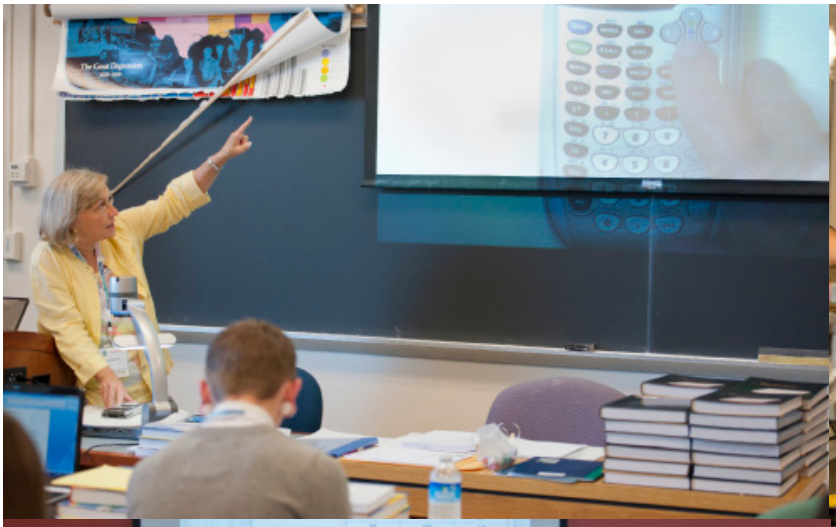
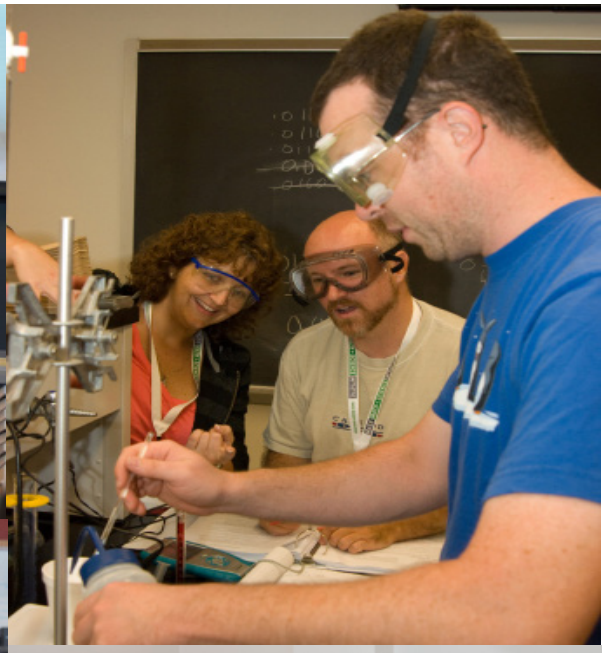
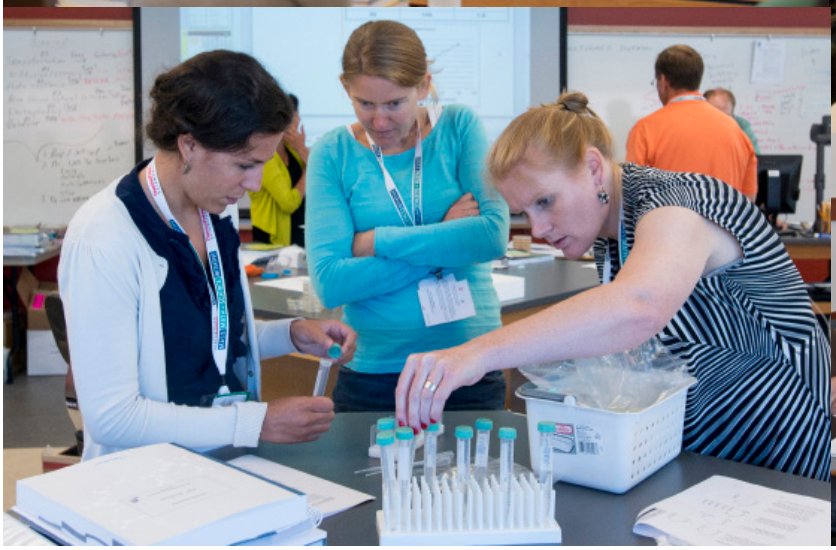
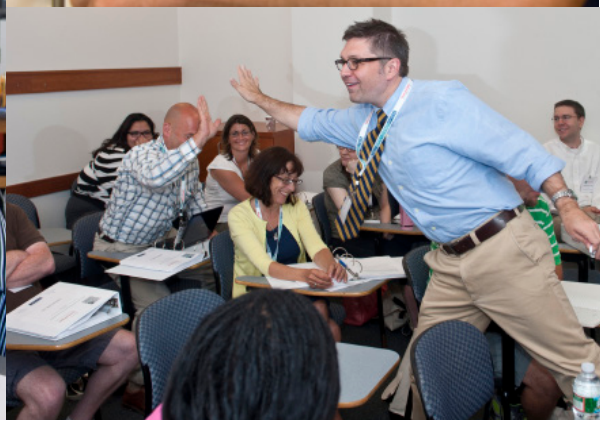
Mass insight
education & research

BRIDGEWATER
STATE UNIVERSITY

Mass Insight Education & Bridgewater State University 2020 Summer Institute

Week 1: July 20 - July 24, 2020
Week 2: July 27 - July 31, 2020
Bridgewater State University | Bridgewater, Massachusetts

This AP Summer Institute has been endorsed by

CollegeBoard
Advanced Placement Program

AP BIOLOGY: EXPERIENCED

Lee Ferguson *(Allen HS, TX) -- Week 1*

In this course, participants will explore the revised Advanced Placement Biology course and become familiar with the new Course and Examination Description (CED). Participants will be encouraged to move from lecture- and demonstration-centered instruction to one that focuses on conceptual learning. Course participants will talk about ways to introduce inquiry, data analysis and literacy strategies. Participants will begin to develop and/or revise their AP Biology course for the upcoming school year.

AP BIOLOGY: NEW

Michael Murray *(Pembroke HS, MA) -- Week 1*

This course will focus on building familiarity and skills to teach with the new AP Bio curriculum. Participants will be asked to look at their pedagogy and reflect on teaching for transfer, and how to work within the new course framework while incorporating their own strengths as a scientist. Strategies that focus on inquiry labs, the science practices and analysis of lab data. Participants will also develop strategies to help students acquire skills to analyze and write evidence-based lab reports. Participants will consider ways to help their students become better scientists.

AP CALCULUS AB: EXPERIENCED

Michael Boardman *(Pacific University, OR) -- Week 1*

This course will familiarize participants with the AP Calculus Course Framework, the exam, and the new 2019-20 AP resources designed to help plan and focus instruction. Many of the concepts and content of Calculus AB will be explored and strategies for successfully teaching the major topics using multiple representations (graphical, numerical, algebraic and verbal) will be emphasized. Resources, activities and supplemental material that promote student understanding will be provided. Participants will have hands on experience with AP Free Response and Multiple Choice questions with attention given to assessment of student written responses. Methods for using both the TI84 and TI-Nspire graphing calculators will be utilized.

AP CALCULUS AB: NEW

Jamil Siddiqui *(East Bridgewater High School, MA) -- Week 1*

The goal of this course is to help teachers see how all of the topics of AP Calculus are interconnected and to help them get that point across to their students. Participants will focus on the main topics of AB Calculus (Limits and the applications of the derivative and the integral). We will be working extensively with MC and FRQ from past exams. Emphasis will be given on using multiple representations to promote understanding of the material and tips for providing instruction. There will be discussion of the best practices used to teach these topics as well as the changes for SY19-20 (including the new CB resources). The pace of the course will be determined by participants.

AP CALCULUS AB

Wanda Savage *(College Board Consultant, TX) -- Week 2*

This course will cover all topics assessed on the 2019 AP Calc AB exam and will address and the new CED framework. Higher emphasis on written justifications of problem solutions was discussed at the Reading and this issue will be addressed, as will the importance of the domain of solution curves when solving differential equations or investigating slope fields. Class activities that help the students grasp difficult concepts, such as average value of a function will be shared. Multiple ways to approach topics, such as the derivative of the inverse function, $(f^{-1})'(x)$, will be investigated so that the students will be prepared for exam questions which are posed in non-routine ways. Participants will learn to prepare their students for any AP Exam question relating to a given graph, which has been a troublesome area for students. Included will be practice problems which help to prepare the students for the more challenging and incorrectly handled questions on the actual exam. Discussion topics will include methods of instilling higher level thinking and conceptual understanding, as well as strategies for writing practice exam questions. All topics will be approached both with and without the calculator.

AP CALCULUS BC

Dennis Donovan *(Xaverian Brothers HS, MA) -- Week 2*

This course provides AP Calculus BC teachers the tools they need to implement effective AP Calculus BC courses. Participants will gain an understanding of the structure of the AP Calculus BC course, receive assistance planning their courses, explore effective ways to teach the material, and learn about the new resources from the College Board for assessment including Personal Progress Checks and the Question Bank. Participants will deepen their understanding of the concepts and methods included in AP Calculus. They also will learn about the construction of AP Calculus exams and scoring guidelines and will experience the process of scoring the AP Calculus exams. We will engage in discussions on classroom techniques that improve student learning and retention.

AP CHEMISTRY: EXPERIENCED

Todd Abronowitz *(Parish Episcopal School, TX) -- Week 2*

This course is designed to assist AP teachers in building the foundations for success in teaching AP Chem. Emphasis will be placed on the rigor of the material that students need to be successful on the exam. More time will be spent on developing a deeper understanding of concepts and how to approach the teaching of them in multiple ways. Time will be allowed for best practices and for sharing ideas as a group. Lab investigations will be incorporated with the discussion of the theory. Lab topics may include: kinetics, equilibrium (determination of pKa), determination of molar masses, titrations, etc. The material covered (and the sequence) will be determined by the needs of the group as a whole. Topics may include the following: Equilibrium, Thermodynamics, Kinetics, Electrochemistry, MC strategies, acid-base chemistry, atomic structure, etc.

AP CHEMISTRY: NEW

Susan Biggs *(Northampton HS, MA) -- Week 1*

This course will be an intensive overview with attention being paid to lab work, the structure and content of the exam and a number of curricular areas. Participants will begin with a discussion of the general issues that all AP teachers grapple with including timetable variations, course outlines, resources and the development of a syllabus suitable for the College Board's Audit. The development of the exam rubric, the setting of standards and the process of applying them to the exam will be explained by an experienced exam reader. Curricular areas unique to AP Chem will be linked to a variety of previous exam questions. A series of different lab activities will be performed and discussed. Participants can expect to focus on the inquiry-based approach that is central to the course. A collaborative approach will be used; come prepared to share. Participants will leave with a wealth of knowledge, and access to a load of internet-based resources.

AP COMPUTER SCIENCE A

Kimberly Burton-Regulski *(Eastern Technical HS, MD) -- Week 1*

This course addresses teaching the CSA curriculum with emphasis on key topics (e.g., programming basics, classes, recursion, ArrayLists, arrays, 2D arrays, inheritance, etc.) and the Computer Science A Labs. Participants will receive teacher-designed materials along with hands-on activities that demo and explain various programming concepts. Participants will actively engage in discussion, peer-sharing, problem-solving, and programming in Java to facilitate understanding and classroom presentation. New CB online resources and course guide will be introduced.

AP COMPUTER SCIENCE PRINCIPLES

Andy Kuemmel *(Madison West HS, WI) -- Week 2*

This course is designed for both new and experienced teachers to AP Computer Science Principles. Experienced teachers will have opportunities to further refine their course materials, learn about alternative curricula, share ideas with each other and explore new resources. New teachers will leave with a clear understanding of the 7 Big Ideas of Computer Science while developing strategies to incorporate the six Computational Thinking Practices outlined in the course. In addition, new teachers will understand pacing, curricula and programming language options. A variety of resources and teaching styles will be used throughout the week to help teachers develop and implement this course in their individual school settings.

AP ENGLISH LANGUAGE & COMPOSITION: EXPERIENCED

John Williamson *(Eastern Kentucky Univeristy, KY) -- Week 1*

The 2019-2020 school year will see some changes to the Lang and Comp course. Participants will be provided with a binder of resources and support, including nine unit templates. The primary objective will be to develop units with activities that help students become critical readers and effective writers. The course addresses multi-modal literacy focusing on analysis, comparison/contrast, argumentation, and synthesis of a variety of texts. Through the use of graphic organizers, mnemonic devices, and other tools, participants will share methods to teach rhetorical devices, modes, annotations, documentation, and citation. Participants will review the free-response questions, rubrics, and sample essays from the 2019 Reading.

AP ENGLISH LANGUAGE & COMPOSITION: NEW

Mary Jo Zell *(Keller HS, TX) -- Week 1*

This course will focus on methods and content used in teaching students to become superior readers, writers, and thinkers. The class will focus on the skills of the course articulated in the College Board Course and Exam Description (2019) and the various ways to create engaging instruction. The course will be implementing the 1-6 Analytic scoring rubric, building composition skills, and presenting revision strategies to improve student writing. The goal is to cultivate new texts and strategies for classroom use, the seminar will include a variety of non-fiction in conjunction with relevant writing skills. The instruction of composition will be a major focus of the class. Much time will be spent looking at both the multi-draft essay—including the research paper—and the timed essay. We will focus on the depth of study and building instructional units of study for a successful AP English Language classroom, scoring and revision strategies improve student writing. We will work with the objective and written portions of the AP English Language test. We will examine a variety of syllabi, forms of assessment, and managing the overwhelming paper load that comes with teaching AP English classes.

AP ENGLISH LITERATURE & COMPOSITION: EXPERIENCED

Brandon Abdon *(Cincinnati Public Schools, OH) -- Week 1*

This course provides an exploration of pedagogical and instructional approaches critical for the teaching of literary analysis of fiction texts, including writing analytical arguments about those texts, with emphasis on their application in an AP English Lit & Comp course. Topics include argumentation, close reading and critical analysis of fiction texts - both prose and poetry as well as argument and literary analysis. Curriculum design will be a focus: scope and sequence, teaching for understanding and transfer, skill scaffolding. Concepts of assessment, formative assessments, feedback, rubric development, and application will be integrated.

AP ENGLISH LITERATURE & COMPOSITION: NEW

Elizabeth Davis *(College Station HS, TX) -- Week 1*

The course is designed to introduce and review the information and skills needed for the AP English Literature and Composition course and to enhance teacher's knowledge of the AP program. Key areas of focus will include: developing a syllabus that scaffolds the skills students need to respond to literature effectively, preparing students for the challenges of the multiple choice and free-response sections of the exam, teaching writing as opposed to assigning writing, and creating an innovative and exciting classroom environment. In addition, participants will review the Course and Exam Description materials from The College Board including the course framework, instructional materials and suggested units, fall registration practices, AP Classroom, and the analytical rubric. Teacher participation and interaction will be highly encouraged.

AP ENVIRONMENTAL SCIENCE

Amy Fassler *(Marshfield HS, WI) -- Week 2*

This course will give participants the opportunity to get hands-on experience with labs/activities, plan next year's program, review course content and the released exams, review the 2019 exam FRQs, review textbooks and survey internet resources, receive textbooks, review several sample lab programs, and try to fit in a field trip! APES has gone through an articulation. There is a new CED that will be distributed and time will be given to discuss the science practices, exam changes, thoroughly examine the CED, and develop lessons/plans.

AP HUMAN GEOGRAPHY

John Trites *(Acadia University, CANADA) – Week 1*

The course is designed to offer teachers an opportunity to become more familiar with, and better prepared to teach the course. Each unit of the Human Geography course will be addressed through a brief analysis of the major topics, a sample lesson, and additional lesson ideas. Other aspects of the workshop include the use and value of field work, a discussion of textbooks and ancillary resources, and a review of the questions, rubrics, and sample answers from previous examinations. A significant amount of time will be dedicated to familiarizing the participants with the changes that the College Board is implementing for the 2019-2020 school year. These changes are designed to provide new opportunities and resources for both teachers and students. The matter of helping the students become as well prepared as possible for the exam, will be an underlying theme of the workshop. There will likely be a couple of short homework assignments throughout the week. Some textbooks from a variety of publishers will be provided

AP PHYSICS 1

Rebecca Howell *(Lambert HS, GA) – Week 1*

The purpose of this course is to familiarize participants with the AP Physics 1 course and to offer guidance, strategies, and resources for successfully teaching this course. An overview of the AP Physics 1 Curriculum Framework will be explored with an emphasis on preparing teachers for the audit and the focus on inquiry-based pedagogies. Another particular focus of this institute will be the developing of classroom material for Physics 1.

AP PHYSICS 1 & 2

Oather Strawderman *(Lawrence Free State HS, KS) – Week 2*

The course is designed to help teachers build the foundation for a successful AP Physics program. Emphasis will be placed on the rigor of the material that students need to be successful with on the AP Physics 1 & 2 exam. A significant amount of time will be spent addressing how AP Physics is an adjustment in not just what we teach, but how we teach. Lab investigations will be incorporated throughout the workshop, with special emphasis on transitioning your laboratory into a guided-inquiry based program. We will also focus on the exam and how best to prepare your students for it. We will review the requirements for the course audit and the syllabus requirements. Time will be allotted for best practices and for sharing ideas as a group. As an AP Physics 1 & 2 workshop, options will be presented during each activity to help prepare you to teach either or both courses.

AP PHYSICS C: MECHANICS AND ELECTRICITY & MAGNETISM

Michelle "Shelly" Strand *(West Fargo HS, ND) – Week 1*

Participants will have the opportunity to meet and learn from others who are teaching or plan to teach AP Physics C (Mechanics and Electricity & Magnetism) in their schools. This course is designed to be collaborative for all attendees as they strengthen their knowledge of the subject, become familiar with the Physics program, and develop lab and demonstration materials for use in their own classrooms. They will come away with materials, including the College Board AP Physics C packet, tests and solutions from past years, sample course syllabi, and the solutions to the most recent exams. Time will be spent working on problem solving techniques and discussing approaches to teaching AP Physics-including development of a syllabus and designing labs and assessments that address higher order thinking skills. Participants will be given the opportunity to work in small groups to model the inquiry-based lab design required by the AP-C (Mechanics and Electricity & Magnetism) course.

AP SPANISH LANGUAGE AND CULTURE

Louis Baskinger *(Herkimer College, NY) – Week 1*

This course introduces participants to the AP Spanish Language and Culture Curriculum Framework that went into effect in 2013. Participants will learn the format of the AP Spanish Language Exam and how the FRQs are scored. The 6 themes, as well as the recommended contexts, and questions for each theme will be discussed. Modifications and changes made to the AP Program starting with the 2019 SY will be of special focus. Participants will examine the 3 modes of communication (interpersonal, interpretive, presentational) and how they are reflected in the course and the exam. The most recent AP Spanish scoring guidelines and student samples will be used to become familiar with the scoring. The course will also address issues of the AP Spanish Language curriculum. Participants will prepare for their AP Spanish Language course and discuss strategies for designing units of instruction. Participants will discuss textbooks and resources available.

AP STATISTICS: EXPERIENCED

Paul Rodriguez *(Troy HS, CA) – Week 1*

Each of the four major content areas will be reviewed in this course – exploratory data analysis, experimental design/surveys, probability/simulations and statistical inference, in order for experienced teachers to refine their previous understandings of these areas. In addition, teachers will gain practical teaching knowledge, including strategies for teaching specific concepts, creating and using formative and summative assessments and how to appropriately use technology. The format of the AP Statistics exam will be reviewed along with ways to create unit assessments that mimic the AP exam. AP Statistics Free Response questions, scoring guidelines and sample student solutions will be reviewed in detail along with common student errors and misconceptions. The new online resources for AP Statistics teachers to use with their students will be introduced and suggested resources, ideas for projects and test prep recommendations will round out the workshop. Participants will have ample opportunity to collaborate, ask questions and wrestle with the big ideas of AP Statistics. Participants are encouraged to bring a TI-83/TI-84 (or similar) graphing calculator and a laptop, if possible.

AP STATISTICS: NEW

Gloria Barrett *(College Board Consultant, NC) – Week 1*

This course will provide an overview of the content and philosophy of AP Statistics. Participants will discuss concepts, terminology, and procedures that students need to master as well as pacing, sequencing, and resources for teaching. Participants will also take a look at the new AP resources that are available to help you plan instruction and give you and your students feedback throughout the year. During the week, participants will assume the role of students as they engage in a variety of classroom-ready activities and investigations that can be used to help students develop understanding. These include web-based simulations and resources as well as activities for the TI-84. Time each day will be devoted to looking at solutions and scoring rubrics for AP exam questions. Participants will have ample opportunity to collaborate, ask questions and wrestle with the big ideas of AP Statistics. Participants are encouraged to bring a TI-83/TI-84 (or similar) graphing calculator and a laptop, if possible.

AP STATISTICS

Leigh Nataro *(Kent Place School, NJ) – Week 2*

Each of the four major content areas will be reviewed in this workshop – exploratory data analysis, experimental design/surveys, probability/simulations and statistical inference, in order for teachers to be introduced to or refine their previous understandings of these areas. In addition, teachers will gain practical teaching knowledge, including strategies for teaching specific concepts, creating and using formative and summative assessments and how to appropriately use technology. The format of the AP Stats exam will be reviewed along with ways to create unit assessments that mimic the AP exam. AP Stats FR questions, scoring guidelines and sample student solutions will be reviewed in detail along with common student errors and misconceptions. College Board resources, including AP Classroom, will be explored along with ideas for projects and test prep recommendations. Participants will have ample opportunity to collaborate, ask questions and wrestle with the big ideas of AP Stats.

AP U.S. GOVERNMENT AND POLITICS

Robert Baker *(Needham HS, MA) – Week 2*

This course is designed for educators who are new to US Government and Politics as well as for experienced teachers in search of new materials and strategies. Detailed information about the new frameworks and the new testing format launched in 2018-2019 will be highlighted. We will examine each of the 5 new units in detail as well as trying interactive lessons that span units and call on the same type of knowledge and skills used in the Free Response Ques-tions. We will also share approaches for this course that are effective with students from dif-ferent academic backgrounds. Although the nation's founding documents remain unchanged, policy, legislation, court decisions and political trends are constantly evolving. Updated curricu-lum, both in electronic and hard copy form, will be made available for all sub-topics. This course will examine our political landscape from multiple perspectives, ranging in time from the founding of the Republic to the results of the 2018 election and beyond.

AP U.S. HISTORY

Susan Reeder *(Winter Springs HS, FL) – Week 2*

This course is designed for both new and experienced teachers. We will address the themes, units, and the historical thinking and reasoning skills students will need to have to be prepared for the exam format. The new APUSH exam consists of 9 units each within a specific time period, 8 themes, and 6 historical thinking skills and 4 reasoning skills. Specific time will be allotted each day for addressing these units, themes, and historical thinking and reasoning skills. At the end of the course, participants will have a thorough understanding of the APUSH exam. Time will be given for participants to work on a class pacing guide and lessons. A thorough understanding on teaching the course successfully to students will be achieved.

AP BIOLOGY (FOR ALL TEACHERS)

Laura Monti *(Riverdale Country School, NY) – Week 2*

Participants will develop a high level first year biology course that introduces students to the four big ideas in Advanced Placement Biology. Participants will practice activities designed to give students opportunities to practice age appropriate quantitative skills that are the foundations of those skills needed in AP Biology. The course will help participants design engaging lessons that utilize the seven science practices in a way that challenges students to make lasting connections for success.

AP CHEMISTRY (FOR ALL TEACHERS)

Fred Vital *(Darien HS, CT) – Week 2*

The course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing content in a practical setting. This ability is one of the hallmarks of scientific literacy, and it cultivates a more successful pathway to AP courses. This course focuses deeply on the foundational chemistry knowledge and skills that matter most in preparing students for subsequent coursework in science. This course concentrates on the core areas of stoichiometry, reactions, and thermochemistry. Rather than understanding content topics in isolation, students will make meaningful connections between microscopic and macroscopic matter.

AP ENGLISH LANGUAGE (FOR ALL TEACHERS)

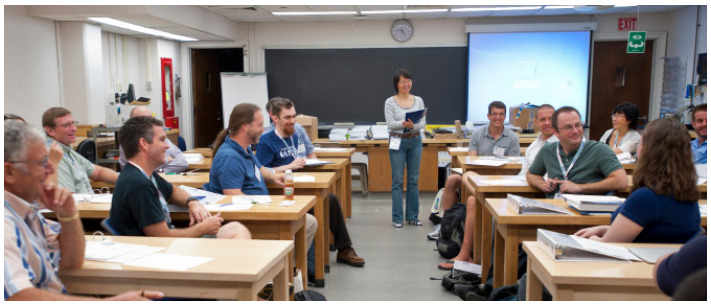
Bernard "Bernie" Phelan *(College Board Consultant, IL) – Week 1*

This course provides training in content (understandings and skills) and pedagogical approaches for language arts teachers preparing students for AP or advanced coursework. Specifically, the course addresses the teaching of analysis of literary and expository texts, writing literary analyses and expository arguments, and formative and summative assessment strategies. Curriculum design will be a focus: scope and sequence, teaching for understanding and transfer, skill scaffolding.

AP CALCULUS (FOR ALL TEACHERS)

TBD *(tbd) – Week 2*

This course is designed to provide teachers with the opportunity to work with fellow participants vertically on the Big Ideas of Content, Instruction and Assessment across grades and courses. The focus will be on supporting students as they progress through their math sequence to AP math courses. Participants will create lessons and activities that will help students build on their prior math knowledge, deepen their conceptual understanding of content, gain fluency in math skills and develop their math vocabulary.



ABOUT MASS INSIGHT EDUCATION

Founded in Boston in 1997, Mass Insight Education (MIE) is a national nonprofit at the forefront of education reform. It is dedicated to improving student achievement and increasing college success through bold district restructuring and rigorous academic programs. To close the achievement gap and prepare the leaders of tomorrow, MIE inspires students to go to college, and gives them the academic tools and training they need to thrive and earn a degree. For more information, please visit: www.massinsight.org.

ABOUT THE 2020 SUMMER INSTITUTES

These Summer Institutes are comprehensive five day trainings for teachers that teach and/or teachers that are interested with aligning their classes to the following **Advanced Placement®** courses: Biology, Calculus, Capstone, Chemistry, Computer Science, English Language & Composition, English Literature & Composition, European History, Environmental Science, Human Geography, Physics, Spanish Language, Statistics, U.S. Government and Politics, and U.S. History.

LOCATION

Bridgewater State University
Main: 131 Summer Street | Bridgewater, MA 02325

WHO CAN ATTEND

The Summer Institute is open to all teachers. Please review the *Registration Fees* section for information on cost by teacher status.

WHAT TO BRING

ALL participants are advised to bring a laptop, if not required.
MATH participants are required to bring a graphing calculator.
SCIENCE participants are required to bring a graphing calculator, lab coat, goggles, and closed-toe shoes.
Participants will receive a detailed e-packet (electronic packet) approximately two weeks prior to the Summer Institute that will list any additional materials/equipment to bring.

PROFESSIONAL DEVELOPMENT POINTS (PDPs)

30 PDPs for full attendance and completion of the Summer Institute.

GRADUATE CREDITS

Non-Capstone participants will have the opportunity to apply for three (3) Graduate Credits for a $250 fee. Participants will be expected to attend and complete the Summer Institute in full, and may be expected to complete additional coursework before and/or after the Summer Institute. Participants will receive a detailed e-packet approximately two weeks prior that will contain information on any additional requirements. More information on the application process will be available on the first day of the Summer Institute.

PLEASE NOTE: returning participants that received credits at a previous MIE Summer Institute MAY NOT be eligible to receive additional credits for the same course, despite a different instructor.

HOW TO REGISTER

Where applicable for AP® courses, participants have the option of registering for an (EXPERIENCED) or a (NEW) section. Courses marked Experienced are geared towards AP teachers with three or more years of experience teaching that particular AP course. Courses marked New are for AP teachers with two or fewer years of experience teaching that particular AP course. In addition, participants have the option of selecting which week to attend.
PLEASE NOTE: not all courses are available both weeks.

Please register at the following website:
http://www.massinsight.org/2020summer

REGISTRATION FEES (NON-CAPSTONE COURSES ONLY)

MIE AP Core Program Teachers:
There are no registration fees for Core Program teachers who have attended fewer than two AP Summer Institutes since entering the Program, and will be teaching at least one AP math, science, or English course during school year 2020-21. For these eligible teachers, there is no cost to attend for an *AP course* (not a Pre-AP course).
MIE Sustaining Partnership Program (SPP) Teachers:
Please refer to the chart below for cost to attend. Teachers from a SPP school may have their attendance funded through a school/district partnership with MIE and should confirm with school administrators before registering.
Non-MIE/Other Teachers:
Please refer to the chart below for cost to attend.

The following chart details the Registration Fees, by teacher status:

Teacher Status	*Commuter Fee*	*Boarder Fee*
MIE AP Core Program Teacher	no fee	no fee
MIE SPP Teacher	$1,275*	$1,650*
Non-MIE/Other Teacher	$1,275	$1,650

**Discount may apply depending on the school/district partnership with MIE*

COMMUTER FEE – fee includes tuition, lunch, and materials.
BOARDER FEE – fee includes tuition, three meals, materials, and on-campus accommodations at Bridgewater State University.
On-campus accommodations: single occupancy DORM ROOM within a shared suite in a mix-gender Residence Hall. Included: free parking, free breakfast and dinner options at the designated Student Dining Hall, Computer Lab, Fitness Center, Mail Room, vending machines, shared kitchenette within room suite, shared bathroom(s) within room suite, shared furnished common area within selected room suites, air conditioning, wireless internet, light bed linens and mini-pillow, light bath towel. NOT Included: toiletries or typical household appliances (such as television, coffeemaker, etc.). If possible, boarders are also still encouraged to bring their own linens, towels, pillow, and a fan in case the accommodations are not sufficient.

PLEASE NOTE: MIE AP Core Program teachers are eligible for on-campus accommodations ONLY if they are outside a 50-mile radius of Bridgewater State University (ONE WAY). This will be strictly enforced. Non-MIE teachers are eligible for on-campus accommodations if they have chosen to board, paid the appropriate registration fee, and space permitting.

PAYMENT

Check, Money Order, Wire are the only accepted forms of payment.
Make check or money order payable to: *Mass Insight Education*.
MAIL PAYMENT TO:
Mass Insight Education
ATTN: Summer Institute
69 Canal Street, 3rd Floor
Boston, MA 02114

Full payment is **DUE UPON RECEIPT** of invoice. If you prefer MIE to bill your school/district directly, please include a PO# and billing contact information as you complete your online registration - this information is an absolute requirement. Please note: MIE reserves the right to refuse teacher admittance at the Summer Institute if payment has not been received in full via check or money order. A school/district PO does not satisfy the payment requirement.

QUESTIONS?

Please contact us at mieap@massinsight.org.