The Math English Science Technology Education Project (MESTEP) was established to recruit, select, prepare, support, and retain in teaching diverse and talented recent college graduates with strong academic majors in math, English, or a science. A collaborative partnership of the University of Massachusetts (Amherst), public schools, and private industry, MESTEP is a 15-month Master of Education program comprised of 3.5 weeks of intensive education course work at the University of Massachusetts followed by student teaching in a high school summer session in conjunction with mentors and university supervisors. Completion of the first summer prepares the students to move into a teaching or an industry internship. During the first 3 years of teaching, participating companies are committed to attempt to hire MESTEP graduates for summer employment. Much of the document consists of lists of names of participants, including information on their school and employment, and lists of names of directors and others involved in the program. (JD)
MESTEP

THE MESTEP RECORD:
A REPORT ON THE FIRST SIX YEARS

MATH ENGLISH SCIENCE
TECHNOLOGY EDUCATION
PROJECT

BEST COPY AVAILABLE
This report was developed by Richard J. Clark with assistance from: John Fischetti, Donna LaLonde, Sharon Santilli, and Nancy Tamms.

This document was prepared by Nancy Tamms on our new VAXmate VIP Publishing System provided by Digital Equipment Corporation.
To the Reader:

This report is dedicated to the diverse, talented and caring young men and women who have elected and been selected to be a part of MESTEP. It is also dedicated to the school, University, and corporate people who have come together to offer and support a program which is distinguished, demanding, and meeting the need to attract and prepare compelling people for the important work of teaching.

It is too easy to forget the significant contributions and work of many in this effort over the first years. I hope that this report will serve as a reminder and inspiration as we move ahead.

Sincerely,

Richard J. Clark
Director, MESTEP

RJC/nt
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<td>Mentors</td>
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M E S T E P

Introduction

Profile of Students, 1984-1989

Summary of Graduate Employment

Graduates’ Status as of September, 1988

Program Design
INTRODUCTION

The central goal of the MESTEP Partnership is to recruit, prepare, place, and retain in teaching diverse, talented college graduates with majors in math, English, or a science.

Each year a heavy investment in recruiting produces more than 1,000 inquiries and 100 formal applications. From these applications, 30 are invited to school-industry interviews and 20-25 are selected to participate.

Special priority is given to minority recruitment. This has resulted in at least a 20 percent minority representation in each of the past three years.

All candidates successfully complete the M.Ed. program and more than 80 percent enter teaching. Currently 87 of the 123 MESTEP candidates and graduates are employed as teachers.

The following section is a status report on all students and graduates.
**PROFILE OF MESTEP STUDENTS**  
Class of 1984-1989

\[ n = 123 \]

<table>
<thead>
<tr>
<th>Gender</th>
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<tr>
<td>Women</td>
<td>75</td>
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<tr>
<td>Men</td>
<td>48</td>
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<tr>
<td>Minority</td>
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<table>
<thead>
<tr>
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<th>Number</th>
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<tr>
<td>Biology</td>
<td>20</td>
</tr>
<tr>
<td>Chemistry</td>
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<td>General Science</td>
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<td>Physics</td>
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<td>Math</td>
<td>47</td>
</tr>
<tr>
<td>English</td>
<td>11</td>
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</table>

| Average GPA       | 3.3    |
| Average GRE       | 631    |
# SUMMARY OF GRADUATE EMPLOYMENT

$n=100$

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<th>Class of</th>
<th>Teaching</th>
<th>Edu.-Related</th>
<th>Other</th>
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<tr>
<td>'84</td>
<td>9</td>
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<td>'85</td>
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<td>7</td>
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<td>'86</td>
<td>11</td>
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<td>'87</td>
<td>18</td>
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<tr>
<td>'88</td>
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<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td>70</td>
<td>20</td>
<td>10</td>
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</table>

- **Teaching:**
  - 41 in state
  - 29 out of state
  - 10 other than K-12 settings

- **Ed-Related:**
  - 10 Further graduate study

- **Other:**
  - 5 Working for MESTEP-related companies
### MESTEP Class of 1984

<table>
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<tr>
<th>Graduate</th>
<th>School Internship</th>
<th>Industry Internship</th>
<th>Current Employment 1988</th>
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<tbody>
<tr>
<td>Joel Blackmer (Vermont, '82)</td>
<td>Gifford Alternative HS</td>
<td>Gifford Alternative HS</td>
<td>Full Circle Alternative HS</td>
</tr>
<tr>
<td>Kenneth Cole (UMASS, '83)</td>
<td>Newburyport Public Schools</td>
<td>DEC</td>
<td>Newburyport Public Schools</td>
</tr>
<tr>
<td>Richard Earls (Holy Cross, '78)</td>
<td>Amesbury Public Schools</td>
<td>DEC</td>
<td>Tech. Specialist Perkin Elmer, CT</td>
</tr>
<tr>
<td>Beth Gordon (Penn State, '80)</td>
<td>Wayland Public Schools</td>
<td>DEC</td>
<td>West Covina High School, CA</td>
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<tr>
<td>Beth Jackman (Clarkson, '83)</td>
<td>Amesbury Public Schools</td>
<td>DEC</td>
<td>EIC Labs, MA</td>
</tr>
<tr>
<td>Joyce Kelly (MIT, '83)</td>
<td>Acton-Boxborough Regional Schools</td>
<td>DEC</td>
<td>Acton-Boxborough Regional Schools</td>
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<tr>
<td>Wook Lee (Harvard, '83)</td>
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<td>DEC</td>
<td>DEC</td>
</tr>
<tr>
<td>Margaret Longo (Eliz'town, '83)</td>
<td>Acton-Boxborough Regional Schools</td>
<td>DEC</td>
<td>HS Principal, Caroline Islands, Micronesia</td>
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<td>Marie Scavotto (Smith, '81)</td>
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<td>--------------------------------</td>
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<tr>
<td>Kenneth Weinstein (Tufts, '82)</td>
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<tr>
<td>James Werner (U of Lowell, '83)</td>
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<td>Tewksbury, tchg computers in private sector</td>
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<tr>
<td>Paula Williams (Wellesley, '83)</td>
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<td>DEC</td>
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<td><strong>MESTEP CLASS OF 1985</strong></td>
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<tr>
<td>Jane Bjork (Elms, '84)</td>
<td>Mohawk Trail Regional Schools</td>
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<td>Victoria Borden-Munoz (UMass,'83)</td>
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<td>PhD program Harvard Univ.</td>
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<td>Michael Boss (Vassar, '80)</td>
<td>Framingham Public Schools</td>
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<td>Science Museum, SF, CA</td>
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<td>Heritage Public Schools, VA</td>
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<td>Ed Tech Center, MA</td>
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<td>Carol Hirst (Fitchburg, '83)</td>
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<td>Catholic Sch, Central Maine</td>
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<td>Karen Poulin (Vermont, '82)</td>
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**MESTEP CLASS OF 1987**

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<th>Industry Internship</th>
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<tbody>
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<tr>
<td>Theresa Bastian (Marist, '85)</td>
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<td>Bank of Boston</td>
<td>Our Lady of Loures HS, NY</td>
</tr>
<tr>
<td>Louisa Benavidez (Sul Ross St, '85)</td>
<td>Lawrence Public Schools</td>
<td>Hewlett-Packard</td>
<td>Brownsville&lt;br&gt;Pub Schs, TX</td>
</tr>
<tr>
<td>Regina Blakely (DePaul, '85)</td>
<td>Lawrence Public Schools</td>
<td>New England Telephone</td>
<td>Lawrence&lt;br&gt;Public School</td>
</tr>
<tr>
<td>Anne Boy (UNH, '78)</td>
<td>Lawrence Public Schools</td>
<td>Houghton-Mifflin</td>
<td>Turners Falls&lt;br&gt;Public Schools</td>
</tr>
<tr>
<td>Scott Carlson (Wittenberg, 85)</td>
<td>Lawrence Public Schools</td>
<td>DEC</td>
<td>Gloucester&lt;br&gt;Public Schools</td>
</tr>
<tr>
<td>George Cheevers (Harvard, '81)</td>
<td>Boston Public Schools</td>
<td>DEC</td>
<td>Boston Public Schools</td>
</tr>
<tr>
<td>Jean Chong (McGill, '84)</td>
<td>Hopkinton Public Schools</td>
<td>DEC</td>
<td>Grad Asst, SUNY&lt;br&gt;Stony Brook, NY</td>
</tr>
<tr>
<td>Peggy Collins (Swarthmore, '79)</td>
<td>Lawrence Public Schools</td>
<td>Houghton-Mifflin</td>
<td>Oxford&lt;br&gt;Public Schools</td>
</tr>
<tr>
<td>John de la Torre (San Carlos, '79)</td>
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<td>Industry Internship</td>
<td>Current Employment 1988</td>
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<td>IGS-GM</td>
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<td>(UCONN, '80)</td>
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</tr>
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<td>Wendy Iannacone</td>
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<td>New England Telephone</td>
<td>Gloucester Public Schools</td>
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**MESTEP CLASS OF 1989**

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<td>Addison Goodell</td>
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PROGRAM DESIGN

In 1983 the Math English Science Technology Education Project (MESTEP) was established to recruit, select, prepare, place, support, and retain in teaching diverse and talented recent college graduates with strong academic majors in math, English, or a science. A collaborative partnership involving the University, public schools, and private industry, has enabled the development and operation of a program design which has proven attractive to, and effective in preparing, the target population.

MESTEP is a 15 month M.Ed. program which uses resources from several areas. The program begins during the summer with approximately 3.5 weeks of intensive education course work drawing on the strengths of the faculty and facilities at the University of Massachusetts. After completing initial course work, MESTEP students move to a summer school, currently the Acton-Boxborough High School, where they work in conjunction with mentors and university supervisors as student teachers for the summer school.

Successful completion of the first summer prepares people to move into a teaching internship and an industry internship. School systems hire two interns to fill a year-long vacancy. Each internship lasts for approximately one semester, with half the interns starting in schools, the other half in industry, and all switching at mid-year.

As a teaching intern a MESTEP student is employed by a school system to assume most of the responsibilities of a full-time teacher. Throughout the internship the intern has the support of an on-site cooperating teacher and a University supervisor. MESTEP students also participate in a seminar with the other MESTEP teaching interns. The focus of the seminar is the work of the teacher, and it provides a forum to discuss problems, to receive advice, and to share feelings with other beginning teachers and a facilitator.

The industry internship involves working in a full-time position at one of the cooperating companies. Most internships are in human resource development, curriculum development, or training units of large corporations. Internships are designed to provide our prospective teachers with perspectives on how companies work, how they train or educate, and how they apply technology in these processes. In addition to the work of the internship, the intern also participates in two classes with the other industry interns: “The Impact of Computers on Schools and Society” and “Adolescent Growth and Development.”

During the final summer of the program, MESTEP students return to Acton for five weeks of intensive course work to complete the Masters degree and certification requirements. The summer provides an opportunity for the group to discuss the concerns, challenges, and ideas of beginning teachers, and to meet the new group of candidates who are starting student teaching. It is also an opportunity to add to and share the resources that the interns accumulated during their internships, to expand knowledge about educational software, and to complete job searches for September. The final summer is both an ending and a beginning.

During the first three years of teaching, participating companies commit to attempt to hire MESTEP graduates for summer employment.
When compared with other teacher education program designs, the following are distinctive features:

--the school-industry-University partnership
--the group interview/partnership selection process
--use of the candidate cohort as a resource throughout the 15 months
--student teaching in teams in a single site
--paid school and corporate internships
--employment of 2+ experienced teachers as program staff for each intern
--equity and technology themes
--summer employment options for graduates

Within the University's School of Education, MESTEP is affiliated with the Secondary Teacher Education Program (STEP) whose faculty and courses provide core certification courses and experiences for MESTEP candidates. MESTEP also works in close collaboration with the School's Staff Development and Media and Technology Concentrations.
MESTEP

15 Month Program of Study

MESTEP continues to be an experimental program. The following is a current rendition.

First Summer (15 credits)

- June: Amherst (arrival in Amherst, first Sunday in June)
  - Teacher Education Courses
    - Pre-June school visits
    - Educ 1524: Work of the Middle and High School Teacher
    - Educ 1534: Instructional Planning & Assessment
    - Educ 1509, 511, or 512: Math, English, or Science
  - Teaching
  - Microteaching
  - Cohort Group Building
  - Living together in a rented sorority house

- July-August (at Acton High School: July 1-August 12)
  - Teamed Student Teaching
  - Educ 1500S or M: Work with Mentors, Supervisors
  - Educ 1501Y: Peer Seminars

Academic Year (Sept.-June) (12 credits each semester)

- School Internship (Fall or Spring)
  - Educ 1500S or M: Full-time paid teaching internship
  - On-Site Support and Supervision
  - Seminars with other MESTEP teaching interns

- Industry Internship (Fall or Spring)
  - Educ 1698J: Full-time paid industry internship
  - Educational Implications of New Technologies
    - Two evening courses
      - Educ 1692W: Implications of Computers on Schools and Society
      - Educ 1693P: Adolescent Growth and Development

Second Summer (12 credits)

- July-August (at Acton High School)
  - Final four courses for M.Ed. and Certification
    - Educ 1591M: Cultural Understanding
    - Educ 1615: Workshop in Education
    - Educ 1625: Staff Development: Plans and Procedures
    - Educ 1691: Using Software in Secondary School
    - 18
PARTNERSHIP PARTICIPANTS

The MESTEP Partnership

Planning Board Members

Faculty

Staff

Mentors

Support Teachers

Supervisors

School Internship Sites

Industry Internship Sites

Graduate Employers
THE MESTEP PARTNERSHIP

From the outset, MESTEP was designed with the premise that a school-university-business partnership was essential to accomplish the recruitment, selection, preparation, placement and retention goals identified. This premise has been reinforced by experience.

The MESTEP Planning Board sets broad goals and agendas within which all constituents work. It also provides advocacy for the program. Administrative coordination is the responsibility of the Program Director at the School of Education, University of Massachusetts/Amherst.

The following pages summarize people from schools, the University, and corporations who have played important roles in making MESTEP work. They are the partnership.
MESTEP PLANNING BOARD MEMBERS
1983-1988
(* indicates current member)
(f indicates founding member)

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(MESTEP Graduate)

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Milwaukee, WI

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Ex Officio:

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University of Massachusetts/Boston
President’s Office
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(617) 482-8400
Mario Fantini (f)  
Professor  
School of Education  
Furcolo Hall  
University of Massachusetts  
Amherst, MA 01003
PARTICIPATING MESTEP FACULTY
1983-1988

Faculty Member
Virginia Bastable,
Portia Elliott,
Michael Froning

Cristina Basave-Davy,
John Fischetti,
Les May,
Howard Spielman

Richard Clark,
Klaus Schultz

William Fanslow

Jack Hruska

Barbara Love

William Masalski,
Alan November,
Klaus Schultz

Linda Miller-Cleary

Helen Schneider

Earl Seidman

Leverne Thelen

William Vennan

Course Title
Teaching Mathematics in the Middle and High School
Impact of Computers on Schools and Society
Educational Implications of New Technologies
Microteaching
Staff Development: Plans & Procedures
Adolescent Growth and Development
Education for Cultural Understanding
Seminar: Using Software
Language in the Middle and High School Classroom
Education for Cultural Understanding
Work of the Middle and High School Teacher
Teaching English in Middle and High School
Workshop in Education
Instructional Planning and Assessment
Teaching Science in the Middle and High School
The Teacher in the Middle and High School
Staff Development: Plans & Procedures
MESTEP STAFF
1983-1988

Cindy Aghayan
Nancy Carroll
John DiLorio
Chris Emery
John Fischetti
George Frost
Mary Beth Gallant
Stephen Grizzell
Eric Heller
Leslie Hendricks
Sandy Home
Barbara Jordon
Claudette Kiely
Lynn Kirk
Erica Krager
Donna LaLonde
William Maguire
Robert Mastorakis
Michael Morgan
Philip Nelson
Charles Pettirossi
Adam Rockman
Sharon Santilli
Laura Scarborough
Mary Schatzkamer
Carol Shea
Deborah Sheehy
Debi Smith
Nancy Tamms
Jill Ullian
Joan Zabawa

Work Study Assistant, 1986
Work Study Assistant, 1986
Teaching Supervision Coordinator, 1986-1988
Teaching Supervision Coordinator, 1986-1988
Administrative Coordinator, 1985-1988
Summer School Director Acton, 1985-present
Work Study Assistant, 1987
Research Assistant, 1984-1985
Research Assistant, 1984-1985
Work Study Assistant, 1984-1985
Work Study Assistant, 1985-1986
Research Assistant/Recruitment, 1985
Administrative Coordinator, 1984-1985
Research Assistant 1986
Work Study Assistant 1987
Administrative Coordinator 1987-present
Research Assistant 1984-1985
Work Study Assistant 1986-present
Research Assistant, 1986
Research Assistant, 1984-1985
Work Study Assistant, 1987
Work Study Assistant, 1988-present
Research Associate, 1986-1988
Work Study Assistant, 1984-1985
Research Associate, 1985-1986
Coordinator of Supervision, 1988-present
Research Assistant, 1988
Administrative Assistant, 1983-1985
Administrative Assistant, 1986-present
Research Assistant, 1987-1988
Administrative Assistant, 1984
**MESTEP MENTORS**  
**1983-1988**

MESTEP mentors are jointly employed by the summer school and MESTEP to work on a daily basis with the interns to plan, problem solve, evaluate, and support progress during the intern’s summer student teaching experience.

<table>
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<th>Mentor Name</th>
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<tbody>
<tr>
<td>Lynn Austin (1983)</td>
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<tr>
<td>Richard Raczkowski (1983)</td>
<td>Lexington Public Schools</td>
</tr>
<tr>
<td>Edward Stuhr (1983)</td>
<td>Lexington Public Schools</td>
</tr>
<tr>
<td>George Taliadouros (1983)</td>
<td>Lexington Public Schools</td>
</tr>
<tr>
<td>Richard Thibeault (1983)</td>
<td>Lexington Public Schools</td>
</tr>
<tr>
<td>Catherine Capone (1983-1984)</td>
<td>Acton-Boxboro Regional Schools</td>
</tr>
<tr>
<td>Donald DiFelice (1983-1984)</td>
<td>Lexington Public Schools</td>
</tr>
<tr>
<td>Rosemary Dow (1985-1988)</td>
<td>Acton-Boxboro Regional Schools</td>
</tr>
<tr>
<td>Dennis Kavanagh (1985-1988)</td>
<td>Acton-Boxboro Regional Schools</td>
</tr>
<tr>
<td>William Noeth (1985-1988)</td>
<td>Acton-Boxboro Regional Schools</td>
</tr>
</tbody>
</table>
Support teachers are nominated by the school and employed by MESTEP to provide constructive criticism and evaluation through in-class observation, to help with problems and questions, and to acclimate the intern to the school environment.

Nancy Allison  
David Avedian  
Rachel Bartlett  
Cliff Brooks  
John Callahan  
Catherine Campe  
Al Carlin  
Ed Colace  
Domenic Compagnone  
William Compagnone  
Richard Conway  
Marguerite Coupal  
Thomas Crossman  
James Dadoly  
David Daniels  
William Donovan  
William Downey  
Pat Driscoll  
Mary Ellen Duffy  
Pauline Duhamcl  
Chris Emery  
Steven Foster  
Ronald Gaumont  
H. Ward Gay  
Henry Goldman  
Alan Gorfin  
Randi Hallaran  
Clint Hanslom  
Mary Alice Hantout  
William Horner  
Richard Houde  
Marjorie Hobbs  
John Hubbard  
Bert Hubley  
Karen John  
Robert Kennedy  
John Kudukkey  
George Larson  
Pentucket Regional Schools  
Nashoba Regional Schools  
Hopkinton Public Schools  
Gloucester Public Schools  
Concord-Carlisle Public Schools  
Acton-Boxborough Regional Schools  
Quabbin Regional Schools  
Amesbury Public Schools  
Franklin Public Schools  
Lawrence Public Schools  
Winchester Public Schools  
Springfield Public Schools  
Nashoba Regional Schools  
Acton-Boxborough Regional Schools  
Longmeadow Public Schools  
Amesbury Public Schools  
Marlborough Public Schools  
Lawrence Public Schools  
Newburyport Public Schools  
Lawrence Public Schools  
Amherst-Pelham Regional Schools  
Acton-Boxborough Regional Schools  
Harvard Public Schools  
Cambridge Public Schools  
Norwell Public Schools  
The Gifford School  
Springfield Public Schools  
Boston Public Schools  
Framingham Public Schools  
Weston Public Schools  
Mount St. Mary Seminary  
Lexington Public Schools  
Acton-Boxborough Regional Schools  
Boston Public Schools  
Westford Public Schools  
Greenfield Public Schools  
Easton Public Schools
Maureen Marshall
Robert McDermott
Suzanne McGrail
James McGuirk
Elena Menize
W. Pike Messenger
Marguerite Murphy
Sr. Mary Murphy
David Parfitt
Melvin Pollack
Neil Potter
Mary Riordan
Nancy Sa-sheanil
Todd Smith
Douglas Stather
Thomas Stanley
Karen Tucker
Debbie Stone
Richard Throne
Karen Tucker
Maureen White
Robert Wiggin
Gary Wise

Quabbin Regional Schools
Framingham Public Schools
Westford Public Schools
Worcester Public Schools
Franklin Public Schools
Triton Regional Schools
Lawrence Public Schools
St. Gregory School
Brookline Public Schools
Pentucket Regional Schools
Mohawk Trail Regione Schools
Holy Name Central School
Lynnfield Public Schools
The Gifford School
Wayland Public Schools
Harvard Public Schools
Narragansett Regional Schools
Boston Public Schools
Winchester Public Schools
Narragansett Regional Schools
Boston Public Schools
Brookline Public Schools
Murdock Public Schools
MESTEP SUPERVISORS
1983-1988

MESTEP supervisors are selected and employed by the University to guide the development of the teaching intern through the school internship experience and to fulfill state certification requirements by making regular visits to observe classes and to meet with support teachers and interns.

Virginia Bastable
William Betourney
Dorothy Bratiotis
Carole Camp
Charles Camp
A' Carlin
Margaret Collins
Marilyn Corsini
Thomas Crossman
David Daniels
John Dilorio
Pauline Duhamel
Rosemary Dow
Chris Emery
Michael Froning
Alan Gorfin
Jerry Howland
Dennis Kavanagh
John Kudukey
Barbara Laramie
Susan Latham
Julie Matzel
Cathy McDonagh
John McDonough
Dennis McGeary
Marguerite Murphy
William Noeth
Alan November
Kevin O'Malley
Jack Philips
Karen Poulin
Helen Schneider
Margaret Schofield
Claire Sheff
Richard Stickle
Salvatore Trento
John J. Walsh
Kenneth Weinstein
Frank Zak

Amherst-Pelham Regional Schools
Acton-Boxborough Regional Schools
Worcester Public Schools
University of Massachusetts
Amherst-Pelham Regional Schools
Quabbin Regional Schools
Oxford Public Schools/MESTEP Graduate
Boston Public Schools
Nashoba Regional Schools
Longmeadow Public Schools
Greenfield Public Schools
Lawrence Public Schools
Acton-Boxborough Regional Schools
Amherst-Pelham Regional Schools
Amherst-Pelham Regional Schools
Longmeadow Public Schools
Boston Public Schools
Acton-Boxborough Regional Schools
Greenfield Public Schools
Lexington Public Schools
University of Massachusetts
University of Massachusetts
Nashoba Regional Schools/MESTEP Graduate
University of Massachusetts
Dudley Charter Regional Schools
Lawrence Public Schools
Acton-Boxborough Regional Schools
Wellesley Public Schools
Franklin Public Schools
University of Massachusetts
Landmark School/MESTEP Graduate
University of Massachusetts
Acton-Boxborough Regional Schools
Norwell Public Schools
Quabbin Regional Schools
Concord-Carlisle Regional Schools
Easton Public Schools
Tufts University
Mohawk Trail Regional Schools
SCHOOL INTERNSHIP SITES
1983-1988

ACTON-BOXBOROUGH REGIONAL SCHOOLS, ACTON, MA
AMESBURY PUBLIC SCHOOLS, AMESBURY, MA
AMHERST-PHELHAM REGIONAL SCHOOLS, AMHERST, MA
BOSTON PUBLIC SCHOOLS, BOSTON, MA
BROOKLINE PUBLIC SCHOOLS, BROOKLINE, MA
CAMBRIDGE PUBLIC SCHOOLS, CAMBRIDGE, MA
CONCORD-CARLISLE REGIONAL SCHOOLS, CONCORD, MA
DUDLEY-CHARLOTTON REGIONAL SCHOOLS, DUDLEY, MA
EASTON PUBLIC SCHOOLS, EASTON, MA
FRAMINGHAM PUBLIC SCHOOLS, FRAMINGHAM, MA
FRANKLIN PUBLIC SCHOOLS, FRANKLIN, MA
THE GIFFORD SCHOOL, WESTON, MA
GLOUCESTER PUBLIC SCHOOLS, GLOUCESTER, MA
GREENFIELD PUBLIC SCHOOLS, GREENFIELD, MA
HARVARD PUBLIC SCHOOLS, HARVARD, MA
HOPKINTON PUBLIC SCHOOLS, HOPKINTON, MA
HOLY NAME, WORCESTER, MA
LAWRENCE PUBLIC SCHOOLS, LAWRENCE, MA
LEXINGTON PUBLIC SCHOOLS, LEXINGTON, MA
LONGMEADOW PUBLIC SCHOOLS, LONGMEADOW, MA
LYNNFIELD PUBLIC SCHOOLS, LYNNFIELD, MA
MARLBOROUGH PUBLIC SCHOOLS, MARLBOROUGH, MA
MOHAWK TRAIL REGIONAL SCHOOLS, SHELBURNE FALLS, MA
MOUNT ST. MARY'S, NASHUA, NH
MURDOCH PUBLIC SCHOOLS, MURDOCH, MA
NARRAGANSETT REGIONAL SCHOOLS, OTTER RIVER, MA
NASHOBA REGIONAL SCHOOLS, BOLTON, MA
NEWBURYPORT PUBLIC SCHOOLS, NEWBURYPORT, MA
NORWELL PUBLIC SCHOOLS, NORWELL, MA
PENTUCKET REGIONAL SCHOOLS, WEST NEWBURY, MA
QUABBIN REGIONAL SCHOOLS, BARRE, MA
ST. GREGORY'S HIGH SCHOOL, DORCHESTER, MA
SPRINGFIELD PUBLIC SCHOOLS, SPRINGFIELD, MA
TRITON REGIONAL SCHOOLS, BYFIELD, MA
WAYLAND PUBLIC SCHOOLS, WAYLAND, MA
WESTFORD PUBLIC SCHOOL, WESTFORD, MA
WESTON PUBLIC SCHOOLS, WESTON, MA
WINCHESTON PUBLIC SCHOOLS, WINCHESTON, MA
WINCHESTER PUBLIC SCHOOLS, WINCHESTER, MA
WORCESTER PUBLIC SCHOOLS, WORCESTER, MA
MESTEP INDUSTRY INTERNSHIP SITES

1983-89

ANALOG DEVICES
BANK OF BOSTON
BARRY WRIGHT
CULLINET SOFTWARE
DATA GENERAL
DIGITAL EQUIPMENT
GENERAL MOTORS (THROUGH THE UMASS INSTITUTE FOR GOVERNMENTAL SERVICES)
GENERAL TELEPHONE & ELECTRIC
HEWLETT PACKARD
HOUGHTON-MIFFLIN
IBM
MILLIPORE
MUSEUM OF SCIENCE
NEW ENGLAND TELEPHONE
PRIME COMPUTER
SPINNAKER SOFTWARE

MESTEP works in conjunction with the:
Massachusetts High Technology Council
Boston Private Industry Council
MESTEP GRADUATE EMPLOYERS
1983-1988

Acton-Boxborough Regional Schools
Algonquin Regional Schools
American School, The Netherlands
Amherst-Pelham Regional Schools
Ashville Public Schools, NC
Atlanta Public Schools, Atlanta, GA
Boston Public Schools
Brighton High School, NY
Brockton Public Schools
Brownsville Public Schools, Brownsville, TX
Brookline Public Schools
Burlington Public Schools
Catholic School, ME
Center High School, Kansas City, MO
Cherry Creek Public Schools, CO
Chicago Public Schools, IL
Concord-Carlisle Regional Schools
Eaglebrook School
Eaton Public Schools
Edward Brookline Public Schools
Falls Church Public Schools, Falls Church, VA
Falmouth Public Schools
Framingham Public Schools
Full Circle Alternative High School
Galway Public Schools, NY
The Gifford School
Gill-Montague Regional Schools
Gloucester Public Schools
Hanover Public Schools
Harvard Public Schools
Hebron Academy, ME
The Heights School, MD
Heritage High School, VA
Hill School, Pottstown, PA
Hingham Public Schools
Holyoke Catholic High School
Hopkinton Public Schools
Landmark School, Gloucester, MA
Lawrence Public Schools
Lebanon Public Schools, Lebanon, NH
Lenape Valley High School, NJ
Lenox Public Schools
Longmeadow Public Schools
Lowell Public Schools  
Manhattan Center for Math & Science, NY  
Maple Valley School  
Masconomet Regional Schools  
Maywood Public Schools, IL  
Mohawk Trail Regional Schools  
Nantucket Public Schools  
Narragansett Regional Schools  
Nashoba Regional Schools  
Needham Public Schools  
Newburyport Public Schools  
Norwell Public Schools  
Our Lady of Lourdes High School, Poughkeepsie, NY  
Oxford Public Schools  
Pelham High School, NH  
Plymouth-Carver Regional Schools  
Prince Frederick Public Schools, MD  
Quabbin Regional Schools  
Reading Public Schools  
Richmond Public Schools, Richmond, VA  
Rockland Public Schools  
Scituate Public Schools  
Silver Creek Public Schools, San Jose, CA  
Springfield Public Schools  
St. Dunstan's School, St. Croix, USVI  
St. Peter's Marian High School  
Triton Regional Schools  
Turners Falls Public Schools  
Valley View School  
Vernon Public Schools, Vernon, CT  
Walnut Hill School for Performing Arts  
Watertown Public Schools  
Wayland Public Schools  
West Covina High School, CA  
Weston Public Schools  
Wheaton Public Schools, Wheaton, IL  
Williamsburg Public Schools, VA  
Wilmington Public Schools  
Winchester Public Schools
RECOGNITION AND PUBLICITY
RECOGNITION

Over its six year history, MESTEP has received recognition for its work from a variety of sources. Numerous articles about the program have appeared in newspapers and magazines. Faculty and staff in the program have authored articles for journals, and given presentations about the program and the research project at numerous professional conferences. (Lists of all of the above follow.)

In the past two years MESTEP has been the recipient of two awards. In February 1987, MESTEP received the DISTINGUISHED ACHIEVEMENT AWARD IN TEACHER EDUCATION from the American Association for Colleges of Teacher Education. In May 1988, MESTEP was recognized as one of six EXEMPLARY INDUSTRY-EDUCATION PARTNERSHIPS by the Commonwealth of Massachusetts's Board of Education.

PROFESSIONAL CONFERENCES

School of Education faculty, representatives of the Planning Board from industry and schools, MESTEP graduates, and the MESTEP Research Group have made presentations at state and national professional conferences including:

- American Association of Colleges of Teacher Education
- American Association of School Administrators
- American Educational Research Association
- Association for Supervision and Curriculum Development
- National Science Teachers Association
- National Council of Teachers of Mathematics
- Massachusetts Association of School Committees
- National Association of Physics Teachers
- Massachusetts Teachers Association

ARTICLES BY MESTEP FACULTY, STAFF, AND PARTNERS


**PUBLICITY RELATED TO MESTEP** (ordered chronologically)


High Tech News, July 1988, Vol. 11, No. 4. A publication of the Massachusetts High Technology Council, Boston, MA.


Project to prepare teachers is lauded. (1987, April-May). *The Alumnus*.


Going to the head of the class. (1986 June). High Tech News, 9 (5).


"UMass, Corporations to Lure Science Grads into Teaching," by Joe Quinlan, Associated Press

MAY 84 The Chancellor's Report, UMass/Amherst, p. 25.

5/12/83 "Renewing the Commitment to Public School Education: A Blueprint for State and Local Cooperation," an address by Governor Dukakis.
RESEARCH AND EVALUATION
THE MESTEP RESEARCH PROJECT

Over the past three years, MESTEP has been conducting a research project based on in-depth phenomenological interviews, with a sample of 30 participants in and graduates of the program. The research represents a continuing effort to understand students' experiences as new teachers for purposes of program development and dissemination.

MESTEP conducted three 90-minute interviews with each of the participants in the research project. In the first interview, the researcher asked the participants to reconstruct the autobiographical context of their lives which led to their involvement in MESTEP. The second interview centered on the participant's current experience as a beginning teacher. In the third interview, participants were asked to reflect on the meaning of their experience in MESTEP and to talk about how they understood and made sense of their beginning years as teachers.

All interviews were tape recorded and later transcribed by a secretary. Once the transcripts were typed, the research team read the transcripts and marked and labeled compelling passages. These passages have been organized, excerpted, and stored in 80 “theme files” which represent a continuing data base for MESTEP research and development.

As the research team met periodically to discuss their reading of the transcripts, they also selected several interviews which were particularly rich in compelling material and illustrative of the complexities of beginning teaching to be developed into profiles. Building on the method of presentation employed in In the Words of the Faculty (Seidman, 1985), we have developed profiles as narratives of the participants’ experiences in their own words. To date we have 13 profiles available for use as informational and instructional material on what it is like to be a beginning teacher.

EVALUATION

The research effort is not primarily designed for evaluation. However, information gained through the transcripts has been important in reshaping the program’s components and experiences. Student feedback is gathered through course evaluations and written project evaluations at the end of the first summer and upon completion of the program. Results of the process led to the re-ordering of the courses during the teaching semester, expanded administrative services, revamping of several courses and the support seminar, and provision of more pleasant living quarters at the University during the first summer’s coursework.

Each grant sponsor through its approval process has evaluated both the merit and potential of MESTEP. The most important evaluations, to date, have come from the industry and school supervisors who work with MESTEP students. Their feedback has shown that the work of our students is respected and that the affiliations made by students and those associated with the program have helped improve schools.

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1 The MESTEP research project was directed by Earl Seidman. The research team was composed of MESTEP faculty and staff and included: Richard J. Clark, Director, John Fischetti, Sharon Santielli, Mary Schatzkamer, Klaus Schultz, Pad Seidman, Verne Telen. Research was supported through a grant from the Fund for the Improvement of Post Secondary Education.

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FISCAL INFORMATION
RESOURCES

Support for basic program operations is currently provided by the University through allocations from the University President, the School of Education, and a portion of student fees.

Basic Revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fees</td>
<td>62,000</td>
</tr>
<tr>
<td>University President</td>
<td>30,000</td>
</tr>
<tr>
<td>School of Education</td>
<td>30,000</td>
</tr>
</tbody>
</table>

Total Basic Revenue: $122,000

Basic Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration &amp; Recrtmt</td>
<td>30,000</td>
</tr>
<tr>
<td>Internship Coordinator</td>
<td>8,000</td>
</tr>
<tr>
<td>Univ. Faculty (summer)</td>
<td>27,000</td>
</tr>
<tr>
<td>School Faculty (summer)</td>
<td>26,000</td>
</tr>
<tr>
<td>Support Teachers &amp; Supervisors</td>
<td>19,000</td>
</tr>
<tr>
<td>+ 6,000</td>
<td></td>
</tr>
<tr>
<td>Microteaching Kids</td>
<td>2,000</td>
</tr>
<tr>
<td>Travel</td>
<td>4,000</td>
</tr>
</tbody>
</table>

Total Basic Expenses: $122,000

Grants and contracts have played critical roles in program development, research and evaluation, and recruitment and dissemination. They include:

1988-89  Digital Equipment Corporation grant of VAXMate PC's, MicroVaxes, and related hardware and software to support networking, training, and research and development

1987-89  Title II (Board of Regents) to support minority fellowships and related recruitment

1985-88  Fund for the Improvement of Post Secondary Education (FIPSE) to support program development, research, and dissemination

1984-85  Bay State Skills Corporation to support program operation and development

1983-    Digital Equipment Corporation (est) grant of 25 Robin computers for use by students and faculty

1983-    Digital Equipment Corporation (est) 50,000

Total: 689,400
Internships provide not only the educational experience but also the student financial support necessary to allow recruits to participate. Estimated student support through schools and corporations is:

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1988-89</td>
<td>23</td>
<td>20,000</td>
<td>460,000</td>
</tr>
<tr>
<td>1987-88</td>
<td>21</td>
<td>19,000</td>
<td>399,000</td>
</tr>
<tr>
<td>1986-87</td>
<td>22</td>
<td>18,000</td>
<td>396,000</td>
</tr>
<tr>
<td>1985-86</td>
<td>16</td>
<td>17,000</td>
<td>272,000</td>
</tr>
<tr>
<td>1984-85</td>
<td>24</td>
<td>17,000</td>
<td>408,000</td>
</tr>
<tr>
<td>1983-84</td>
<td>17</td>
<td>17,000</td>
<td>289,000</td>
</tr>
</tbody>
</table>

2,224,000

Participating schools and corporations continue to contribute significant resources and support to MESTEP in a variety of ways. A sample includes:

Acton Public Schools: providing both summer school and academic year teaching space.

Bank of Boston: sponsoring banquet tables and hosting receptions.

Boston Private Industry Council: hosting meetings and providing linkages with member organizations.

Concord Public Schools: hosting informational meetings for school superintendents; distributing recruitment materials during national recruitment trips.

Digital Equipment Corporation: hosting twelve interview days, to date involving 1000+ participants; sponsoring receptions and banquet tables; supporting recruitment trips; providing training sessions for all students.

Lawrence Public Schools: hosting the Governor's visit to MESTEP; sponsoring meetings and receptions for interns; employing 33 MESTEP students as interns.

Massachusetts High Technology Council: sponsoring banquet tables and co-hosting commencement receptions; providing advocacy, links, and meetings with prospective corporate participants.

New England Telephone: providing hotel rooms for candidates; sponsoring banquet tables; donating classroom space for seminars at the Learning Center.
"When I first went to college a lot of people were making comments like ‘Don’t waste your time going to school to become a teacher’ I got that from a lot of people.”

“I saw an article in the Globe about MESTEP. My family called me about it. It was just heaven-made for me.”

“It was the toughest summer I ever lived through. The intensity of the program, the time you had to devote. I would get home and I would be exhausted.”

“Acton was fantastic... It saved us all.”

“The first day of teaching, it was hard. I was really nervous. But since I had no choice I just figured, well, it has to be done. It was not too bad.”

“I was nervous the first day, my hands were sweating, and I was talking too fast, and I was telling them what I was going to accept and I was still not sure that I was going to accept these things.”

“I suppose my views changed a hundred times in the last year, and September and October were hell. I was not doing very well and I hated discipline. I would think, well, I will quit. Now I have definitely gotten the hang of it.”

“I don’t believe in the tracking system.”

“I feel that I work all the time - 60 hours a week- and then on the weekends.”

“Cafeteria duty is the pits. Those kind of things start to add up after awhile. But right now the good is outweighing the bad.”

“I wish I had more personal freedom. That was what was nice working at Digital. I was treated as responsible. It was nice to go to a clean building, take 45 minutes for lunch, being able to relax. The change of pace was really nice. You could be by yourself, not on stage seven periods a day.”

“MESTEP group support was solid. Being with the people was great. If you are in trouble you could go and talk, and they would really listen and care.”

“My next steps are being able to control the class subconsciously and being more creative in how I present material--two ways, three ways, four ways, so if they can’t understand it one way they can another way.”

“Teaching is pretty much my life...I don’t think I’m going to change the world; I hope I change one or two students lives.”

*From interviews (See page 44)
MASSACHUSETTS BOARD OF EDUCATION

awards this certificate to

MESTEP

which has been designated an

Exemplary Partnership

in the

INDUSTRY-EDUCATION PARTNERSHIP

RECOGNITION PROGRAM — 1988

Chairman, Board of Education

Commissioner, Department of Education