

In Conjunction with Salem State College and the Massachusetts Department of Education

Northeast Consortium for Staff Development
Course Offerings



FALL

2009

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Northeast Consortium for Staff Development
248 Boston Street
Topsfield, MA 01983

VISIT US ON THE INTERNET: <http://www.ncsd.mec.edu/profdev/northeastconsortium.cfm>

Registration Information

Procedure: To register, complete the form below and mail with check (for deposit or full amount) made payable to Northeast Consortium to: Northeast Consortium for Staff Development, 248 Boston Street, Topsfield, MA 01983. Registration is on a first-come, first-served basis by mail, and deadline is 2 days before class starts (space permitting). **You will receive a confirmation by mail approximately one week before the first class, if you register on time.** Call 978-887-0929 with any questions.

<u>Costs:</u>	<u>Salem State Graduate Credit</u>	<u>NE Consortium Inservice Credit</u>
3-credit NE or GNE courses:	\$780.00 (67.5 PDP's)	\$645.00 (37.5 PDP's)
2-credit NE or GNE courses:	\$550.00 (45 PDP's)	\$490.00 (25 PDP's)
1-credit NE courses:	\$370.00 (22.5 PDP's)	\$320.00 (12.5 PDP's)

Understanding Credit

EDU-N courses may only be taken for Salem State College graduate credit. All NE and GNE courses may be taken for either Salem State College graduate credit or NE Consortium inservice certificate credit. The same amount of work and class hours is required for either type of credit, and, once a Semester has been completed, participants **cannot** change their credit status.

Only graduate credits are evaluated for advanced degrees. Courses to be applied to M. Ed. or CAGS programs at Salem State College must have an EDU or GNE prefix and be approved by the M. Ed. or CAGS coordinators at the college.

Absences

-No absences are allowed in 5-day courses. If emergency arises, participant will be allowed to withdraw with a full refund less \$25.

Registration Info

-For your convenience, you may reserve a seat in a course with a deposit of \$ 100.00 per course, with balance due before the class starts, at which time your place may be forfeited if full payment is not received.

-There are no Consortium tuition waivers or reductions for veterans, senior citizens, or State Employees.

-Salem State College Student Teacher Vouchers are accepted; **Visa , MasterCard & Discover** are the only credit cards accepted.

-Stated course costs do not include materials, lab, or text fees that may be charged by individual instructors.

WITHDRAWAL REFUNDS: 100% LESS \$25 BEFORE 1ST CLASS; 50% LESS \$25 BEFORE 2ND CLASS; 0% AFTER 2ND CLASS.

All classes are graduate level courses; call if you require special accommodations to participate in any of our programs.

Transcripts: Students who wish to obtain an official transcript must mail such requests with \$2.00 check made payable to Salem State c/o Registrar's Office, Salem State College, 352 Lafayette Street, Salem, MA 01970. Call 978-542-6300 to contact Salem State College.

CALL 978-887-0929 IF YOU NEED SPECIAL PROVISIONS FOR ANY OF OUR ACTIVITIES.

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SALEM STATE COLLEGE/NORTHEAST CONSORTIUM REGISTRATION FORM FALL 2009
PLEASE PRINT LEGIBLY ALL STUDENTS MUST COMPLETE THIS SECTION IN ITS ENTIRETY

Today's Date: _____ Social Security or student ID No. _____

LAST NAME _____ FIRST NAME _____ MIDDLE INITIAL _____

Mailing Address _____
 NUMBER & STREET CITY OR TOWN STATE ZIP CODE

Home Telephone _____ Work Telephone: _____ E-Mail: _____

Other name, if any, used at SSC: _____ District You Teach In: _____

Grade Level You Teach: _____ Elementary _____ Middle _____ Secondary _____ Other _____ Admin. _____

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COURSE # _____ TITLE: _____ # CREDITS: _____ SSC CR _____ OR NEC CR. _____

COURSE # _____ TITLE: _____ # CREDITS: _____ SSC CR _____ OR NEC CR. _____

COURSE # _____ TITLE: _____ # CREDITS: _____ SSC CR _____ OR NEC CR. _____

I wish to charge my VISA () , MASTERCARD () , Discover ()

Signature

Card Number: _____ **Exp. Date: Month** _____ **Year** _____ **Amount:** _____

If you are a U.S. citizen or permanent resident, please check the category that most closely describes your ethnicity or race:
 ___ White (1) ___ Black/African American (2) ___ Hispanic or Latino (3)
 ___ Asian/Pacific Islander (4) ___ American Indian or Alaskan Native (5) ___ Not Applicable (6)

FALL 2009 NE Consortium/Salem State College Graduate Course Offerings

ON-LINE COURSE see www.ncsd.mec.edu/profdev/northeastconsortium.cfm for on-line requirements:

Those registering for an on-line course **MUST** register at least one week before the start of the course and e-mail the instructor prior to the start of the course. In order to get the Web CT we will need your Social Security #.

EDU-N 856 TECHNOLOGY AS A CATALYST FOR CHANGE IN EDUCATION

3 credits Nancy Vose vose@me.com On-Line & NCS D Center, Topsfield

This course orients the teacher leader or administrator to state and national goals, programs and initiatives. It addresses issues relating to technology use in schools, effective curriculum integration and assessment, good models for planning and assessment and effective strategies for professional development and change. The focus of this course is on technology as applicable to education.

Face to face Class times on Sept. 23rd, Oct. 21st, Dec. 2nd @ 3:45-7:30 the remainder of the course is online. **Registrations Due September 14th**

-GNE 9711-1 MUSEUMS: A LIVING RESOURCE FOR 21ST CENTURY CLASSROOMS

3 credits Luther Beal lmbeal@comcast.net On-Line & NCS D Lab, Topsfield

The way we teach and the way students learn have been changed forever by technology. It affords us a means to visit far away places (otherwise impossible to visit) with ease and realism. We should, however, not abandon all traditional sources of research and study. The area museums should not be overlooked as a living source capable of real life experiences. The purpose of this course is to gain first-hand experience in museums online followed by development of materials for classroom implementation. Museum visits, by course participants coupled with advanced technologies, will enable course participants to prepare introductory, as well as pre- and post- visitation materials for effective planning. Onsite visitations can better facilitate effective development of lesson and unit plans. Participants will be responsible for their own transportation to and from museums. **Not available to those who have taken NE9711. Lab class on September 21st @ 3:45-7:30; the remainder of the course will be online. Registrations Due September 14th**

-NE 9147 USING TECHNOLOGY TO MEET THE NEEDS OF THE VISUAL LEARNER

3 credits Cynthia Yetman yetmanc@k12.amesbury.ma.us Entirely On-Line

Teachers will learn how to revisit older visual technologies and update using today's resources. Teachers will learn about the impact visual delivery of instruction has on a majority of learners. The psychology of color and its impact on design will be covered. Acquiring, preparing, outputting and the management of digital graphic images will be explored. Use of online video resources will be examined and application of this technology in a variety of curriculum applications will be discussed. Exploring the use of Microsoft Producer as a teaching and learning tool will be included. This is a good beginning level course in using digital still and video graphics within your classroom practice. Topics to be covered include but are not limited to:

- Use of the scanner/digital camera/internet for graphics
- Preparing graphics for output
- Effective design for visuals
- The psychology of color
- Microsoft Office PowerPoint basics for visual productions
- Use of web based video streaming technology

Starting Date Oct. 1st and ending on Nov. 30th. Registrations Due September 24

-NE 9164 HISTORY ON-LINE: ENRICHING OUR TEACHING USING THE INTERNET

3 credits Carol Kelly kellycak@juno.com Entirely On-Line

This web based course offers structured on-line modules to provide History and Social Studies teachers and librarians with focused investigation of primary sources, government documents and other resources for teaching. **Starting Date Oct. 1st and ending on Dec. 10th. Registrations Due September 24**

-NE 9234 RECAPTURING TECHNOLOGY FOR EDUCATION: LOOKING TO THE FUTURE IN TODAY'S CLASSROOM

3 credits Luther Beal lmbeal@comcast.net http://web.mac.com/lmbeal1 On-Line & NCS D Lab, Topsfield

Without technology in the Classroom, our students cannot receive the 21st Century education they need. New technologies are being brought into the classroom. This course answers the questions: How can technology enrich and enhance traditional approaches to teaching and learning? How can technology move teaching into new territories? Why has the integration of technology failed and what can we do to reverse that failure? **Required Text: Recapturing Technology for Education, Keeping Tomorrow in Today's Classrooms by Mark Gara and Bernard Percy. First Lab Class on Sept. 24th @ 3:45-7:30 the remainder of the course is online. Registrations Due September 17th**

-NE 9317 TEACHER LITERACY IN THE DIGITAL AGE: TECHNOLOGY STANDARDS APPLIED TO EVERYDAY PRACTICES

3 credits Luther Beal lmbeal@comcast.net http://web.mac.com/lmbeal1 On-Line and NCS D Lab, Topsfield

ISTE's NETS (National Educational Technology Standards) are embedded in nearly all US fifty states' standards, and teachers are accountable, at a minimum, for basic mastery. Recent STEM Reports will undoubtedly initiate a push for technological fluency. Many teachers struggle to understand and address these standards in their everyday classroom practices. Short-term workshops and brief in service training is not enough. Regardless of your current level of technological fluency, this course will address these issues and help develop more effective strategies for meeting state standards and using technology in your classroom. **Required Text: Digital-Age Literacy for Teachers by Susan Brooks-Young ISTE Publications. First Lab Class on October 1st @ 3:45-7:30; the remainder of the course will be online. Registrations Due September 24th**

**WITHDRAWAL POLICY: Before 1st class: 100% less \$25; Before 2nd class: 50% less \$25; Thereafter: 0
EDU-N courses may be taken only for SSC graduate credit: NO NEC Credit allowed.**

ON-LINE COURSES (con't) see www.ncsd.mec.edu/profdev/northeastconsortium.cfm for on-line requirements:

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-NE 9318 REINVENTING PROJECT-BASED LEARNING IN THE DIGITAL AGE
3 credits Luther Beal lbeal@comcast.net <http://web.mac.com/lmbeal1> On-Line and NCSL Lab, Topsfield
ISTE recently revised the National Educational Technology Standards (NETS) for students in response to shifts in the learning landscape. In this course we look at these changes and stress the importance of students developing the skills and knowledge necessary for success in today's digital age. This course is about learning and about how technology supports and enables that learning. We will learn to teach with technology-rich projects. **Required Text: Reinventing Project-Based Learning by Suzie Boss and Jame Krauss. First Lab Class on October 1st @ 3:45-7:30; the remainder of the course will be online. Registrations Due September 24th**

-NE 9319 GEOGRAPHY ONLINE: TEACHING GEOGRAPHY WITH INTERNET RESOURCES
3 credits Carol Kelly kellycak@juno.com Entirely On-Line
Harness the power of the Internet to entice your students into learning. Hands on activities, mapping and the use of GPS devices will enrich your teaching of Geography. This is a great opportunity to explore the newest Internet resources for Geography in an online course format. **Starting date Oct. 1st and ending on Dec. 10th. Registrations Due September 24**

-NE 9340 USING TECHNOLOGY WITH CLASSROOM INSTRUCTION THAT WORKS
3 credits Luther Beal lbeal@comcast.net <http://web.mac.com/lmbeal1> NCSL Lab, Topsfield
This course demonstrates how technology will support particular learning tasks, objectives and ensure that they will enhance instruction. Using the nine categories of effective instructional strategies, we will examine educational technology applications and resources. We will demonstrate the set of objectives that are specific, flexible, and personal as we create advanced organizers and nonlinguistic representations. The course will show how to engage students in cooperative learning and support them in practicing new skills, reinforce students' efforts through formative assessment, feedback and recognition. **First Lab Class on October 8th @ 3:45-7:30; the remainder of the course will be online. Registrations Due October 1st**

-NE 9421 DIFFERENTIATED INSTRUCTION: ADJUSTING HOW YOU THINK ABOUT TEACHING
3 credits Lori Martin lmartin@boxfordschools.org Entirely On-Line
This course will be conducted online and is designed to enhance teachers and support staff's (at all levels), understanding of how to better meet the needs of different learners. Participants will examine the characteristics of a differentiated classroom; learn how to frame instruction around concepts and essential understandings; identify techniques for differentiating content, process, and product; and explore how to differentiate on the basis of students' readiness, interest, and learning profile. **Starting date September 21th and ending on December 6th. Registrations Due September 14th**

-NE 9854 MUSEUMS: A LIVING RESOURCE FOR 21ST CENTURY CLASSROOMS Part II
3 credits Luther Beal lbeal@comcast.net <http://web.mac.com/lmbeal1> NCSL Lab, Topsfield
Museums provide primary source material that a school could never obtain. The way we teach and the way students learn has been changed forever by technology. Museums have met the challenge of technology and embraced what it has to offer. Virtual tours make it possible to visit museums we could only dream of doing in the past. Our area museums should not be overlooked as a living source capable of real life experiences. The purpose of this course is to gain first hand experience followed by development of materials for classroom implementation. Museum visitations coupled with advanced new technologies will enable course participants to prepare introductory, as well as pre and post visitation materials for effective planning. Participant visitations will better facilitate effective development of lesson and unit plans and the sharing of ideas and materials that will improve classroom instruction. Beginners and the newly-initiated computer user are encouraged to enroll. **Part I is not a prerequisite \$20 materials fee payable to instructor. Lab class on October 8th @ 3:45-7:30 the remainder of the course will be online. Registrations Due October 1st**

-NE 9878 WEAVING TECHNOLOGY INTO YOUR CURRICULUM
3 credits Luther Beal lbeal@comcast.net <http://web.mac.com/lmbeal1> NCSL Lab, Topsfield
Technology should not be another item on a teacher's list of duties to manage. It should be transparent in the classroom setting. Great teachers with exemplary methods of curriculum instruction should use technology as a tool to make their instruction even better. This course will cover methodologies of using technology outside and inside the classroom. Using technology for communication, creating classroom materials and skills mastery will be explored. **Prerequisites:** This course is limited to participants with e-mail and Internet access and an interest in implementation of technology in the school curriculum. **Lab class on September 24th @ 3:45-7:30 the remainder of the course will be online. Registrations Due September 17th**

-NE 9883 DIFFERENT LEARNERS- UNDERSTANDING AND TEACHING THE HARD TO REACH
3 credits Glen McKay gsmckay@mac.com On-Line and NCSL Lab, Topsfield
Our schools are changing; reflecting the more diverse nature of society. These demographic changes and the increased understanding of how students learn, require classroom teachers to move beyond traditional whole class single mode instruction. A variety of instructional techniques that will help to accommodate the needs of different learners is needed. The latest brain research as it relates to hard to reach learners will be reviewed and linked with teaching strategies that will enable educators to reach the most frustrating, hard to reach learners. This course will help educators discover specific strategies for getting their most challenged students to achieve academic success. **Students should consult the course web site prior to registration to review the course description and technology requirements. www.differentlearners.com. First Lab class on October 15th @ 3:45-7:30 the remainder of the course will be online. Registrations Due October 8th**

ON-LINE COURSES (con't) see www.ncsd.mec.edu/profdev/northeastconsortium.cfm for on-line requirements:

Those registering for an on-line course **MUST** register at least one week before the start of the course and e-mail the instructor prior to the start of the course. In order to get the Web CT we will need your Social Security #.

-NE 9896 VISUAL COMMUNICATION AND LEARNING/ CREATING VISUALS FOR THE CLASSROOM Entirely On-Line
3 credits Robert Hogan imbobhogan@yahoo.com

There are ten units of visual study to complete online using Salem State's Blackboard software. Students are given two units of study per week for five weeks. Teachers learn how to create visuals and the practical classroom application of them. Participants must have access to high speed internet connection, scanner, digital camera and be familiar with Powerpoint, and Microsoft Word. Practical, hands on production using scanners, printers, digital cameras, presentation equipment and techniques will be covered. This is a study of the effectiveness of visuals for classroom learning and production of visuals for the classroom. **Starting date September 23rd and ending on October 28th. Please provide your email address upon registering for this course. Registrations Due September 16th**

MONDAY COURSES: Sept. 21; Oct. 5, 19, 26; Nov. 2, 9, 16, 23, 30; Dec. 7 3:45-7:30

-NE 9166 MICROSOFT OFFICE FOR EDUCATORS K-12 Wakefield High School
3 credits Bob Burk burk126@verizon.net

This course is designed for people who have some familiarity with the Microsoft Office Suite and wish to take their basic knowledge to the next step. This course will cover Microsoft Word, Excel, PowerPoint and the basics of Access Database. We will explore tools within Microsoft Office suite and the overall integration of the Office Suite of programs. Through the course students will be introduced to many useful features of which most casual users are unaware.

The following Four (4) courses are offered as part of the Leadership Academy Program. You do not have to be part of the program to join the course. If you are not in the program the cost of the course is \$345.00. The courses are 12 ½ hours in length and earn 1 Graduate Credit from Salem State College. The courses deal with Current Issues in Education and are all taught by professionals working in the field.

TUESDAY: Sept. 15, 22, 29 4:00-8:15

NE 9818 Communication Skills Reading High School, RM 223
1 credit Shirley Cassara

This seminar provides a theoretical and practical knowledge and understanding of the communications process in a variety of school and district contexts. Participants will develop and/or enhance their public speaking, interpersonal, and media literacy skills. This seminar addresses the need for continuous, timely, and honest communication between and among individuals and agencies involved in any way in the education of children in a given school and district.

TUESDAY: Oct. 6, 13, 20 4:00-8:15

NE 9811 Vision, Mission, and Strategic Planning Reading High School, RM 223
1 credit Frank Lillo

This seminar provides a theoretical understanding of the importance of vision and mission statements within schools and blends this understanding with practical applications of ways in which effective vision and mission statements are successfully developed and implemented. This seminar also helps participants develop an appreciation and commitment to strategic planning and a set of skills to implement strategic planning activities at the school and district level.

TUESDAY: Oct. 27; Nov. 3, 10 4:00-8:15

NE 9823 Student Performance Assessment Reading High School, RM 223
1 credit Kathy Willis

This seminar provides an opportunity for participants to develop a comprehensive understanding and use of student performance assessment instruments and techniques. Participants will analyze and discuss the MCAS testing program, Alternative Assessment programs, and the responsibilities of school leaders in the administration, interpretation, and use of these tests. This seminar also focuses on developing an understanding of the basic concepts of performance assessment and the use of scoring rubrics. Participants will learn how to create and critique a good assessment to evaluate the achievement of students and apply this information in designing effective instruction.

TUESDAY: Nov. 17, 24; Dec 1 4:00-8:15

NE 9817 Structure of Schools and School Systems Reading High School, RM 223
1 credit TBA

This seminar focuses on the sources of school governance, the relationships between federal, state, and local educational agencies, and the responsibilities of school committees, superintendents, principals, and teachers for consistently delivering effective and efficient educational programs and services that result in improved student achievement. The importance of parent and community involvement in schools and fiscal and program accountability is also discussed.

TUESDAY COURSES: Sept. 22, 29; Oct. 6, 13, 20, 27; Nov. 10, 17, 24; Dec. 1 3:45-7:30

-EDU-N 717 ADVANCED FOUNDATIONS OF EDUCATION NCS D Center, Topsfield
3 credits David Lyons dlyons@revere.mec.edu

Addresses the purpose and effects of education and the role of school in historical and contemporary contexts. Includes critical analysis of curriculum, instruction and the school's response to contemporary social issues and social change.

WITHDRAWAL POLICY: Before 1st class: 100% less \$25; Before 2nd class: 50% less \$25; Thereafter: 0

TUESDAY COURSES (con't): Sept. 22, 29; Oct. 6, 13, 20, 27; Nov. 10, 17, 24; Dec. 1**3:45-7:30****-GNE 9807 SPECIAL EDUCATION LAW****3 credits William DeRosa wderosa@whittier.tec.ma.us Whittier Tech. High School, Haverhill**

This course will focus on the practical analysis of legislation, regulations and case law relating to the education of students with disabilities. Topics will include the current Individuals with Disabilities Act (IDEA) and Section 504 regulations; eligibility categories and cases; least restrictive environment and inclusion issues; IEP issues, including related services and assistive technology; discipline, including Functional Behavior Assessments and Manifestation Determination; and compensatory education.

-NE 9150 FRANKLY FRANKLIN-AN IN-DEPTH STUDY OF THE LIFE AND TIMES OF BEN FRANKLIN**3 credits Theodore Kyrios tkyrios@verizon.net NCSd Center, Topsfield**

Since his birth three, hundred years ago in 1706, much has been written about Benjamin Franklin. Since the year 2000, no less than three major books about the great man have appeared. Each takes a different slant, but the facts remain that he was a truly remarkable man. Printer, writer, inventor, scientist, founder of organizations, rebel, patriot, political theorist, statesman and diplomat are terms that have all been used to describe him. What drove this man? This course provides a study of the scope of Benjamin Franklin's multi-faceted life. Participants will be able to knowledgeably respond to H.W. Brands' statement that Ben Franklin was "the first American". **Required Text: The First American, The Life and Times of Benjamin Franklin, by W.H. Brands. 2002 edition, Anchor, N.Y., N.Y. Please acquire the book yourself and bring it to class one. Be prepared to discuss the prologue and the first three chapters at the start of class one.**

-NE 9198 POSITIVE STUDENT MANAGEMENT**3 credits Bill Tsimtsos tsimtsos@comcast.net NCSd Center, Topsfield**

This course is based on the proactive steps that a teacher can take to effectively communicate with students the need for a conflict free classroom environment. We will focus on the need for teachers to assertively communicate to students the expectations that he/she has for the class and to reinforce group and individual requirements with specific rewards and consequences. As a result of our course participants will be better able to: (1) Proactively establish positive rapport with students (2) Conference with parents (3) Develop a classroom management plan (4) Focus on positive student progress (5) Help students determine their own self-discipline awareness.

-NE 9257 WHEN THE OXYGEN MASKS DROP DOWN, PUT YOURS ON FIRST: DE-STRESS TEACHING (K-12) MANAGING STRESS IN AND OUT OF THE CLASSROOM**3 credits Rick Moore Gloucester High School, Rm 3203**

This course will explore pragmatic and real solutions to the problems related to teaching and stress with emphasis on preventing stressful situations when possible and dealing with them when not. Teachers will share experiences relating to stress involving administrators, parents, students, and other teachers; and will study research related to teaching and stress. A strong dose of good humor is required to participate in this course.

-NE 9320 ADHD AND ITS IMPACT ON STUDENTS AND LEARNING**3 credits Judith Ryan jrteacher00@aol.com Dr. Paul Nettle Middle School, Haverhill**

This course is designed for teachers and administrators who would like to enhance their understanding of ADHD and how it affects the daily life and learning of students. Russell Barkley's theory of ADHD and how executive functioning affects a student's academic, social, emotional, and behavioral development will be a focus of study. Teaching and behavioral strategies will be discussed and designed to meet the needs of these students. Course requirements will be determined according to the individual needs of the members.

-NE 9480 BRIDGING THE GAP: UNDERSTANDING EXCEPTIONAL CHILDREN FOR THE SCHOOL LEADER**3 credits Kathleen Burns kturns3@hotmail.com NCSd center, Topsfield**

School leaders must provide support for exceptional children, those who experience learning difficulties and gifted students who need curriculum and instruction modification. To bridge this gap, discussion of the following topics include: learning disabilities, inclusive education, Asperger Syndrome, emotional and behavioral disorders, SPED federal laws and legal issues, and the I.E.P. **Text: Exceptional Children, An Introduction to Special Education William L. Heward, 7th ed. Upper Saddle River, New Jersey: Merrill Prentice Hall, 2003. Taking Sides: Clashing Views on Controversial Issues in Special Education. 3rd ed. Guilford, CT: McGraw Hill/Dushkin, 2006, Byrnes, Mary Ann.**

-NE 9703 ADOBE PHOTOSHOP FOR EDUCATORS (K-12)**3 credits Bob Burk burk126@verizon.net Wakefield High School**

This course will help both the beginner and experienced PhotoShop user. We will learn how to use scanned images, Photo CDs, Digital Camera images, and clip art, as well as create our own. We will learn simple and advanced techniques, shortcuts and hidden tricks. The purpose of the course is to help teachers learn to use images across their curriculum to enhance instruction, improve the quality of presentations for both teachers and students. **This course will use the IBM or compatible platform.**

-NE 9742 USING GRAPHIC ORGANIZERS AND MICROSOFT POWERPOINT FOR EFFECTIVE INSTRUCTION**3 credits Luther Beal lbeal@comcast.net http://web.mac.com/lmbeal1 NCSd Lab, Topsfield**

Graphic organizers are tools for teachers and students to expand ideas and organize thinking. Microsoft *PowerPoint* is a presentation tool used to effectively convey information and ideas to others. The primary focus of this course will be *Inspiration*, an integrated diagramming and outline program that helps teachers and students create concept maps, webs, idea maps, prewriting, and outlining. MicroSoft *PowerPoint* will be used to present completed projects. Emphasis will be on developing thematic lessons and units that integrate theory, practice and standards in language arts, science, mathematics and social studies. This course includes spreadsheets. **There is a \$20 Materials fee payable to instructor.**

WITHDRAWAL POLICY: Before 1st class: 100% less \$25: Before 2nd class: 50% less \$25: Thereafter: 0

WEDNESDAY COURSES: Sept. 23, 30; Oct. 7, 14, 21, 28; Nov. 4, 18; Dec. 2, 9

3:45-7:30

-NE 9344 "NO CHILD LEFT ON THEIR BEHIND": TEACHING HEALTH ORIENTED PHYSICAL EDUCATION
3 credits Barrett Rounds barrettsown@yahoo.com Gloucester High School

This course is designed to help Physical Educators, classroom teachers, and other educational professionals understand the importance and impact of a quality health oriented physical education program. Physical Education taught with a health oriented approach offers a unique combination of anatomy and physiology that best provides students with the knowledge, attitude, and skill set that will motivate them to establish an active and healthy lifestyle. Other topics covered: Importance and philosophy of recess, interdisciplinary teaching of the sciences with general classroom teachings, child fitness guidelines, and losing of activity time as a consequence for off task behavior in general classroom.

-NE 9614 THE IMPACT OF TECHNOLOGY ON EDUCATION
3 credits Luther Beal lbeal@comcast.net http://web.mac.com/lmbeal1 NCSL Lab, Topsfield

Participants will improve teaching and learning in the classroom through the use of educational technology. The course includes an overview of technology's impact on education; evaluation of educational software; integration of multimedia applications; World Wide Web; curriculum frameworks integration and hands-on experience in the development of instructional materials. Practical examples of successful schools will be examined, as will strategies for classroom integration. This course is 90% hands-on and designed for teachers to apply project technology immediately into their classroom instruction. Beginners and the newly-initiated computer user are encouraged to enroll. **\$20 materials fee payable to instructor.**

The following Five (5) courses are offered as part of the Leadership Academy Program. You do not have to be part of the program to join the course. If you are not in the program the cost of the course is \$345.00. The courses are 12 ½ hours in length and earn 1 Graduate Credit from Salem State College. The courses deal with Current Issues in Education and are all taught by professionals working in the field.

THURSDAY: Sept. 3, 10, 17 **4:00-8:15**

NE 9812 DATA DRIVEN DECISION MAKING
1 credit Debra Hale debbiehale22@comcast.net NCSL Center, Topsfield

This seminar addresses the importance of using data in the decision-making process. Participants learn how to collect, analyze, and use data to identify needs, monitor program processes, and evaluate program outcomes. The importance of accountability for results, particularly in terms of student achievement outcomes is stressed. Participants learn how to use program, staff, and student assessment data to develop intervention strategies to assure improved achievement for all students.

THURSDAY: Sept. 24: Oct. 1, 8 **4:00-8:15**

NE 9819 SPECIAL EDUCATION FOR ADMINISTRATORS
1 credit William DeRosa wderosa@whittier.tec.ma.us NCSL Center, Topsfield

This seminar provides future school and district leaders an opportunity to enhance their knowledge about special education legislation and regulations, both federal and State. It also addresses their responsibility to ensure that special education is consistently provided in accordance with these requirements. Participants will develop a comprehensive working knowledge and understanding of due process requirements, the disciplining of special education students, the development and implementation of Individualized Educational Plans (IEP) aligned with the Curriculum Frameworks, and the critical importance of providing special education students maximum access to mainstreaming and the regular curriculum.

THURSDAY: Oct. 15, 22, 29 **4:00-8:15**

NE 9821 STAFF SELECTION, SUPERVISION, AND PERFORMANCE EVALUATION
1 credit David Lyons dlyons@revere.mec.edu NCSL Center, Topsfield

This seminar provides participants the knowledge and skills required to implement effective staff selection, supervision and performance evaluation programs. Best practices in interviewing techniques are stressed. Effective models of staff selection, supervision and performance evaluation are used to help participants develop strong technique and skills as instructional leaders directly responsible for staff performance and accountability. This seminar also addresses the need to set high performance standards for the selection, supervision, and performance evaluation of teachers.

THURSDAYS: Nov. 5, 12, 19 **4:00-8:15**

NE 9822 INSTRUCTIONAL TECHNOLOGY FOR THE SCHOOL SETTING
1 credit Luther Beal lbeal@comcast.net NCSL Center, Topsfield

This seminar allows participants the opportunity to explore and discuss current trends in the field of instructional technology, including their development and grounding in existing theory and research in the field. Participants will explore critical issues concerning the role technology plays in schools in the 21st century, and the ways in which technology can enhance instruction and learning.

THURSDAYS: Dec. 3, 10, 17 **4:00-8:15**

NE 9813 Professional Development
1 credit TBA NCSL Center, Topsfield

This seminar focuses on the development and implementation of sound professional development practices and their impact on student achievement. Participants learn how to conduct staff and student needs assessments and to use these assessments to develop, implement, and evaluate professional development programs. Individual professional development plans are also discussed. Participants also become knowledgeable about State requirements for professional development, a range of staff development programs, adult learning theory, and the principles and practice of effective mentoring. **Considered SP'10 semester**

THURSDAY COURSES: Sept. 24; Oct. 1, 8, 15, 22, 29; Nov. 5, 12, 19; Dec. 3

3:45-7:30

-NE 9266 CREATING YOUR VERY OWN WEB SITE
3 credits Kathy O'Reilly koreilly@gloucester.k12.ma.us Gloucester High School Lab, Room 3308
Create your own teacher's web site where students can upload files, view important links to web resources, check out your calendar requests, and highlight all of your unique and fantastic work. Music and photos can also be an important part of your presentation. Join me in a very stressfree environment where you will have a working web site available for all of your students. My two websites are: www.gloucesterhightechinbiooreilly.webs.com and www.ghsja.webs.com

-NE 9781 SOCIAL, EMOTIONAL, AND BEHAVIORAL ISSUES IN THE ELEMENTARY CLASSROOM
3 credits Peggy C. Schleicher peggyschleicher@verizon.net Woodville School, Wakefield
This interactive, participatory course creates an understanding of social-emotional factors and behavioral disabilities influencing learning. The course explores difficult issues including behavioral disorder, inclusion, self-esteem, bullying, violence/abuse, and loss. Participants will acquire practical, research-based strategies that help manage daily classroom challenge.

FRIDAY/SATURDAY COURSE: Sept. 25 & 26 **F,3:30-8:30; S,8-3:30**

-NE 9743 LET'S HEAR IT!
1 credit Craig Labastie craigl48@verizon.net NCS D Center, Topsfield
The course explores a variety of skills aimed at helping students to speak comfortably in front of an audience. The impromptu speech and the formal speech that entertains, persuades, or informs make up the core of the course while other activities such as giving dramatic readings, debating, and being interviewed round it out. **NOTE: All participants should bring to the first class a laptop (if they have one) and a short story to read aloud.**

FRIDAY/SATURDAY COURSE: Oct. 2 & 3 **F,3:30-8:30; S,8-3:30**

-NE 9183 THE WRITE WAY(6-12)
1 credit Craig Labastie craigl48@verizon.net NCS D Center, Topsfield
This course focuses on quick, simple, and practical ways of teaching students in grades 6-12 how to master the mechanics required on the long composition of the MCAS. First, participants will examine the state standards for a mechanically sound paper. Then they will develop their own strategies for helping their students to achieve these standards. **NOTE: All participants should bring to the first class a laptop(if they have one) and any grammar books they use in class.**

FRIDAY/SATURDAY: Sept. 25/26; Oct. 2/3, 16/17 **F,3:30-8:30; S,8-3:30**

-GNE 9711-2 MUSEUMS: A LIVING RESOURCE FOR 21ST CENTURY CLASSROOMS
3 credits Luther Beal lmbear@comcast.net http://web.mac.com/lmbeal1 NCS D Lab, Topsfield
The way we teach and the way students learn has been changed forever by technology. It affords us a means to visit far away places (otherwise impossible to visit) with ease and realism. We should, however, not abandon all traditional sources of research and study. The area museums should not be overlooked as a living source capable of real life experiences. The purpose of this course is to gain first-hand experience followed by development of materials for classroom implementation. Museum visits coupled with advanced technologies will enable course participants to prepare introductory, as well as pre and post visitation materials for effective planning. Onsite visits better facilitate effective development of lesson and unit plans. **\$20 materials fee payable to the instructor.**

-NE 9119 CRACKING THE COMPREHENSION CODE FOR MIDDLE AND HIGH SCHOOL READERS
3 credits Daniel Shoreman dbshoreman@comcast.net NCS D Center, Topsfield

"I read the assignments, but I don't get it!" Does this lament sound familiar? Are your students able to read the words on the page, yet come away with little or no understanding? This course is designed to help you offer your students the help they need to overcome reading comprehension difficulties in social studies, science, math, and language arts. The focus will be on what "good readers" do to comprehend their texts. You will take home from each session a variety of research-based, easy to implement strategies designed to boost student comprehension. These strategies will help all of your students become "good readers" too.

-NE 9241 "FROM SEA TO SHINING SEA" A LOOK AT THE CULTURE OF THE UNITED STATES THROUGH FOODS, CRAFTS, AND LITERATURE REGION BY REGION.
3 credits Jean Acciavatti /Ellen Sinkewicz/ Beverly Rigoli jacciavatti@haverhill-ps.org Haverhill High School

This course explores cultures of the United States through literature, foods, crafts and other customary practices. Teachers from all subject areas and levels will find frameworks related lessons that reach students with hands-on projects and activities using interdisciplinary skills including math, science, social studies, and family and consumer science. This a laboratory course including food preparation and crafting. Guest speakers and a field trip are included.

-NE 9342 ALGEBRA FOR THE K-8 MATHEMATICS TEACHER
3 credits Adam Deleidi/Matthew Costa adeleidi@revere.mec.edu/mcosta@revere.mec.edu NCS D Center, Topsfield

This course will model pedagogical techniques including, but not limited to, balancing conceptual understanding and computational fluency and using a constructivist approach to develop critical thinking, problem solving, and communication skills. Participants will develop proficiency in concepts in the patterns, relations, and algebra strand as described by NCTM and the Massachusetts Frameworks.

WITHDRAWAL POLICY: Before 1st class: 100% less \$25; Before 2nd class: 50% less \$25; Thereafter: 0 EDU-N courses may be taken only for SSC graduate credit; NO NEC Credit allowed

FRIDAY/SATURDAY (con't): Sept. 25/26; Oct. 2/3, 16/17

F,3:30-8:30; S,8-3:30

-NE 9617 ENHANCING INSTRUCTION IN THE WORLD LANGUAGES CLASSROOM
3 credits Kevan Sano-O'Brien kksano@email.com

Hamilton-Wenham Regional H. S.

This course will focus on the development of effective proficiency-based strategies to enhance existing World Languages curriculum. Emphasis will be given to increasing a teacher's repertoire of activities to engage and motivate the learner. Most activities are student-centered, providing opportunities to communicate in the target language in a meaningful and purposeful way that stimulates real-life situations. Activities are consistent with the guiding principles set forth in the World Languages Frameworks. They are interactive and allow time for lots of practice. Participants will employ hands-on learning, developing and creating a myriad of activities to accommodate a variety of learning styles and reflect a range of thinking skills.

-NE 9858 BOOKMAKING-INSIDE AND OUT: FORMS TO STIMULATE LITERACY
3 credits Carol A. Kelly kellycak@juno.com

NCS Center, Topsfield

Bookmaking is both fun and an inspiration in the task of acquiring literacy. Teachers and librarians can apply bookmaking skills and forms across the curriculum and in every grade level. This course aims to teach multiple bookmaking types that can easily be used in the classroom. These will form a useful reference library for future use. An equally important focus is on what do you do with the finished book to make it a useful teaching tool. No prior experience is necessary since book forms are accessible to all. **Limit: 15 Students. There is a \$20.00 materials fee payable to the instructor.**

FRIDAY/SATURDAY: Oct. 16/17, 23/24, 30/31

F,3:30-8:30; S,8-3:30

-NE 9348 TEACHING WORLD GEOGRAPHY IS MORE THAN JUST A GPS SYSTEM
3 credits Robert Poirier rpoirier1963@mac.com

NCS Center, Topsfield

In today's classroom it is easy to get caught up in teaching reading, writing, and arithmetic. Unfortunately, Geography is one of those subjects that seem to get pushed aside because many feel that it is unimportant, or that it is only about maps. This course is developed within the MA Frameworks and makes Geography not only fun for the students, but also fun for the teacher. Participants will have an opportunity to learn about a variety of hands on activities for teaching geography. Through these lessons, and from each other, you will create a lesson(s) for you to use in your classroom. **Materials Fee:** There will be a \$20 materials fee to cover the cost of materials.

FRIDAY/SATURDAY: Oct. 30/31; Nov. 6/7, 13/14

F,3:30-8:30; S,8-3:30

-NE 9343 DEVELOPING A PERSONAL LEARNING NETWORK FOR PROFESSIONAL AND CLASSROOM USE
3 credits Lindsey Barlow callfam4@comcast.net

NCS Center, Topsfield

Online social networks provide a powerful medium for connection and learning. This introduction helps educators use them to enhance their own personal learning and customize the learning environment they provide for their students. Web 2.0 technologies are used to create a personal resource and a classroom resource with best practices identified. **Requirements: Must bring Lap top computer**

-NE 9473 PUPPET POWER IN THE CLASSROOM: UNLOCKING DOORS TO THE MIND
3 credits Judith O'Hare jaohare@gmail.com

74 Hillcrest Rd, Reading

This course will provide an overview of puppetry in education and how it can stimulate learning and provide a unique way to assess understanding of literature, social studies, multi-cultural issues and interpersonal relations. Teachers will learn how to construct a variety of puppets/masks, how to use them in an expressive way, and how to use them effectively in the inclusion classroom. www.youandmepuppets.com **There is a \$10.00 materials fee payable at the first class to the instructor.**

-NE 9681 TECHNOLOGY: A TOOL FOR EDUCATIONAL CHANGE
3 credits Luther Beal lmbeal@comcast.net http://web.mac.com/lmbeal1

NCS Lab, Topsfield

Technology has changed the way we teach and the way students learn. This course looks at technology, not as another tool to use in teaching "the same old way," but rather as an instrument for total reform of teaching and learning methodologies. Practical demonstrations and hands-on project development will follow class discussions. Hands-on practice with ample time to prepare materials and lessons for the new school year will be provided. Please bring class lists and curriculum materials to class with you. The Ipswich 21st Century Classroom model will be included in class discussions.

-NE 9713 MATH MATTERS: MAKING SENSE OF NUMBERS IN GRADES 2 - 7
3 credits Karen Morin kmorin13@gmail.com

NCS Center, Topsfield

Help the children in your classroom become more confident in their ability to know, justify, and calculate math by exploring mathematical strategies. Learn varied techniques to help the children become more thoughtful in their approach to math. A large emphasis of this course will be on hands-on math activities in conjunction with writing activities. Go back to your classroom with ready-to-use lessons, samples, and activities.

-NE 9851 LIKE WATER FOR CHOCOLATE: TEACHING TOLERANCE THROUGH MULTICULTURAL FOODS AND CRAFTS
3 credits Jean Acciavatti /Ellen Sinkewicz/ Beverly Rigoli jacciavatti@haverhill-ps.org Haverhill High

This course explores world cultures through literature, foods, crafts and other customary practices. Teachers from all subject areas and levels will find frameworks related lessons that reach students with hands-on projects and activities using interdisciplinary skills including math, science, family and consumer science, all geared to creating an attitude of acceptance to those who differ. This is a laboratory course including food preparation and crafting. Guest speakers and a field trip are included.

Class Cancellation: Occasionally classes must be canceled because of weather or other circumstances. Canceled classes are always rescheduled. The NCS Center is closed, if the Topsfield cancels school. Teachers may use their discretion in canceling their classes due to inclement weather, when the Topsfield Schools are not closed. If Salem State cancels PM classes, our classes are canceled unless the instructor deems otherwise and calls you. Instructors are responsible for informing class participants in such cases.

FRIDAY/SATURDAY (con't): Oct. 30/31; Nov. 6/7, 13/14

F,3:30-8:30; S,8-3:30

-NE 9784 PROMOTING LITERACY ACROSS THE CURRICULUM: CONSTRUCTING HANDMADE BOOKS

3 credits Kathleen Murphy NCS Center, Topsfield

This course is intended to engage educators in promoting and encouraging literacy through the construction of hand-crafted books that their students can learn to make. A variety of books adaptable to all subject areas and grade levels will be created. Educators will adapt their products to address the particular needs of their own students and classroom situations. Lack of "artistic talent" is no barrier to creating wonderful, eminently useful, endlessly adaptable little books. Teachers should bring to class specific materials they wish to incorporate into their books. **A \$25 materials fee payable to instructor.**

FRIDAY/SATURDAY: Nov. 20/21; Dec. 4/5, 18/19

F,3:30-8:30; S,8-3:30

-NE 9277 INTEGRATING MANIPULATIVES INTO THE MATHEMATICS CURRICULUM

3 credits James Callahan mathman651@yahoo.com NCS Center, Topsfield

This course is designed to assist the K-5 classroom teachers in using the proper math manipulatives to teach the Massachusetts Framework which is assessed by the MCAS. Materials used will be base ten, cuisenaire rods, color tiles, pattern blocks, geoboards, tangrams, metric tapes, geometric solid shapes, protractors, compasses, rulers, capacity containers, metric weights, and balances of many types. **A kit is required @ a cost of \$105.00 due at the first meeting.**

-NE 9941 TEACHING LITERACY IN SOCIAL STUDIES AND SCIENCE (grades 1-8)

3 credits Karen Morin kmorin13@gmail.com NCS Center, Topsfield

This course has been designed to help teachers address the social studies and science needs of their students. Learn how to use reading strategies, varied writing techniques, and activities to help the children better understand the social studies and science information and concepts developed in grades 1-8.

SATURDAY COURSES: Sept. 26; Oct. 3, 17, 24, 31

8:00 – 3:30

-NE 9032 UNDERSTANDING AND TEACHING ABOUT WORLD CULTURES

3 credits Theodore Kyrios tkyrios@verizon.net NCS Center, Topsfield

This course broadens the background of all teachers preparing students to live in a global society. What works in the classroom will be the focus of this course covering Africa, China, India, Japan, Middle East and the former U.S.S.R. New materials, videos, mnemonic devices, and a new grading system for maps made by students will be highlighted. Sourced and resources will be discussed.

-NE 9155 HANDS ON EXPERIMENTS FOR "LITTLE SCIENTISTS"

3 credits Michelle Joubert michelle.joubert@verizon.net Whittier Tech High School, Haverhill

PreK-6 teachers striving to make science more exciting, stimulating and meaningful will participate in over 20 eye-catching hands-on experiments. These activities and experiments will encourage students to ask why, discover, explore and "play and learn with a purpose". These creative ideas can be put to use immediately.

-NE 9341 ART HISTORY RESOURCES TO ENHANCE INSTRUCTION IN LITERATURE, HISTORY AND FOREIGN LANGUAGES

3 credits Barta Hathaway bartalee@verizon.net NCS Center, Topsfield

This course will assist teachers in developing interdisciplinary Power-point presentations that enhance the understanding of their curriculum concepts in Literature, History or Foreign Languages. Through seminar discussion, web exploration and museum visitations, sufficient Art History information will be given to assist participants in selecting appropriate images for individually designed projects. **TEXT: The Annotated Mona Lisa by Carol Strickland. Participants must pay a fee for some museums.**

SATURDAY COURSES: Oct. 17, 24; Nov. 14; Dec. 5, 12

8:00 – 3:30

-EDU-N 845 TEACHER LEADERSHIP ROLES IN READING AT THE SCHOOL LEVEL

3 credits Dorothy Earle DEarle@doe.mass.edu NCS Center, Topsfield

A course designed to focus on the integration of reading theory and current trends into practice, while developing consulting skills and group process skills to assist the reading teacher to work with the wider school community. Principles of team teaching, staff development, in-service education, and action research within the school reading program will be developed along with an awareness of the federal and state literacy laws which influence the delivery of reading instruction in the schools. During part of the course students will work with a certified teacher of reading in a school to implement school based teacher leadership projects in reading. This course is part of the reading practicum. **Prerequisite: EDU 840A (Restricted Admission.) TEXT: Reading Specialists and Literacy Coaches in the Real World, 2nd Edition By MaryEllen J. Vogt, Brenda A. Shearer ISBN-10: 0-205-49471-4 ISBN-13: 978-0-205-49471-2 Published by Allyn & Bacon**

SATURDAY COURSES: Oct. 17, 24, 31; Nov. 7, 14

8:00 – 3:30

-NE 9674 STRATEGIES FOR IMPROVING STUDENT WRITING (6-12)

3 credits Craig Labastie craigl48@verizon.net NCS Center, Topsfield

Writing can be taught! And, good methods produce good results. This course covers a variety of methods and strategies that help students of all abilities first, to get comfortable with writing and second, to improve at it. Although the emphasis is on the senior high school, the course is adaptable to all grades. Included in the course are short, practical lessons that are designed to help students write better on in-class assignments and MCAS examinations. Some areas covered are short stories, poetry, friendly letters, business letters, memos, and long compositions. **NOTE: All participants should bring a laptop (if they have one) to class.**

WITHDRAWAL POLICY: Before 1st class: 100% less \$25; Before 2nd class: 50% less \$25; Thereafter: 0

EDU-N courses may be taken only for SSC graduate credit. NO NEC Credit allowed

SATURDAY COURSES: Nov. 7, 14, 21; Dec. 5, 19

8:00 – 3:30

-NE 9208 HANDS ON INVESTIGATING FOR "LITTLE EXPLORERS"

3 credits Michelle Joubert michelle.joubert@verizon.net

Whittier Vocational H.S., Haverhill

Pre K – 8 teachers striving to make Social Studies more exciting, stimulating and meaningful will participate in several hands-on investigations. These activities will encourage students to ask why, discover, explore and "play and learn with a purpose." These creative ideas can be put to use immediately.

SATURDAY COURSES (con't): Nov. 7, 14, 21; Dec. 5, 19

8:00 – 3:30

-NE 9857 FIVE OF THE MOST SIGNIFICANT MOMENTS IN AMERICAN WOMEN'S HISTORY

3 credits Siobhan Eaton siobhan387@aol.com

NCS D Center, Topsfield

This examination of women in America history will examine five of the most significant moments in the history of American women: the revolutionary period, the abolitionist movement, the suffrage movement, World War II, and the women's liberation movement. The course will demonstrate the ways in which diverse populations of women have effected change through activism despite constraints upon their legal and political rights, their economic options, and their social status. Participants should bring the lesson plans, lectures, and other materials that they currently use to teach these topics, if applicable.

SAT/SUN. & THURSDAY COURSE: Oct. 17, 18, 24, 25 & 29

9-4:30(S/S) & 3:30-9(Th)

-NE 9646 MUSEUMS ACROSS THE CURRICULUM: PART II

3 credits Patricia Nichols/ Karen Nichols-Casey pat2023@yahoo.com

UTL Office, Lowell

This course will provide teachers a working knowledge of museums, historical sites, and art galleries in Concord, Lexington, and Andover, MA. Through on-site visits participants will learn numerous ways to integrate the history and the museums' rich resources into their daily curriculum. Museum experts will enhance the exciting course work. Teachers will be presented with hands on activities and methods to teach their students an appreciation of the history and arts of the American Revolution and Native Americans, On-site visits to Concord include the Concord Museums, Hartwell Tavern, Orchard House, Minuteman Visitor Center, Wayside Tavern, and Old North Bridge. In Lexington the class will tour the Hancock-Clark House, Munroe and Buckman Taverns, and Lexington Green. the Addison Art Gallery and Robert Peabody Museum of Native American Art in Andover will be included in the curriculum. **Participants must pay a fee for some Museums.**

-NE 9752 CURRICULUM DEVELOPMENT THROUGH NORTH SHORE MUSEUMS

3 credits Karen Nichols-Casey

UTL Office, Lowell

This course will provide teachers with a working knowledge of museums, historical sites and art galleries on the North Shore. Through on-site visits, participants will learn numerous ways to integrate the museums' rich resources into their daily curriculum. Museum experts will enhance the exciting course work. Teachers will be presented with hands-on activities and methods to bring Massachusetts Curriculum Frameworks into their classrooms, while teaching their students an appreciation of history and the arts. Visits to The Saugus Iron Works, Boardman House, Rebecca Nurse Homestead, The Salem National Historical Park, Peabody Essex Museum and Historical Homes, Salem Witch History Museum, House of the Seven Gables, Andover and North Andover Historical Society and Addison Art Gallery will be included in the curriculum. **Participants must pay a fee for some museums.**

SAT/SUN. & TUESDAY COURSE: NOV. 14, 15, 21, 22 & 24

9-4:30(S/S) & 3:30-9(Tu)

-NE 9645 MUSEUMS ACROSS THE CURRICULUM: PART I

3 credits Patricia Nichols pat2023@yahoo.com

UTL Office, Lowell

This course will provide teachers a working knowledge of museums and art galleries in the Lowell area. Through on-site visits participants will learn numerous ways to integrate the museums' rich resources into their daily curriculum. Museum experts will enhance the exciting course work. Teachers will be presented with hands-on activities and methods to bring Massachusetts Arts Curriculum Frameworks into their classrooms, while teaching their students an appreciation of the arts. Tours to The American Museum of Textile History, Whistler House Museum, Sports Museum of Lowell, New England Quilt Museum, Museum of Fine Arts, Gardner Museum, Brush Art gallery, Morgan Cultural Center, The Boott Mills Museum, and Lowell National Historical park will be included in the curriculum. **Participants must pay a fee for some Museums**

Class Cancellation: Occasionally classes must be canceled because of weather or other circumstances. Canceled classes are always rescheduled. The NCS D Center is closed, if the Topsfield cancels school. Teachers may use their discretion in canceling their classes due to inclement weather, when the Topsfield Schools are not closed. If Salem State cancels PM classes, our classes are canceled unless the instructor deems otherwise and calls you. Instructors are responsible for informing class participants in such cases.

Join The NE Consortium/Salem State College CAGS Cohort 2010!

Certificate Of Advanced Graduate Studies In Educational Leadership Program

- What?** A 39-credit program for the experienced educational professional who holds a Master's Degree with an emphasis on producing positive change in school settings. Program content includes school organization & finance, learning theories, curriculum design, change and restructuring, professional development, student diversity, sociological issues, leadership seminar, and Action Research.
- Why?** Learn new information and skills that serve to increase competence and confidence in teaching and administrative roles. Earn MA administrative licensure as Principal/Assistant Principal or Supervisor/Director (an option, but not a requirement of the program). Earn a credential that enhances opportunities for career advancement and college level teaching. Better prepare yourself to pursue doctoral studies. Be a member of a collaborative cohort of professionals who take all classes together.
- When?** CAGS 2010's first two courses (weekday and Saturday Full-Day classes) will begin in January 2010. Application deadline is on-going, but should be received by November 6, 2009.
- How?** Contact Jeremy Bubier CAGS Program Secretary at 978-542-6075 or jbubier@salemstate.edu for an information/application packet. You may also visit www.salemstate.edu/graduate for program application and required reference forms. Informational meetings will be held in Fall 2009.

Fall 2009 CAGS Courses for Currently Enrolled Participants

These courses are open **ONLY** to enrolled CAGS 2008 and CAGS 2009 cohort participants. Enrolled participants must register for AGS courses using the Salem State College online Navigator registration process. EDU course participants should register directly with the Northeast Consortium for Staff Development, except for the practicum course. Members of the Saugus and Methuen/GLTS cohorts will attend classes at their district sites. Costs: \$870 per 3 cr. AGS course; \$435 per 1.5 cr. AGS course.

CAGS 2008 Topsfield Cohort

AGS 700C (1.5 cr.)	Action Research III W. Hoyt/D. McCormack	By Arrangement
EDU 949D (3 cr.)	Administrative Practicum College Staff	On-Site/ In District Schools

CAGS 2008 Methuen Cohort

AGS 700C (1.5 cr.)	Action Research III W. Hoyt/D. McCormack	By Arrangement	
AGS 736 (3 cr.)	Advanced Curriculum Design and Development Jennifer Smith	Saturdays: Oct. 3, 17, 24; Nov. 7, 14	Methuen High School 8:00 -3:30

CAGS 2009 Saugus Cohort

AGS 730 (3 cr.)	Meeting the Challenge of School Restructuring Jacy Ippolito	Wednesdays Sept. 9- Nov. 18 th	Saugus High School 4:00 – 7:45
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What Every Educator Needs to Know About Executive Functioning

A two-day Institute: Fridays Sept. 25th & Oct. 2nd from 3:30-8:30 p.m.

Site: NCS D Center, Topsfield Julie Kiricoples, Facilitator kirosable@yahoo.com

This workshop presents a theoretical framework for understanding Executive Function processes and the role they play in cognition, learning and development. Participants will also discover strategies that will enhance assessment and intervention for those with learning disabilities, non verbal learning disabilities, and autistic spectrum disorders.

Day Two will focus on learning ways to support all students in building vital skills for reading, writing, and math. We will also describe teaching methods for enhancing children's abilities to; plan time effectively, organized materials, prioritize, shift strategies, and monitor progress toward goals.

A \$30 materials fee (paid at first session) will cover the cost of a professional Resource Book and all professional handouts.

A minimum of ten participants is necessary to run the program. Cost: \$150- 10PDPs

*******Registration*******

to: NCS D, 248 Boston St., Topsfield, MA 01983

Executive Functioning \$150

Name: _____ Home Telephone: _____

Street Address: _____ City/Town _____ State _____ ZIP _____

Email: _____ **I wish to charge my VISA (), MASTERCARD (), Discover ()**

Signature _____

Card Number: _____ Exp. Date: Month _____ Year _____ Amount: _____

MERRIMACK/ NORTHEAST CONSORTIUM LEADERSHIP ACADEMY

Principal/Assistant Principal Preparation Program

Program Description: The Merrimack Leadership Academy Principal's Preparation Program consists of sixteen 12.5 hour seminars designed to provide instruction in the appropriate areas to meet the standards for licensure as an administrator. Candidates complete the program in just over a year using a cohort model. Seminars will meet from 4:00pm - 8:15pm at the NCSD Training Site. We anticipate that this cohort of the Academy will commence in January 2010 and be completed over a year and half period. A minimum of 15 participants is needed to establish a cohort, with enrollment limited to 25.

The cost of the program is \$4,000, which includes tuition. Textbook/material fees are extra. College credit is available at an additional cost.

In addition to the seminars, participants will complete prepracticum activities and a supervised practicum. To complete the licensing process, candidates must successfully pass the Communication and Literacy portion of the Massachusetts Test for Educator Licensure.

Purpose: The Merrimack Leadership Academy is designed to:

- Recruit highly-qualified teachers who demonstrate leadership qualities
- Provide these individuals with a licensure program that will result in a DOE license as Principal/Assistant/Principal, PreK-6, 5-8, 9-12

Application Process:

Applicants must possess a Bachelors degree and a Initial license in another educational role and have completed at least three full years of employment in a public/charter school, private school, higher education or other educational setting accepted by the Department of Education. A letter of nomination from the candidate's superior, a copy of the candidate's resume, a copy of DOE license, passing score on the MTEL (when completed), official transcripts and a \$35 nonrefundable application fee should be forwarded to Babette Mooney, Program Secretary, Leadership Academy at the address below:

Northeast Consortium for Staff Development
248 Boston Street
Topsfield, MA 01983

bmooney@meccorp.mec.edu /978-887-0929, ext. 10

No more than twenty-five participants will be chosen from the field of applicants.

TOPICS: The Academy consists of 16 seminars in areas appropriate to meet the standards for licensure as an administrator. In addition to the seminars, participants will complete a 300 hour supervised internship and attend and critique a variety of shareholder group meetings. Seminar topics are as follows:

- | | |
|---|---|
| * Leadership and Building School Culture | * Staff Selection, Supervision and Performance Evaluation |
| * School Laws and Regulations | * School Finance and Plant Management |
| * Data-Driven Decision Making | * Vision, Mission, and Strategic Planning |
| * Instructional Technology in the School Setting | * Communication Skills |
| * Standards-Based Curriculum and Instructional Leadership | * Community Relations and Partnerships |
| * Professional Development | * Student Performance Assessment |
| * Special Education for Administrators | * The Change Process |
| * Structure of Schools and School Systems | * Education Reform and Current Issues in Education |

*******INTENT FORM*******

Merrimack Leadership Academy \$35.00 payable to NCSD

Name: _____ Telephone : _____

Home Address _____

City _____ ST _____ Zip _____
E-mail Address: _____ School Name: _____

School Address: _____
City _____ ST _____ Zip _____

I wish to charge my Visa(), Mastercard(), Discover () _____ - _____ - _____ Exp. Date _____ - _____

Signature _____

Principals' Network

OBJECTIVE: To create a Network in which principals' and Assistant Principals' have the opportunity and means to pool their experiences, knowledge, and wisdom and to examine, reflect on and solve real problems. The Network will employ helpful strategies to answer questions that principals have and share common solutions.

TOPICS: To be determined by participants

LOCATION AND MEETING TIMES: Network activities will be held at the NCSD Center at 248 Boston St. (Rte 1) in Topsfield. Principals will meet over a continental breakfast, 8AM-10AM, on Tuesday mornings. Sessions will be scheduled in September, October, November, December, January, February, March, April, and May.

COST: Network costs and materials are \$600. Participants will receive 25 PDP's.

Interested candidates should complete the INTENT form on page 14 and mail with a \$35(non refundable) application fee(check or CC) to the Northeast Consortium for Staff Development: Attn. Rosemary DiTullio, 248 Boston Street, Topsfield, MA 01983

District-Based Secondary Teachers' Program for Initial Educator Licensure

The Northeast Consortium for Staff Development (NCSD) is offering a D.O.E. Merrimack Education Center District Based Initial Educator Licensure Program. As authorized under the Regulations for Educator licensure and Preparation Program, this program leads to an initial teaching license (secondary) in a variety of fields including English, Mathematics, Science, Social Studies, Art, Biology, Chemistry, Physical Education, Foreign Language, History, and Physics. The cohort must contain a minimum of fifteen teachers. If this minimum number is reached, classes will begin in the Fall 2009.

Who Should Apply

Teachers who have received a Massachusetts Department of Education provisional license/preliminary certification in the field of the license being sought. Teachers teaching full-time in the area of the license being sought. Teachers who are not teaching but are able to complete an early field-based experience and half-year practicum. College graduates planning to teach a regular subject (English, Math, Social Studies, Art, Music, etc.) in a Massachusetts public middle or high school, who are seeking an Initial teaching license

Candidate's Curriculum

- Introduction to Strategies for Effective Teaching in Academic Discipline (Pre-practicum) 3 credits
- Curriculum Design and Development 3 credits
- Curriculum and Technology 3 credits
- Practicum Seminar 3 credits
- Practicum Equivalent 6 credits

Competence in this curriculum is demonstrated in pre-practicum and in a full practicum in a collaborating public school system, under the supervision of a school-based practicum Supervisor and an NCSD Supervisor

Academic Report

Salem State College will provide graduate credit for educational coursework and practice as prescribed in the Merrimack Education Center's District-Based Program. Nine (9) graduate credits successfully completed in this program may be transferable to the M.Ed. program offered by Salem State College.

Application Process Applicants will:

- Complete an application for admission with \$35 non-refundable application fee
- Submit official transcripts from all accredited colleges/universities
- Submit three letters of recommendation from individuals under whom the applicant has studied or under whose immediate supervision he/she has worked in a professional capacity and/or from others in a position to offer pertinent appraisal of the applicant's ability to be a Massachusetts educator
- Submit a professional resume
- Submit passing scores on the communication and literacy skill test or date to take the same and the appropriate subject matter test for Educator Licensure or date to take the same
- Schedule a personal interview with the program coordinator

Program Costs

Salem State Tuition: Three Credits \$780, Six Credits \$1,560
Program fee: \$500

Interested candidates should complete the INTENT form on page 14 and mail with a \$35(non refundable) application fee(check or CC) to The Northeast Consortium for Staff Development; Attn.: Babette Mooney; 248 Boston Street, Topsfield, MA 01983

*****INTENT FORM*****

Principals' Network Program () \$35.00 payable to NCSD

District-Based Secondary Teachers' Program () \$35.00 payable to NCSD

Name: _____ Telephone : _____

Home Address _____

E-mail Address: _____ City _____ ST _____ Zip _____
 School Name: _____

School Address: _____ City _____ ST _____ Zip _____

I wish to charge my Visa(), Mastercard(), Discover () _____ - _____ - _____ Exp. Date _____ - _____

Signature _____

Withdrawal from a seminar, workshop, or institute results in a withdrawal fee charge of \$25.00

MASTER OF EDUCATION: SPECIAL EDUCATION - INITIAL

The Masters degree program in Special Education is designed to help teachers who wish to upgrade their knowledge and skills in the field of special education. It also serves those with bachelor's or advanced degrees who want to gain a more comprehensive knowledge of special education in the school systems. Parents, administrators, and community service workers have benefited from this program. This program qualifies students to apply for initial teacher licensure as a teacher of students with moderate disabilities PK-8 or 5-12 from the Commonwealth or Massachusetts.

Prerequisites

- A bachelor's degree with grades of merit from an accredited college or university, with an arts and sciences major, or a major appropriate to the teaching license sought (e.g., physical education, computer science, or technology)
- Students who have not previously taken any education courses may need to complete introductory course work that does not count towards the degree requirements.
- A passing grade on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure
- Child or Adolescent development course

PROGRAM REQUIREMENTS

Foundation Courses

AGS 739	Reading and Learning Disabilities	3 credits
EDU 725	Introduction to Literacy Practices in Early Childhood and Elementary Education	3 credits
EDU 999EM	Teaching Elementary and Middle School Math and Science	3 credits

Special Education Courses

EDG 790	Introduction to Special Education	3 credits
EDS 891	Methods and Materials in the Educaiton of Students with Moderate Disabilities	3 credits
EDS 990Y	Psycho Educational Assessment of Exceptional Students	3 credits
EDU 801	Classroom Management and Behavior Modification	3 credits
EDU 829	Teaching the Exceptional Young Child (PreK-8) OR	3 credits
EDS 890	Education and Transition of Secondary Students with Disabilities (5-12)	3 credits
EDS 810	Adaptive and Assistive Technology	3 credits
EDU 721	Workshop in Language Development (PreK-8) OR	3 credits
EDU 992D	The Bilingual Student with Special Needs (5-12)	3 credits

Research Courses

EDU 738	Educational Research Across the Curriculum	3 credits
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Practicum Course

EDS 959P*	Practicum/Internship Moderate Special Needs	3 credits
EDS 959S	Initial License Seminar in Special Education	3 credits

Total Credits **39**
 The successful completion of the Comprehensive Examination is required for completion of degree requirements.

*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure (MTEL) prior to entering the practicum.

Interested candidates should complete the INTENT form on page 15 and mail to the Northeast Consortium for Staff Development; Attn.: Babette Mooney; 248 Boston Street, Topsfield, MA 01983 or contact Anne Patriquin at apatriquin@meccorp.mec.edu

M.Ed. in Reading

This program is designed for an experienced educator who holds a classroom teaching license and who wants to serve schools as a teacher of reading at the early childhood, elementary, middle, secondary or post-secondary levels. Since reading is an important aspect of classroom instruction, the program is designed also for classroom teachers who want to expand their instruction and expertise in the teaching of reading or language arts. The reading courses are planned to develop an understanding of the reading and writing process, the enhancement of classroom reading instruction, the assessment of reading difficulties followed by instructional intervention, the use of literature in reading and language arts programs, and teaching leadership roles in reading. One hundred and fifty hours (150) of supervised field work occur, as part of the practicum, in two courses: Instructional Reading Clinic with Children (an intensive 6-week summer course), and Teacher Leadership Roles in Reading at the School Level. The program is designed to meet the January 2003 regulations for initial licensure as a Specialist Teacher of Reading developed by the Massachusetts Department of Elementary & Secondary Education. **Licensure-only (30 credit hours) and the M.Ed without licensure (36 credit hours) are also available. For more information about these options, please contact the program coordinator.** The cohort must contain a minimum of fifteen teachers. If this minimum number is reached, classes will begin in the Spring 2010.

Prerequisites

- Minimum of an initial teaching license in the classroom or secondary area and one year of teaching experience in the field of the license.
- Grades of merit in the undergraduate program or any previous graduate work
- Satisfactory performance in the Graduate Record Examination or the Miller Analogies Test

Program Requirements

Educational Foundations and Research

EDU 717	Advanced Foundations of Education	3 credits
EDU 727	Foundations of Reading: Language, Literacy, and Child Development	3 credits
EDU 738	Educational Research Across the Curriculum	3 credits

Courses in Reading

Required reading courses should be taken in the sequence below but electives need to be taken prior to EDU 840A

EDU 729	Reading and Writing in the Classroom	3 credits
EDU 745A	Reading and Language: Theory and Research	3 credits
EDU 741C	Literacy Assessment (all levels)	3 credits
EDU 817C	Literacy Intervention Strategies (all levels)	3 credits
EDU 840A	Instructional Reading Clinic with Children	6 credits
(Only offered in Summer Session II. All students should have completed the reading electives before registering for the clinic.)		
EDU845	Teacher Leadership Roles in Reading at the School Level	3 credits
EDU 999C	Teaching Children to Write (K-8)	3 credits

Elective Course

Elective must be a course in children's or adolescent literature

EDU 758	Using Literature Across the Curriculum	3 credits
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Additional electives related to literacy or English Language Learners may be approved upon request.

Total Credits **36**

The successful completion of a Comprehensive Examination is required for completion of degree requirements. *Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure.*

Interested candidates should complete the INTENT form below and mail to the Northeast Consortium for Staff Development; Attn.: Anne Patriquin; 248 Boston Street, Topsfield, MA 01983.

*******INTENT FORM*******

Special Education Initial Licensure Program ()

M.Ed. in Reading ()

Name: _____ Telephone : _____

Home Address _____

City ST Zip
E-mail Address: _____ School Name: _____

School Address: _____
City ST Zip

SAVE THE DATE!!

Effective Grading Practices with Thomas Guskey

March 10, 2010

Sheraton-Ferncroft Hotel, Danvers

Thomas R. Guskey is a professor of educational policy studies and evaluation at the University of Kentucky. He has been a teacher at all levels, served as an administrator in Chicago public schools, and has worked in the area of professional development for more than 20 years. Guskey has written widely and is a regular presenter at the annual conference of the National Staff Development Council. He is on the editorial board of The Elementary School Journal, The NASSP Bulletin, and Journal of Research on Professional Learning.

Guskey has served as consultant to educators throughout the U.S. as well as in Africa, Asia, Australia, and Europe. He is included in the National Staff Development Council's Leaders in Staff Development, and is the only person to have twice won the Council's prestigious "Book of the Year Award" and three times the "Article of the Year Award."

Guskey's publications include 13 books, 25 book chapters, and over 100 journal articles. His most recent books include **Benjamin S. Bloom: Portrait of an Educator** (Rowman & Littlefield, 2006, **How's My Kid Doing? A Parents' Guide to Grades, Marks, and Report Cards** (Josey Bass, 2002), **Developing Grading and Reporting Systems for Student Learning** (Corwin, 2001) and **Evaluating Professional Development** (Corwin, 2000).

Guskey holds a Ph.D. from the University of Chicago, an M.Ed. in educational psychology from Boston College, and a B.A. in physics from Thiel College.

Don't miss this opportunity to hear and learn from Thomas Guskey. This is one of the few times he will be visiting the East Coast in 2010.

Professional Development points

Mass. D.O.E. has ruled that PDP providers (NCSD) may award certificates of attendance but may not award PDPs for attendance at professional conferences. In order for an event to qualify for PDP's it would have to involve a minimum of 10 hours of instruction and there would have to be a project/product at the end. Districts may use the certificates of attendance to combine with other hours and follow-up activities at the district level to award PDPs.

*******Registration Form*******

Each Person must complete a registration separately. Do NOT combine individuals.

REGISTRATION: DUE by February 25, 2010

Mail or fax this form with payment to: NCSD 248 Boston Street, Topsfield, MA 01983; Fax 978-887-2498

Name: _____ School/District: _____

Work Address: _____
City State ZIP

Home phone: _____ Email: _____

Registration Fees:

Early Bird (must register prior to February 1, 2010) \$135 per individual; \$125 per person for groups of four (4) or more on the same P.O. or check

After February 1, 2010: \$160 for individuals; \$135 per person for groups of four (4) or more on the same P.O. or check.

_____ persons attending from (School/District) _____

for a total of \$ _____ Payment: Check Number: _____ P.O. Number: _____

**Withdrawal from a seminar, workshop, or institute results in a withdrawal fee charge of \$25.00
VISA & MASTERCARD ARE THE ONLY CREDIT CARDS ACCEPTED BY NCSD**

ADDITIONAL AVAILABLE ON-LINE COURSES

To register for and/or for further information about the following courses contact Dr. Kathleen Cleveland at TeacherOnlineEducation.com 1-800-561-2295 x3, or online at teacheronlineeducation.com

-NE 9259 Boys and School: Challenging Underachievement, Getting It Right! (3 cr)

Clarifies why one-size-fits-all-boys solutions cannot work in response to complex reasons about why so many boys in our schools today are underachieving. This course focuses on a multi-faceted approach designed to clarify which boys are struggling, the many reasons why they struggle, and how educators can respond with a rich repertoire of research-based responses designed to engage and support struggling boys in their own classrooms, provide conditions for their success, develop their real-world skills, and help them build a positive male identity.

-NE 9201 Classroom-Based Assessment: Practical Strategies for Powerful Learning (3 cr)

Focuses on helping today's K-12 teachers understand, appreciate, and reclaim the power of everyday assessment for the benefit of student learning in their own classrooms. Enables participants to expand their understanding of the role of assessment and instruction and learn a wide range of practical, user-friendly strategies designed to support learning, not just measure it. With the strength of research supporting each newly acquired skill, teachers will build their expertise in identifying key learning targets, understanding the distinguishing attributes of a wide range of assessment strategies, appropriately matching assessments to learning targets, adjusting instruction based on assessment information, providing effective feedback, using assessment data to determine grades that accurately reflect student achievement, and helping students develop confidence as learners.

-NE 9204 Best Practices for Brain-Based Classrooms: Fusing the Art of Teaching with the Science of Learning (3 cr)

Enables participants to develop the knowledge and professional expertise to fuse emerging neuro scientific research with their own educational practice. Gives educators an understanding of basic brain physiology and the way in which the brain processes and stores information. Examines how to design a learning environment that supports and enhances the brain's natural learning systems, and explores a wide range of brain-based instructional strategies to optimize students' successful acquisition, internalization, retrieval, and transfer of key concepts and skills.

-NE 9127 Differentiated Instructional Strategies for Today's Classrooms (3 cr)

Helps participants translate the *theory* of DI into the *practice* of DI by (1) creating a learner-centered classroom environment to optimize achievement for all students, (2) differentiating based on students' learning profiles and interests, and (3) adjusting instruction based on formal and informal pre-assessment, formative assessment, and summative assessment. Builds expertise in a wide range of DI instructional approaches and strategies, the subtleties of DI classroom management and flow, shifts in the teacher's role, and ways in which student self-directedness is both the catalyst for and result of effective differentiation.

Online classes begin on the first of every month and participants have twelve weeks to complete the course.

SITE ADDRESSES

In this day of almost universal use of the internet, we have stopped printing directions in our catalogs. Not only does this approach save space for more program announcements but also it enables one to get tailor-made directions using **MapQuest** or a similar site. Using **MapQuest**, you will get directions from your front door to the course site, a general and a more specific map, and the estimated time of your trip. Finally, for those who find the computer less than friendly, you can call us at 978-887-0929 for directions. Try **MapQuest**; you'll like it.

<u>City/Town</u>	<u>School</u>	<u>Address</u>	<u>Zip</u>
Billerica	Merrimack Education Center	40 Linnell Circle	01821
Burlington	High School	123 Cambridge St	01803
Chelmsford	High School	200 Richardson Road, No. Chelmsford	01863
Chelsea	Shore Ed. Collaborative	100 Revere Beach Parkway	02150
Danvers	High School	60 Cabot Road	01923
	North Shore Comm. College	Ferncroft Road	01923
	Sheraton-Ferncroft Hotel	Ferncroft Road	01923
Gloucester	High School	32 L O Johnson Road	01930
Hamilton	Hamilton-Wenham Regional	775 Bay Road	01982
Haverhill	Bradford Elementary	118 Montvale Street	01835
	Dr. Paul Nettle Middle School	150 Boardman Street	01830
	High School	137 Monument Street	01832
	Whittier Technical High	115 Amesbury Line Road	01830
Ipswich	Middle	130 High Street	01938
	Winthrop	65 Central Street	01938
Lawrence	So. Lawrence East	165 Crrawford Street	01843
Lowell	UTL Office	169 Merrimack Street	01852
Lynnfield	High School	275 Essex Street	01940
Newburyport	Bresnahan School	333 High Street	01950
North Andover	High School	430 Osgood Street	01845
Peabody	St. John the Baptist	19 Chestnut Street	01960
Reading	Memorial High School	62 Oakland Rd	01867
	O'Hare Home Studio	74 Hillcrest Road	01867
Revere	High School	101 School Street	01970
Salem, MA	High School	77 Wilson Street	01970
Stoneham	High School	149 Franklin Street	02180
	SEEM Colloborative	92 Montvale Avenue., Ste 3500	02180
Swampscott	Marian Court	35 Little's Point Road	01907
Topsfield	Proctor School	60 Main Street	01983
	Stewart School	261 Perkins Row	01983
	NCSD	248 Boston Street (Rt. 1)	01983
Wakefield	High School	60 Farm Street	01880
	Woodville School	30 Farm Street	01880
Wenham	Wenham Museum	132 Main Street	01982
West Newbury	Pentucket Regional	22 Main Street	01985