

NCES Technology & Professional Development Center News

TeacherLine Courses

There is still time to register for the spring sessions of TeacherLine courses. TeacherLine's online courses use the latest internet technology, including streaming video and online discussion boards, to provide teachers with research-based training in the areas of math, science, language arts, and technology integration, and instructional theory and practice. These media-rich online courses are led by trained facilitators from NH and emphasize learning-by-doing. Each course lasts six weeks and costs only \$75. Upon successful completion, teachers will receive **24 CEU credit hours**. Graduate credit may also be obtained from Plymouth State University for an additional fee.

A 2-hour introductory face-to-face session will be held during the first week of each course at one of the Regional Professional Development Centers. After that, teachers can then complete the work anytime, from any computer with Internet access. There are no other scheduled meetings -- all work is done online.

SERIES I:

April 4 to May 20, 2005

The following are courses beginning the week of April 4, 2005.

Fostering Cooperative Learning, Discussion, and Critical Thinking in Elementary Math (Grades 1-5)

Intro: 4/7/05 4-6 p.m. in Penacook.

Teaching Reading in Science

Intro: 4/4/05 4-6 p.m. in Penacook.

Teaching Reading in Mathematics (Grades 3-12)

Intro: 4/20/05 4-6 p.m. in Exeter.

Contemporary Issues: Using Technology for Discussion, Debate and Problem Solving in the Middle School Curriculum (Grades 6-8)

Intro: 4/6/05 4:30-6:30 p.m. in Penacook.

SERIES II:

April 18 to June 3, 2005

The following are courses beginning the week of April 18, 2005.

Fostering Cooperative Learning, Inquiry, and Critical Thinking in Elementary Science (Grades 1-4)

Intro: 4/21/05 4-6 p.m. in Manchester.

Fostering Collaboration, Inquiry, and Critical Thinking in Middle School Science (Grades 5-8)

Intro: 4/18/05 4-6 p.m. in Bedford.

Teaching Phonics & Spelling for Beginning and Transitional Readers (Grades 1-3)

Intro: 4/19/05 4-6 p.m. in Penacook.

For full **course syllabi** and registration information, visit the TeacherLine website at nhptv.org/teacherline.

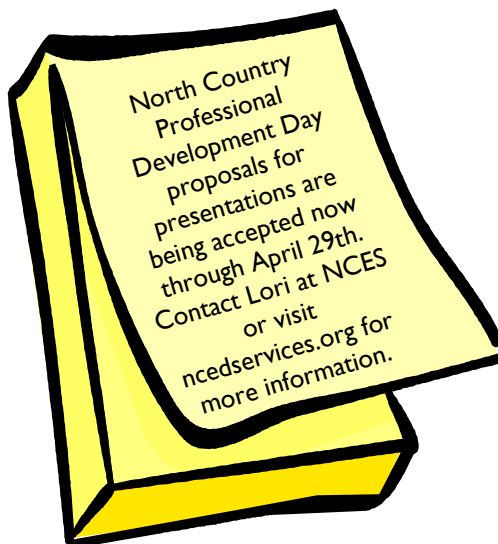


Consultant Charles Robinson at a recent training on secondary transition to help students become gainfully employed. The four part series is held at NCES and video conferenced to two remote sites.

Mindflight 2005



The NCES Technology & Professional Development Center, through the North Country College Prep Initiative, funded by the omnibus appropriation by Senator Judd Gregg and administered by the US Dept. of Education, will provide 23 scholarships to North Country students for the Mindflight summer enrichment program. Mindflight is a residential program at Plymouth State University for middle-school students. It offers enriching, interdisciplinary experiences taught by teams of university faculty, classroom teachers and artists. Mindflight is open to high achieving, motivated students currently completing the 6th, 7th and 8th grades. Selection for participation will be based on each student's academic performance and teacher recommendations. For application information and scholarship form, please contact NCES.



Differentiation, Language Arts, & Technology – Oh My!

Instructor: Trish Underwood

Dates/Times: July 19, 20, 21 & 22, 2005 from 8:30- 2:30

Cost: \$150 members, \$175 associates, \$200 nonmembers (includes morning refreshments, lunches & choice of two books)

Graduate Credit: Two optional graduate credits from Plymouth State University (call NCES for additional cost info)

Does your Language Arts/English classroom have students who all read equally well? Can they all accomplish the same writing tasks with proficiency? Do they all have the same computer skills? Probably not! Yet English/Language Arts teachers are expected to make sure that each student makes “adequate yearly progress” in all areas that have state standards (GLEs). Add to that the goals we have requiring us to integrate technology into the classroom...and it looks impossible, given the range of learners we teach. However, there is hope! Differentiated Instruction is a way of looking at students, standards, curriculum, and school that honors all students and our need to move each one forward. Whether you are new to differentiation or are looking for additional tools to add to your “DI Toolbox,” you will find a place in this 4-day class. We will actively read, discuss, experience and create LA lessons for a broad spectrum of learners. Exploring and using the vast array of technological tools that are out there will play a major role in the class. Teachers of K-12 Language Arts and Special Education are encouraged to attend.

Nonviolent Crisis Intervention®

Dates/time: June 9 & 10, 2005 from 9:00 to 3:00

Trainer: Dr. Lex Burton

Cost (includes manual, CPI certification card with successful completion & lunch): \$85 members, \$110 associates, \$125 non-members

On the first day, the emphasis will be on early intervention and nonphysical methods for preventing or managing disruptive behavior. Personal safety techniques for staff are also demonstrated and practiced in this seminar to prepare staff to safely remove themselves and others from a dangerous situation. You'll learn:

- How to identify behaviors that could lead to a crisis
- How to most effectively respond to each behavior to prevent the situation from escalating with verbal and nonverbal techniques
- How to use principles of personal safety to avoid injury if behavior becomes physical

The second day of training expands on crisis intervention methods to include the study and practice of nonharmful physical intervention methods, used as a last resort when an individual becomes an immediate danger to self or others. You'll learn:

- When it's appropriate to physically intervene and how to safely and effectively control and transport an individual
- How to assess the physical and psychological well-being of those involved in a crisis, including debriefing after a crisis
- How to properly document an incident

The AD/HD Integrated Classroom Teaching Techniques Workshop®

Presenter: Sue Ellis, Director of Education, Hunter School

Cost: Members: \$15/session or \$25 for both
Associate members: \$20/session or \$35 both
Nonmembers: \$25/session or \$40 both

In this two-part series, the presenter will provide a comprehensive and effective approach to understanding and working with AD/HD students using research-based, practical, and simple techniques that have been tried and tested in actual classrooms. Participants will also learn how AD/HD is a unique brain wiring replete with sparks of talent and creativity that can be very useful in clearly identifying and working with a student's strengths.

This will be a lively, interactive workshop during which attendees and the presenter will discuss and practice together strategies to maximize the AD/HD students' learning abilities as well as learn how to apply them in their own teaching environments.

This workshop provides tools and strategies for:

- Understanding the commonalities/differences of ADD and AD/HD.
- Distinguishing symptoms of AD/HD from disorders that mirror AD/HD.
- Knowing co-occurring conditions and behaviors that can accompany AD/HD.
- Identifying AD/HD in the classroom.
- Developing curriculum elements that support AD/HD student's learning process.
- Teaching techniques for students in an integrated classroom.

Part I: May 3, 2005 from 1:00 to 5:00

Part I will focus on the clinical definition of AD/HD, symptoms of AD/HD, and the combination of various diagnosis that may co-exist with AD/HD.

Part II: May 17, 2005 from 1:00 to 5:00

Part II will focus on practical ideas to use in the classroom and within the home environment.

Off the Shelf

Media Center Update

Kristen's Pick

Reading About Our World

Social Studies Kits

This month, our review comes from the Heinemann family of Gorham. Please let me know if you have a special library material you would like to review in our newsletter.

We, as a homeschool family, have taken a great interest in borrowing educational materials from NCES. We've enjoyed videos, games, books, CD-ROMs. Some of our favorite materials from the library are the Reading About Our World Social Studies kits. Subjects include American History, World Geography, World Cultures and Cities and Towns. Each day, we read 1 or 2 cards together, answer the questions and have a discussion about the topic.

Kellee: I never even knew about some of these things. I liked the card about Audie Murphy. He worked in the Army at 16. He was short and small but he was still brave. He later became a general.

Malina: I like the cards because they teach us good things. I especially like the one about the slave, Linda Brent, who had to stay away from her children. She hid in the attic for seven years!

Derrick: We learned about the peppered moth. Factories changed the lives of the moths. The debris from the factories stuck to them and turned them black. Birds could find them against the white trees. Later, they closed the factories and helped the moths.

Heritage, A North Country Sourcebook

We still have a number of copies of **Heritage, a North Country Source Book**, by Susan B. Hawkins to give away. Anyone interested in a copy of this book should call the library at 466-5437.

Recent Acquisitions for the Library

A Mind At a Time

Answers to Questions Teachers Ask about Sensory Integration

Autism Spectrum Disorders: Interventions and Treatments for Children and Youth

Beyond the Wall: Personal Experiences w/Autism & Asperger Syndrome

Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism

Educating Oppositional and Defiant Children

Fantasia Mathematica

Grandfather Tang's Story: A Tale Told with Tangrams

Guided Reading Library Set 1

Guided Reading Library Set 2

Harry Potter and the Chamber of Secrets (Audio CD)

Harry Potter and the Goblet of Fire (Audio CD)

Harry Potter and the Order of The Phoenix (Audio CD)

Harry Potter and the Prisoner of Azkaban (Audio CD)

Harry Potter and the Sorcerer's Stone (Audio CD)

Kindergarten Read-Aloud Anthology

Nonverbal Learning Disabilities At School

Oo-Pples & Boo-Noo-Noos: Songs/Activities for Phonemic Awareness

Passaconaway The Maneaters & The Great Stone Face (Audio)

Picture Cards For Intervention

Raising a Sensory Smart Child

Redwall (Audio CD)

The Grapes Of Math

The Number Devil: A Mathematical Adventure

The Out-Of-Sync Child Has Fun

Thinking in Pictures

Trophies Intervention Kit

Visual Literacy: Learn To See, See To Learn

Write-On/Wipe-Off Boards and Phonemic Awareness Disks

You're Going To Love This Kid: Teaching Students with Autism in the Inclusive Classroom

For descriptions of these items, follow the Media Center link from www.ncedservices.org.

Kristen Waddell

NCES Media Center Coordinator

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Director's Notes

As a newcomer to the state of New Hampshire, I have no right to suggest this, but here I go, wearing out my welcome. I would like to start a campaign to change the state motto. Our state's official advocacy for fierce independence served well in times of needed revolution from an oppressive, non-representative form of governance (come to think of it, maybe we haven't come so far). In the 21st century where limited resources pressure us to make choices between which critical services we wish to continue, I advocate that we need to change our paradigm. I am thinking something along the lines of, "Live harmoniously, cooperate with others, share and flourish." Or we could do a take off on the Golden Rule, "Do it with others so that they will want to do it with you." It is just a thought!

My point is that progress in education depends upon looking at the big community, regional or even state picture and recognizing that we are only a small piece of the picture, albeit a critical piece. Recently we had two guests from the University System of New Hampshire at our AVER Education Task Force meeting. One commented that the preK-16 education service providers in the North Country have it all over the same system players in the remainder of the state. We have multiple forums and corresponding initiatives that have begun the much needed process of working cooperatively to make this system more customer friendly and responsive to the needs of those for whom it exists. For example, the North Country has the only charter school in our state that is a model for success. It is because the initiative for our charter school came from our public school superintendents who recognized the need and advantages of collaborating to create an alternative school responsive to those students who, for one reason or another, found the conventional school system to not meet their needs.

More than the state motto, we need to change how we approach contemporary challenges. The agency, business, organization or individual determined to do it her way and strictly on her terms is doomed to failure. There is no argument that with every collaborative/cooperative effort there is a prerequisite for compromise of individuality, but if we use cooperation to its greatest advantage, the whole will be greater than the sum of the parts.

Happy spring.

Dr. Dan Shoemake

Executive Director

dan@ncedservices.org

Village Quest Summer Institute

*A professional development workshop for
Upper Elementary and Middle school teachers in New Hampshire.*

The Village Quest is designed to help teachers and students explore and discover the cultural history of their communities. Before the widespread use of the automobile many New England towns were not towns per se, but rather a handful of smaller villages. Each settlement arose out of particular local circumstances: topography; migration routes; local energy sources and natural resources; as well as the "starter culture" of early settlers. The patterns—and evidence—of community's history are still evident in place names, stone foundations, brick and wooden houses, chiseled headstones and leather-bound volumes found in the Lister's office.

In making a Village Quest, a class adopts a village in their community, learns about it through site investigation, primary and secondary source research and the gathering of oral history. Student learning is shared with the broader community through a published Quest—a treasure hunt revealing a "hidden story" of town history.

This 40-hour, 3-credit workshop guides teachers through and models all of the lessons and steps involved in making a Village Quest. The Institute will be held at the Northern Forest Heritage Park in Berlin, NH. Dates for the week-long workshop: Monday, June 27, 1 – 4pm (workshop orientation); Monday, July 11 – Friday, July 15, 9am – 4pm (summer institute); Friday, August 5, 9:30am – 12:30pm (post-institute reflection and evaluation).

Thanks to support from New Hampshire Humanities Council, 20 New Hampshire teachers can participate in this 3-credit Summer Institute for only \$75. For an additional \$330 (plus \$25 registration fee), you may take the workshop for graduate credit through Plymouth State University.

To register, or for more information, please contact Steve Glazer at (802) 291 – 9100, or email steve@vitalcommunities.org.

Inmate Program Closes

Established in 1998 under a grant from the NH State Department of Education, the NCES program to provide special education services to students incarcerated in adult county jails throughout the state ended in March. Owing to state budgetary issues, the program was significantly under-funded for the current fiscal year, necessitating the early closure.

Highly successful, this program was recognized around the state as an essential tool to lowering the recidivism rates of this needy group of inmates. Services have included tutoring to improve basic academic skills as well as qualifying to receive a high school diploma or GED. Counseling has been provided to teach anger and stress management, as well as jail-to-community transition service. As services to this population are federally mandated, it is anticipated that a new grant will be structured and services resumed for the fiscal year 2005-2006.

Sharon Caldwell

Houses of Correction Project Director