach in places such as China, Morocco, or Thailand, but others have stayed in the United States to teach English to recently arrived immigrant families.

### Courses

Code	Title	Credits
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## Independent Schools Mentoring Institute

Working at an independent school requires a unique set of skills and dispositions. Mentors play a critical role in supporting teacher retention in the “triple threat” (teaching, advising, coaching) challenges facing independent school faculty. The best mentors foster practical skills that drive instructional innovation and possess the leadership dispositions to foster educator resilience.

Our certificate program supports educators in becoming effective and emotionally intelligent leaders and mentors for the next generation of independent school educators.

### Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-427	Practicum 1: Professional Development and Mentoring	3
X.EDUC-429	Using Art for Educational Advancement	2
X.EDUC-437	Advanced Practicum: Professional Development and Mentoring	2
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-456	Promoting Professional Learning	2
X.EDUC-457	Personal and Professional Leadership in Education	1
X.EDUC-467	Coaching, Mentoring, and Facilitating Instructional Improvements	2

## Instructional Coaching and Leadership Institute

Instructional coaches and mentors play a vital role in improving academic outcomes for students, fostering a positive school climate, and enhancing a school’s professional culture. The best coaches possess practical skills that drive instructional improvements and leadership dispositions to foster educator resilience.

The Instructional Coaching and Leadership Institute is a one-year, cohort-based, program designed to equip teachers, instructional coaches, and mentors with the skills and dispositions needed to support colleagues and facilitate professional development on best practices in distance learning, equitable pedagogy, and emotional resilience.

### Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-427	Practicum 1: Professional Development and Mentoring	3
X.EDUC-437	Advanced Practicum: Professional Development and Mentoring	2
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-456	Promoting Professional Learning	2
X.EDUC-457	Personal and Professional Leadership in Education	1
X.EDUC-467	Coaching, Mentoring, and Facilitating Instructional Improvements	2

## Social Justice and Advocacy Institute

The Social Justice and Advocacy Institute is a two-part exploration on how to incorporate culturally responsive teaching approaches and strategies in the classroom as well as with colleagues and parents.

### Courses

This institute is comprised of two graduate level courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-449	Equity and Social Justice: A Teacher’s Role	2
X.EDUC-455	Outreach and Advocacy for Educational Change	4

## Social and Emotional Learning and Development

### Courses

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-450	Social-Emotional Learning and Development: Foundations of Social, Emotional, and Academic Development	2
X.EDUC-451	Social-Emotional Learning and Development: Pedagogy and Practice	2
X.EDUC-466	Social-Emotional Learning and Development: Instructional Coaching And Mentoring	2