

NCES Technology & Professional Development Center News

North Country Teacher Selected for McAuliffe Sabbatical



The NH Charitable Foundation has announced that William "Bill" Church, physics teacher at Littleton High School, has been awarded the 2005 Christa McAuliffe Sabbatical. Bill will take leave of his classroom for the 2005/2006 school year and embark on a project that will take him to classrooms across the state, matching tech-savvy

high school seniors with kindergarten-through-8th grade teachers who need technology support in the classroom.

You may recognize Bill's name from past issues of NCES News. Bill, along with Paul Williams and Steve Roberts, is one of the instructors for NCES' Hands-On Middle School Science Project. Part of Bill's inspiration for applying stemmed from his work with teachers at NCES. There will be much more to come on this exciting project. Congratulations Bill!

Language Development and Change: How words come and go in the English Language

Instructor: Gaye Gould, Coordinator of the Graduate Program in Applied Linguistics/TESOL at Plymouth State University

Dates/Time: August 1 & 2, 2005 from 9:00 to 4:00

Location: Presenter at NCES, Gorham (also video conferenced to Keene & Bedford)

Cost: \$95.00, includes continental breakfast, lunch and text

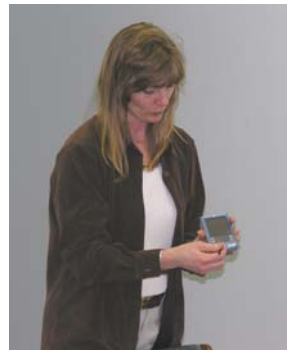
Graduate credit: One (1) graduate credit will be available through Plymouth State University for an additional cost.

This two-day workshop on English morphology and language change is for English and Language Arts educators. In addition to attending the event, participants will be asked to read selected chapters of *The Cambridge Encyclopedia of the English Language* and discuss several topics online. We will look at the term "word." What is a word? How are words created? What are the components of a word? If we need a new word, how do we decide what that word will look like? And what categories of words do we have in English? We will also look at how children can learn words based on what they already know. Contact NCES for a registration form. Registrations will be processed by SERESC.

This event is made possible through support from the Content Enhancement Instructional Leadership Project.

Administrators Participate in SALT

Cohorts from various regions of NH have participated in SALT (School Administrators Leading Through Technology) in each of the past three years. Funded by the Gates Foundation, NHSALT is a comprehensive professional development program created to inform, demonstrate, apply, and support best practices in school leadership. A contingent of 25 North Country administrators have participated in this year's program. Their April meeting was held at the NCES Technology & Professional Development Center. The afternoon featured a rotation between three hands-on technology sessions.



As the recipient of a classroom set of Palms from NCES' pilot project, Sharyl Plumley of Whitefield Elementary School presented an overview on use of the handhelds and how they are utilized in her classroom.

Dan Cherry from the NH Department of Education Office of Educational Technology, presented an overview of Inspiration. Grover assisted in a comparing and contrasting example of this visual mapping software.



Paula Churchill led a group through the process of combining digital still photos and songs into video clips using MovieMaker II. Demonstrating the use of this application in the lower grades for sequencing, participants created "The Making of PB&J" during the 45 minute session.

Differentiation, Language Arts, & Technology – Oh My!

Instructor: Trish Underwood

Dates/Time: 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

Location: NCES

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.

Registration is required for all events. All events are held at NCES unless otherwise noted.
Phone: 603-466-5437 800-268-5437 email: lori@ncedservices.org www.ncedservices.org

Off the Shelf

Media Center Update

Newly Cataloged Materials

12 Brain/Mind Learning Principles in Action
 6 + 1 Traits of Writing: The Complete Guide, Grades 3 and Up
 7 Keys to Comprehension: How to Help Your Kids Read It and Get It!
 A Private Universe: Minds of Our Own (DVD)
 ADD/ADHD Alternatives in the Classroom
 Alternate Assessment: Measuring Outcomes/Supports for Students w/Disabilities
 Assessing Impact: Evaluating Staff Development
 Changing How We Teach and Learn with Handheld Computers
 Children/Youth w/Asperger Syndrome: Strategies for Success in Inclusive Settings
 Classroom Instruction that Works
 Conversations That Matter: Ideas About Education
 Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry
 Death By Meeting
 Designing Professional Development for Teachers of Science and Mathematics
 Differentiated Instructional Strategies: One Size Doesn't Fit All
 Enhancing Professional Practice: A Framework for Teaching
 Evaluating Professional Development
 Eyes on Mars (DVD)
 How People Learn: Brain, Mind, Experience, and School
 How To Develop A Professional Portfolio: A Manual For Teachers
 I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers
 Inclusive Schools in Action: Making Differences Ordinary
 Individualizing Professional Development
 Instruction for All Students
 Leadership For Tomorrow's Schools
 Learning As A Way Of Being
 Learning In Action: A Guide to Putting The Learning Organization To Work
 Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults
 Making Mentoring Work
 Mentoring Matters: A Practical Guide to Learning-Focused Relationships
 NE Technology Standards for Teachers: Resources for Assessment
 net.savvy: Building Information Literacy in the Classroom
 New Teacher Induction: How to Train, Support, and Retain New Teachers
 On Being a Teacher: The Human Dimension
 Pathways to Understanding: Patterns/Practices in Learning-Focused Classrooms
 Pocket PC Computers: A Complete Resource for Classroom Teachers
 Report of the National Reading Panel: Teaching Children to Read
 Speak Like Churchill, Stand Like Lincoln
 Teacher-Centered Professional Development
 Teaching and Training Techniques: Lighting the Way to Performance Excellence
 Teaching Every Student in the Digital Age: Universal Design For Learning
 Teaching Mathematics In The Block
 The Adaptive School: A Sourcebook for Developing Collaborative Groups
 The First Days of School: How To Be An Effective Teacher
 The Key Elements of Classroom Management
 The Myth of Laziness
 The Myth of the ADD Child
 The Paraprofessional's Guide to the Inclusive Classroom: Working As A Team
 The Passionate Teacher
 The Technology Fix: The Promise and Reality Of Computers In Our Schools
 What Does It Mean To Be Well Educated?
 Who Moved My Cheese?

Project Learning Tree

Walk in the Forest

Date/Time: May 21, 2005: 8:30 a.m. - 1:00 p.m.
 Location: Rocks Estate, Bethlehem, NH

Walk in the Forest is a half-day workshop intended to provide teachers an opportunity to learn about trees, forests, the environment, and how professionals and Tree Farmers care for New Hampshire's forests and natural resources. This teacher training event will provide you with the information and resources you need for taking students outdoors to explore local forests, helping to develop their appreciation and respect for nature. Cost is \$10 per person.

Forest Discovery Trail, White Mtn National Forest

August 2, 2005: Grade K-4 Educators
 August 3, 2005: Grade 5-8 Educators
 August 4, 2005: Grade 9-12 Educators

These workshops will introduce educators to the White Mountain National Forest, using PLT and a new Forest Service curriculum as tools to explore the Forest Discovery Trail. Cost is \$35 per person. Time to be determined.

Curriculum Connections Through Schoolyard Investigation

Date: August 15-19, 2005
 Location: Barry Conservation Camp, Berlin, NH

This residential Summer Institute is an intensive five-day professional development experience focused on investigating your schoolyard and New Hampshire's rich natural landscape. Graduate credits are available from Plymouth State University. For more information, contact Jessica Brock, Project WET Coordinator at (603) 271-4071 or by email at jbrock@des.state.nh.us. Cost is \$150 per person. When registering a team of 4 or more, one teacher attends free. All district curriculum coordinators attend free! Graduate credits (4) are available from Plymouth State University at the discounted rate of \$125 per credit (\$500 total) - a savings of 60%!

For more information on these NH Project Learning Tree workshops, contact Beth Lesure, Education Coordinator, NH Project Learning Tree, at 603-226-0160 or beth@nhplt.org.

Cross Cultural Exchange in the Indian Ocean

The Arts Alliance of Northern NH is accepting applications from teachers grades 1-12 for "Cross Cultural Exchange in the Indian Ocean," a five-day interdisciplinary institute exploring the culture, history, and current events of the Indian Ocean community. Participants will attend lectures, discussions, group workshops, hands-on art activities, technology demonstrations, and assorted learning labs and may choose to earn 3 graduate credits through Plymouth State University.

When: June 28, 2005; August 1-5, 2005; two days during 2005-2006 (fall and spring)

Where: Plymouth State University campus

Who: Educators in grades 1-12 who teach humanities (social studies/history/geography/world culture and literature) or integrated arts and are interested in an interdisciplinary approach to teaching and learning

Cost: \$35 registration fee includes all programs, room and board. Graduate credit is additional and may be arranged directly with PSU.

Why this institute: The Indian Ocean is more than a large body of water that washes the shores of Asia and Africa; it is a world of exchange connecting diverse societies across time. For centuries, the Indian Ocean has been the scene of interactions where people have met to trade, to borrow, and to share everything from stories, songs, weapons, and tools, to beasts and foods; from recipes, textiles, laws, and gods, to rituals and dreams. The December 2004 earthquake and tsunamis offered a tragic reminder of the interconnection of the Indian Ocean world.

What we'll do: The institute will make use of both historic and contemporary resource materials to investigate trade patterns, migration, religion, music, art, and cultural interactions in (and between) the regions of East Africa, Arabia, India, and Southeast Asia. The course will also explore various curriculum ideas and pedagogical techniques with the objective of assisting educators who wish to bring the richness of this region into their own classrooms. The institute is offered to teachers in grades 1-12, and is designed for educators and planners who are seeking solid content and methods in order to develop an integrated, humanistic approach to teaching about world cultures, history and geography, art and science.

Faculty includes project humanist Dr. Whitney Howarth, master educator Jean Johnson, artists Rachel Lehr and Betsy Giberson, and guest lecturers and presenters in history, anthropology, geography, meteorology, religion, and music. For additional details and information, and for an application form, please contact Frumie Selchen, telephone 323-7302 or e-mail ArtsAllianceNNH@cs.com.

The institute is presented by the Arts Alliance of Northern New Hampshire in cooperation with Plymouth State University and SAU #48, and funded by the New Hampshire Humanities Council, with additional support from the NH State Council on the Arts and the National Endowment for the Arts as part of a three-year Silk Road initiative.

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.



These collections of quests contain intriguing maps and clues to secret and special places. A copy of Valley Quest II is available for review at NCES.

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 steve@vitalcommunities.org or visit www.vitalcommunities.org.

Co-sponsored by the Valley Quest program of Vital Communities and the Northern Forest Center, with generous support from the New Hampshire Humanities Council.