

Technology & Professional Development Center News

Technology Integration Mini-Grants

The NCES Technology & Professional Development Center will award three \$3000 Technology Mini-Grants for the development of a project or unit that is enhanced through the use of technology. Grant funds may be used to pay for substitute teachers, stipends, professional development, materials, photocopying, and/or equipment, including hardware and software. To be eligible, at least one person from an applying team must attend a session on technology integration at NCES on October 28th from 9:30 to 2:30 (please register by October 22). Led by Conway School District Technology Coordinator, Paula Churchill, this session will provide several examples of how technology can complement and/or improve instruction. There will be an opportunity to brainstorm ideas for technology integration projects or expand on projects you may have in mind. The details and requirements for applying will be provided at this session. Grant proposals will be due on December 10th and awards will be announced by January 5, 2005. Please contact Matt Treamer for more information.

Want to Use Handhelds in Your Classroom?

Attend an overview on using handhelds in the classroom on November 1st at the NCES T&PD Center and you can apply to be the team that will pilot our "Handhelds in the Classroom" initiative. Open to K-12 teachers, we will be look-



ing for an enthusiastic team of at least two teachers willing to learn how to enhance existing curriculum with handhelds. A classroom set of Palm Zire 71s will be awarded. The selected team will be provided with training on the Palm and software to accompany the type of projects proposed by the team. Onsite technical support will be provided for the initial use of the Palms with students. As long as you demonstrate the handhelds are being utilized and have a plan for continued use, the Palms can remain at your school for the following year. The Nov. 1st session will demonstrate possible uses of the handhelds in the classroom. There will be time to explore/expand on ideas or identify ways to incorporate the handhelds into your existing curriculum. You must register for this session by October 25. A brief application/proposal will be due on December 10th and the team to receive the Palms will be selected by January 5th.

North Country Induction-with-Mentoring

Through a Teacher Quality Enhancement Grant at NH Department of Education, the NCES T&PD Center began work on a mentoring project with the White Mountains Regional School District this summer. Three additional districts will be invited to join the North Country Induction-with-Mentoring Project. On November 20th, districts interested in potentially joining this project are invited to attend an informational session at NCES. This will include overview of the components of a mentoring program and the Induction-with-Mentoring Toolkit that is the guiding framework for the project. The session

will also cover the expectations for participation. Resources for selected districts will include mentor stipends, materials, mentor training, beginning educator professional development and technical assistance.

Lines from Lori ... Learning Focused Relationships

This summer I attended an institute on Learning Focused Relationships with Bruce Wellman and Laura Lipton, authors of *Mentoring Matters*. Though I was initially reluctant to give up a week during our short summer, this turned out to be an excellent experience. It reshaped how I define the mentoring relationship - where a mentor does not simply share their expertise on what works best for them, but rather is intentional about coaching and collaborating with the new teacher. Equally important, I recognized how these "learning focused relationships" should not be limited to the mentoring of new educators. In terms of professional development, we all have numerous opportunities to be what Lipton & Wellman term as "growth agents." Through thoughtful questioning and paraphrasing techniques, we all have potential to engage in conversation that leads to learning and professional growth. I am pleased to report we are planning to bring the Lipton & Wellman institute to NCES for those districts participating in the North Country Induction-with-Mentoring Project. We are looking forward to providing others with the experience to acquire these skills.

Matt Treamer & Lori Langlois
 Co-Directors of NCES T&PDC

Professional Development

**Attention
Paras**

Strategies for Teaching Diverse Populations

Instructor: Deborah Stewart

Dates: Thursdays, Oct. 21, 2004 (Face-to-Face at NCES),
Nov 18, Dec 16, Jan 20, Feb 10, March 10, April 14, May 12,
(Face-to-Face at NCES)

Time: 3:30-6:30 (snacks at NCES, remote sites may vary)

Location: "In-Person" at NCES (Gorham) and if enough
participants remote sites may include Woodsville, Cole-
brook, Groveton and Lin-Wood.

Cost: Member district staff: \$150 and includes textbook*
Associate members: \$175 plus 50% of cost for textbook
Non-members: \$200, textbook not included
* for the first 20 registrants only

Optional **three undergraduate credits**,
now only \$75 (payable to NHCTC).

**Price
reduced**

This course will focus on strategies to address the needs of integrated classrooms. The concepts of design and adaptation of instructional material for individual and small group use, teacher characteristics which enhance the learning situation, assessment (both formal and informal), and student behaviors that influence integrated classrooms will be addressed. You will explore how curricula can be used to challenge all students and allow them the opportunity to demonstrate their knowledge and skills. Using Gardner's multiple intelligence concepts and applying strategies from Gordon's People Types and Tiger Stripes, you will develop an understanding of the various theories proposed to deal with diverse populations. As part of the course, you will assess your individual learning/intelligence types and develop a "Strategic Learning Plan" for yourself. In addition, you will develop and practice a variety of techniques that could be used in an inclusionary classroom settings. **There will be an online component for this course utilizing Blackboard. This will be covered during the first session.**

Textbook required: Polloway, Patton and Serna. *Strategies for Teaching Learners with Special Needs*, 8th Edition, ISBN # 0-13-111812-9 (approximately \$70).

Futures Planning for Students with Disabilities

Presenter: Gail Cormier, Alliance for Community Supports

Dates: November 5 & December 3, 9:00 to 3:00

Cost: Free for members, associates \$25, others \$50.
Lunch will be provided.

In Future's Planning, you will discuss the student's interests, abilities and goals for the future, as well as academic considerations needed to make the transition - whether it be from middle to high school or high school and beyond. Transitioning the special needs child is a process that requires cooperative planning. The importance of "person-centered planning" is stressed as members of the student's team gather information about the individual as a student, member of a family and a member of the school community and learn how to consider these factors when planning.

NECAP Teacher Workshop

Presenters: Linda Stimson, Rich Andruisak or others from the Office of Accountability, NH Department of Education

Date: October 19, 2004 from 3:30 to 5:00

Location: NCES

Cost: Free

The NH Department of Education is offering this session to help teachers better understand the transition from the current state assessment, NHEIAP, to the New England Common Assessment Program, NECAP. This session will focus on the following:

- A timeline outlining the NHEIAP, NHEIAP ALT, and NECAP assessments
- Similarities and differences between the NHEIAP and NECAP assessments

Online registration is required through Measured Progress: <http://iregister.measuredprogress.org> (select NECAP from the drop-down menu on the main page). For more information, please contact Tim Kurtz at tkurtz@ed.state.nh.us or 271-3846.

Professional Development

Introduction to Educational Technology

Instructors: Danielle Bolduc, Paula Churchill and Paul Williams

Dates: Tuesdays, Nov. 9, Dec. 14, Jan. 11, Feb. 8, March 8, April 12, May 10 & June 7, and a Saturday field trip on June 4th.

Time: 4:00 to 7:30

Cost: Members \$75, associates \$100, all others \$150

Meals: A meal will be provided at all sessions. NCES may not be able to accommodate special dietary requirements.

Credit: An optional three graduate credits will be available through Plymouth State University for an additional cost of \$355 (in-state residents).

Interested in becoming a more effective classroom teacher by utilizing technology to benefit student achievement? Learn how to integrate technology in a “stress free” atmosphere from our three instructors. Educators from kindergarten through high school are invited to attend. Topics will include:

- creating and manipulating digital images from still cameras, video cameras, scanners and the web
- *Personal Digital Assistants* (commonly referred to as PDA's) for classroom management and student use
- using Excel, “It’s not just for numbers.”
- creating “interactive” applications with PowerPoint
- using Global Positioning Systems (GPS)

The culminating project for the series will tie into the fieldtrip on June 4th. Several technology tools including GPS, spreadsheets for data collection, digital photography and video, and probes will be put into practice on a short hike. You’ll identify a meaningful project that would be appropriate for the grade level you teach. Contact Matt Treamer with any questions. Please register for this course by October 29th.

Working with Deaf & Hard of Hearing Students in the Classroom

The New Hampshire Vision/Hearing Network is offering this workshop at NCES on Monday, November 15th from 9:00 to 3:00. Cost for the session is \$35/person or \$70 for a team of three. Morning refreshments and lunch will be provided. To register, please contact Deb or Carrie at ATECH at 226-2900.



JASON Expedition: DISAPPEARING WETLANDS

NHPTV will be hosting an information session on the JASON Expedition: *Disappearing Wetlands* at NCES on Monday, October 18th from 3:30 – 5:30 p.m. The JASON Project is a complete classroom curriculum with an interdisciplinary and inquiry-based approach to learning for students in grades four through nine. All lessons, activities and units align with NH State Standards. The informational session will include a brief introduction and overview, a walk through the JASON Curriculum, a hands-on activity, and refreshments.

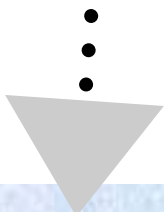
This Disappearing Wetlands expedition is a live 6-day event January 31- February 5, 2005 which will air twice a day on NHPTV at 10 a.m. and 4 p.m. (also available on VHS/DVD to be used at your discretion during the school year). It will feature Disappearing Wetlands host researchers and student and teacher Argonauts studying comparative wetland systems in Louisiana, as well as include background segments on other wetland topics and locations. For complete information on the JASON Project, visit the NHPTV website at <http://www.nhptv.org/jason/jason1.htm>.



Registration is required for all events. For more information, please contact NCES.

Phone: 603-466-5437 800-268-5437 email: nona@ncedservices.org Fax: 603-466-2907

For the latest updates on professional development, visit us on the web at www.ncedservices.org.



www.nheon.org

Visit NH Educators Online (NHEON) for a listing of over 100 courses available through the NCES Technology & Professional Development Center at discounted prices. Courses in all content areas from providers including:

- NHPTV/PBS TeacherLine**
- Heinemann U**
- Connected University**

The NCES T&PDC is one of NH's six centers in the Local Education Support Center Network (LESCN).

Backpacks & School Supplies Wanted

The Whitefield School Technology Student Association (TSA) and Family Career and Community Leaders of America (FCCLA) and other Career and Technology Organizations in NH are taking part in the "Every Child is Ours" project. They will be collecting new and used backpacks and other school supplies to send to the Pine Ridge Indian Reservation in South Dakota, the poorest school district in the entire country. If you'd like to take this opportunity to help the less fortunate, bring donated items to the Whitefield School or contact Ervin Connary, TSA advisor or Michelle Overhoff, the FCCLA advisor at 837-3088.

HELP WANTED: Substitute Mini-Van Driver

North Country Charter Academy is looking for substitute driver for morning session only (8:30am to 11:30am). Route would include pick-up of six students leaving from Stratford, Colebrook, Groveton, to Lancaster. Excellent wage. School Bus Driver's Certificate required. Academy will provide training. To apply contact Lisa Lavoie, NCCA Director, (603)444-1535.

Director's Notes

Greetings from Gorham Hill. As NCES embarks on a milestone year (our 35th of providing education and support services to the North Country), it is time to reflect on what circumstances led to this experimentation in collaboration and what has contributed to our success.

First of all, I was not here in 1970 when seven school administrative unit (SAU) superintendents decided that it would be in their collective interest and that of their communities and the students they served to enter into a cooperative venture via a Title III federal grant. Because I wasn't here, my account of our history is from the comments of Leo Lakin, the first director of NCES who recorded his observations in a brochure. To quote Mr. Lakin, the seven school superintendents of the North Country had met periodically for some time and recognized the "...common way of life of the people who live here and that the successes and problems of one area of the North Country were often the successes and problems of the North Country as a whole." NCES was created to, in his words, "... provide through a cooperative system, those educational services for school children and administrative services for unions not now available to individual unions because of personnel or financial limitations."

There was a clear and distinct perception that the SAUs could better face the significant challenges of the day collec-

tively than they could individually. It may be said that NCES, like the commercial says, does not make education, we make education better. Without saying, while the challenges to quality education in the North Country may be significantly different today than they were in 1970, I say with confidence that there remains a myriad of "opportunities" for NCES to provide significant benefit to our North Country schools, families and communities. Our commitment to maximizing the limited resources available for education through a collaborative set of both direct and indirect supports remains firm. Our focus has remained clear over our history that we must be not just a school partner, but a family and community partner because increasingly, we must depend on all of our community resources to effectively address the challenges that the contemporary North Country learner faces.

NCES is proud of our history and pleased to be starting a new school year, our 35th, still focused on collaborative endeavors to improve education, the most important tool we have to improve the quality of life for our North Country communities.

Dr. Dan Shoemake
Executive Director