

**Merrimack Education Center's  
Northeast Consortium for Staff Development  
Course Offerings**



**FALL  
2011**

**Merrimack Education Center's  
Northeast Consortium for Staff Development  
248 Boston Street  
Topsfield, MA 01983  
[bmooney@meccorp.mec.edu](mailto:bmooney@meccorp.mec.edu)  
Telephone: 978-322-2252  
Fax: 978-322-2251**

**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 **Merrimack Education Center** to: MEC's 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 978-322-2252 with any questions.

<b>Costs:</b>	<u>Salem State Graduate Credit</u>	<u>NE Consortium Inservice Credit</u>
3-credit NE or GNE courses:	\$825.00 (67.5 PDP's)	\$690.00 (37.5 PDP's)
2-credit NE or GNE courses:	\$595.00 (45 PDP's)	\$535.00 (25 PDP's)
1-credit NE courses:	\$415.00 (22.5 PDP's)	\$365.00 (12.5 PDP's)

**Understanding Credit**

**EDU-N courses may only be taken for Salem State University graduate credit.** All NE and GNE courses may be taken for either Salem State University 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 course 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 University must have an EDU or GNE prefix and be approved by the M. Ed. or CAGS coordinators at the University.**

**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.
- Stated course costs do not include materials, lab, or text fees that may be charged by individual instructors.
- All classes are graduate level courses; call if you require special accommodations to participate in any of our programs.
- Salem State University Student Teacher Vouchers are accepted; **Visa , MasterCard, & Discover** are the only credit cards accepted.
- **There are no Consortium tuition waivers or reductions for veterans, senior citizens, or State Employees.**
- **WITHDRAWAL REFUNDS: 100% LESS \$25 BEFORE 1<sup>ST</sup> CLASS; 50% LESS \$25 BEFORE 2<sup>ND</sup> CLASS; 0% AFTER 2<sup>ND</sup> CLASS.**

**Transcripts:** Students who wish to obtain an official transcript must mail such requests with \$5.00 check made payable to Salem State University c/o Registrar's Office, Salem State University, 352 Lafayette St., Salem, MA 01970. Call 978-542-7337 (Jackie) for Salem State University grade information.

**Note:** MEC's Northeast Consortium for Staff Development is no longer generating unofficial grade reports. All grades will come from Salem State University. Anyone taking courses for NEC credit will continue to receive certificates from the Consortium.

**CALL 978-322-2252 IF YOU NEED SPECIAL PROVISIONS FOR ANY OF OUR ACTIVITIES**

<b>SALEM STATE UNIVERSITY/MEC's NORTHEAST CONSORTIUM REGISTRATION FORM</b>		<b>FALL 2011</b>	
<b>PLEASE PRINT LEGIBLY</b>		<b>ALL STUDENTS MUST COMPLETE THIS SECTION IN ITS ENTIRETY</b>	
Today's Date: _____			
Social Security or student ID No. _____		<b>Must have this to get Salem State Credit</b>	
LAST NAME _____	FIRST NAME _____	MIDDLE INITIAL _____	
Mailing Address _____			
NUMBER & STREET	CITY OR TOWN	STATE	ZIP CODE
Home Telephone _____		E-Mail: _____	
<b>Mandatory for on-line courses</b> and to ensure receipt of a catalog			
Other name, if any, used at SSU: _____		District You Teach In: _____	
Grade Level You Teach: _____		Elementary _____ Middle _____ Secondary _____ Other _____ Admin. _____	
*****			
COURSE # _____	TITLE: _____	# CREDITS: _____	SSUC CR _____ OR NEC CR. _____
COURSE # _____	TITLE: _____	# CREDITS: _____	SSUC CR _____ OR NEC CR. _____
COURSE # _____	TITLE: _____	# CREDITS: _____	SSUC CR _____ OR NEC CR. _____
I wish to charge my VISA ( <input type="checkbox"/> ) MASTERCARD ( <input type="checkbox"/> ) DISCOVER ( <input type="checkbox"/> ) _____			
<b>Signature</b>			
Card Number: _____	Exp. Date: Month _____ Year _____	Amount: _____	

**MEC's Northeast Consortium/Salem State University Graduate Course Offerings  
FALL 2011**

**ON-LINE COURSES:** see [www.ncsd.mec.edu/profdev/northeastconsortium.cfm](http://www.ncsd.mec.edu/profdev/northeastconsortium.cfm) for on-line requirements

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**-NE 9113 WRITER'S WORKSHOP, GRADES K-6**  
**3 credits** Lori Martin [lbmartin31@yahoo.com](mailto:lbmartin31@yahoo.com) **Entirely On-Line**  
This course will be conducted online and is designed to support teachers in their efforts to provide writing instruction through a balanced literacy model. The course covers the four kinds of writing: shared writing, interactive writing, guided writing and independent writing. Teachers will discover ways to integrate new ideas for maintaining or improving writers' workshop. Participants will gain knowledge on how writers' workshop offers advantages across the curriculum. This course will follow Ralph Fletcher's model for writers' workshop.  
**Required Texts:** Fletcher, R. (2001) *Writing Workshop: The Essential Guide*. Portsmouth, NH: Heinemann. Tompkins, G. (2000) *Teaching Writing: Balancing Process and Product 3<sup>rd</sup> edition*. Upper Saddle River, NJ: Prentice-Hall, Inc. **Starting October 1<sup>st</sup> and Ending December 1<sup>st</sup>. Registrations Due September 24<sup>th</sup>**

**-NE 9147 USING TECHNOLOGY TO MEET THE NEEDS OF THE VISUAL LEARNER**  
**3 credits** Cynthia Yetman [yetmanc@amesburyama.gov](mailto:yetmanc@amesburyama.gov) **Entirely on-line**  
Teachers will learn about the impact visual delivery of instruction has on a majority of learners or 'digital natives'. The psychology of color and its impact on design will be covered. Participants will be introduced to the idea of using Graphic Novels as teaching and learning tools for all curriculum areas. Using streaming video resources including the idea of Virtual Field Trips will be explored. Finally the use of free Google Apps such as Glogster for web based multimedia projects will be utilized. This is a good beginning level course in using digital media for teaching and learning and a good start to online learning as the course is organized in an easy to follow format and navigation is made simple. Topics to be covered include but are not limited to:

- ❖ "Digital Natives" how they learn differently and how to tailor your lessons accordingly
- ❖ The psychology of color and how it applies to digital images
- ❖ Use of MS PowerPoint to display graphics acquired from a variety of sources:
- ❖ Internet, digital camera, digital paint, scanners
- ❖ Creating graphic novels using basic office tools
- ❖ Creating diagrams using basic office tools
- ❖ Use of streaming video resources and tailoring a virtual field trip for your curriculum needs
- ❖ Google applications for educators –free tools for students to share their knowledge and skills in any curriculum via the web

**Starting October 1<sup>st</sup> and Ending December 1<sup>st</sup>. Registrations Due September 24<sup>th</sup>**

**-NE 9188 INTEGRATE COMPUTER TECHNOLOGY IN YOUR CLASSROOM THROUGH DESIGN & PRODUCTION OF MEDIA MATERIALS**  
**3 credits** Luther Beal [lmbeal@myfairpoint.net](mailto:lmbeal@myfairpoint.net) [http://web.me.com/lmbeal1/site/Fall\\_2011.html](http://web.me.com/lmbeal1/site/Fall_2011.html) **Entirely On-Line**  
This course focuses on the integration of computer technology with K-12 curriculum. Participants will design and produce multimedia learning materials for effective teaching and learning. **The STEMS Report has brought a new emphasis on Educational Technology.** Research and readily available audio, video and text resources are combined with design principles to guide the participants in creating effective instructional presentations. Methodologies learned and materials produced will be appropriate for all learners. This course is highly recommended for those new to or beginning technology in their classrooms as well as those with computer experience. **Starting date October 1<sup>st</sup> and ending on December 5<sup>th</sup>. Registrations Due September 24<sup>th</sup>**

**-NE 924A TEACHING RESEARCH AT THE ELEMENTARY SCHOOL**  
**1 credit** Carol A. Kelly [kellycak@juno.com](mailto:kellycak@juno.com) **NCSd Center, Topsfield/ON-Line**  
Do you want to teach your students to do research but have a hard time finding ways to adapt it to elementary school and to fit it into your curriculum? We'll stir up a pot of ideas from British educator Mary Kellett, library guru David Loertscher and research experts Eisenberg and Berkowitz to come up with our own elementary level combination. Applying a simple, useful step-by-step approach, we'll examine how to integrate research and content to support and encourage independent thinking and to practice skills that lay a great groundwork for higher level work. The goal of the course is to help teachers locate and understand the best research practice and to apply it to appropriate elementary work. We'll develop a lesson bank to share.  
**First Lab class on November 19<sup>th</sup> 8:00 - 4:00; the remainder of the course will be online. Registrations Due November 12<sup>th</sup>.**

**-NE 9421 DIFFERENTIATED INSTRUCTION: ADJUSTING HOW YOU THINK ABOUT TEACHING**  
**3 credits** Lori Martin [lbmartin31@yahoo.com](mailto:lbmartin31@yahoo.com) **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. **Required Text:** Tomlinson, C.A. (2001) *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: ASCD. **Starting date October 1<sup>st</sup> and ending on December 5<sup>th</sup>. Registrations Due September 24<sup>th</sup>**

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**-NE 9501 PROJECT AND ADVENTURE BASED CURRICULUM**  
3 credits Rae Pritchett [RaeLauren78@gmail.com](mailto:RaeLauren78@gmail.com) Entirely On-Line

This course is designed for educators and administrators who strive to enhance their understanding of project and adventure based curriculum as a means to manage classroom behavior and the most challenging students. Various theories on adventure based education's affect on students' academic, social, emotional, and behavioral development will be discussed. Participants will become familiar with the strategies to implement project based learning in the classroom. Course participants will gain hands-on experience developing collaborative, inquiry-based projects that support curricular goals. **Starting date Oct. 1<sup>st</sup> and ending on December 5<sup>th</sup>.**  
**Registrations Due September 24<sup>th</sup>**

**-NE 9709A MANAGING BEHAVIORAL CHALLENGES IN THE CLASSROOM**  
3 credits Rae Pritchett [RaeLauren78@gmail.com](mailto:RaeLauren78@gmail.com) Entirely On-Line

This course introduces educators to strategies for managing challenging student behavior. The study of teaching, curriculum, and classroom design are studied as factors affecting student behavior. Participants will learn to de-escalate challenging students as well as to complete behavior intervention plans. Presentations, discussions, case studies, role-plays, and explicit teaching of de-escalation and restraint techniques will enrich participants' experience. **Starting date Oct. 1<sup>st</sup> and ending on December 6<sup>th</sup>.** **Registrations Due September 24<sup>th</sup>**

**-NE 9614 THE IMPACT ON TECHNOLOGY ON EDUCATION**  
3 credits Luther Beal [lmbeal@myfairpoint.net](mailto:lmbeal@myfairpoint.net) [http://web.me.com/lmbeal1/site/Fall\\_2011.html](http://web.me.com/lmbeal1/site/Fall_2011.html) Entirely On-Line

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; use of the Internet; curriculum frameworks integration and hands-on experience in the development of instructional materials. **The STEMS Report has brought a new emphasis on Educational Technology.** 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. **Starting date October 1<sup>st</sup> and ending on December 5<sup>th</sup>.** **Registrations Due September 24<sup>th</sup>**

**-NE 9878 WEAVING TECHNOLOGY INTO THE CURRICULUM**  
3 credits Luther Beal [lmbeal@myfairpoint.net](mailto:lmbeal@myfairpoint.net) [http://web.me.com/lmbeal1/site/Fall\\_2011.html](http://web.me.com/lmbeal1/site/Fall_2011.html) Entirely On-Line

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. **The STEMS Report has brought a new emphasis on Educational Technology.** 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. **Starting date October 1<sup>st</sup> and ending on December 5<sup>th</sup>.** **Registrations Due September 24<sup>th</sup>**

**-NE 9883 DIFFERENT LEARNERS- UNDERSTANDING AND TEACHING THE HARD TO REACH**  
3 credits Glen McKay [gsmckay@mac.com](mailto:gsmckay@mac.com) On-Line & NCS D 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. **NOTE:** Students should consult the course web site prior to registration to review the course description and technology requirements. [www.differentlearners.com](http://www.differentlearners.com). **First Lab class on October 3<sup>rd</sup> @ 4:00-7:30; the remainder of the course will be online.** **Registrations Due September 26<sup>th</sup>**

**-NE 9966A CSI-CREATIVE STRATEGIES AND IDEAS FOR TEACHING SCIENCE**  
3 credits Laura Lambert [lauradna@yahoo.com](mailto:lauradna@yahoo.com) Entirely On-Line

This course is designed for new and veteran teachers to integrate various learning strategies into science curricula. Strategies included in the course are designed to expand educators' current repertoire of teaching techniques. The participants will share ideas to combine content knowledge with effective teaching methodologies, strategies, and tools. When incorporated into classroom teaching, these strategies will give students a deep and meaningful understanding of the subject. **Starts October 1<sup>st</sup> and ends December 5<sup>th</sup>.**  
**Registrations Due September 24<sup>th</sup>**

**-NE 9 \* INCREASING STUDENT LEARNING THROUGH MULTIMEDIA PROJECTS**  
3 credits Luther Beal [lmbeal@myfairpoint.net](mailto:lmbeal@myfairpoint.net) [http://web.me.com/lmbeal1/site/Fall\\_2011.html](http://web.me.com/lmbeal1/site/Fall_2011.html) Entirely On-Line

Project-based learning classrooms come alive with the excitement that learning should bring as students engage in productive discussions, rich research and they welcome challenging topics in all subject areas. **The STEMS Report has brought a new emphasis on Educational Technology** This course shows how project-based learning can be so much more than a passing fad. Project Based Learning has been a success in the past. When used properly with today's technology it becomes the foundation for transforming schools through intelligent use of technology and classrooms become the Digital - Age education our students need. **Starting date October 1<sup>st</sup> and ending on December 5<sup>th</sup>.** **Registrations Due September 24<sup>th</sup>**

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**-NE 9 \* BRAIN-BASED TEACHING IN THE DIGITAL AGE**  
**3 credits Luther Beal** [lmbeal@myfairpoint.net](mailto:lmbeal@myfairpoint.net) [http://web.me.com/lmbeal1/site/Fall\\_2011.html](http://web.me.com/lmbeal1/site/Fall_2011.html) **Entirely On-Line**  
Ian Jukes says that in most cases today's classroom is divided into digital natives (students) and digital immigrants (teachers). What does the rapidly changing digital landscape mean for classroom teaching? Videogames, smartphones, wikis, blogs, text messaging, and webcasts have all affective brain development. Teachers must close the digital divide that separates us from our students. **The STEM Report has brought a new emphasis on Educational Technology.** This course answers these and other questions through research based information and experienced advice of experts like Marilee Sprenger and Ian Jukes. We will use easy to understand information and strategies for everyday teaching and learning. This course is highly recommended for those new to or beginning technology in their classrooms as well as those with computer experience. **Starting date October 1<sup>st</sup> and ending on December 5<sup>th</sup>. Registrations Due September 24<sup>th</sup>**

**-NE 9 \* NAVIGATING STUDENT SUPPORT SERVICES**  
**3 credits Rae Pritchett** [RaeLauren78@gmail.com](mailto:RaeLauren78@gmail.com) **Entirely On-Line**  
This course is designed to provide educators with an overview of student support services. Participants will learn a structured approach to assess students' needs, provide appropriate modifications and accommodations as needed, and obtain the suitable support services if needed. Strategies for referral for students' areas of concern will be studied. Sources of support services will be examined. Participants will explore Student Teacher Assistance Teams, Title One, 504s, IEPs, and more. **Starting date Oct. 1<sup>st</sup> and ending on December 6<sup>th</sup>. Registrations Due September 24<sup>th</sup>**

**-NE 9 \* SOCIAL/EMOTIONAL DISORDERS IN THE CLASSROOM**  
**3 credits Rae Pritchett** [RaeLauren78@gmail.com](mailto:RaeLauren78@gmail.com) **Entirely On-Line**  
This course introduces educators to strategies for managing students with social/emotional disorders in the classroom. The course will provide comprehensive information on Emotional disorders. Course material will provide you with information on: definitions, characteristics, causes, common assessments, functional behavior assessment, ABA and Positive Behavior Supports, advocacy, and current issues in the field. This information will benefit all educational teachers and counselors, parents or anyone who is interested in learning about this disorder. **Starting date Oct. 1<sup>st</sup> and ending on December 6<sup>th</sup>. Registrations Due September 24<sup>th</sup>**  
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**MONDAY: Oct. 3, 17, 24, 31; Nov. 7, 14, 21, 28; Dec. 5, 12** **3:45 - 7:30**

**-NE 9593 GUIDED READING IN THE PRIMARY CLASSROOM**  
**3 credits Lori Martin** [lvmartin31@yahoo.com](mailto:lvmartin31@yahoo.com) **NCSD Center, Topsfield**  
This course is for all teachers in grades K-6. The training will give you the strategies to improve student literacy through guided reading using a balanced literacy approach. We will focus on the foundations of literacy, assessments, and instructional strategies, which support the development of literacy learning. **Required Text:** Fountas, I. & Pinell, G. S. (1996). *Guided Reading: Good First Teaching for all Children*. Portsmouth, NH: Heinemann.

**-NE 9686 MAKING WELLNESS WORK: A TEAM APPROACH TO CREATING A HEALTHY SCHOOL ENVIRONMENT**  
**3 credits Mary Thomas/Emilie Nechtem** [mthomas@tritownschoollunion.com](mailto:mthomas@tritownschoollunion.com) [mombo52@aol.com](mailto:mombo52@aol.com) **NCSD, Topsfield**  
This unique course dovetails the medical and educational implications of disabilities and diseases such as ADD, ADHD, Specific Learning Disabilities, Autism, Mood Disorders, Down Syndrome, Asthma, Diabetes, Cystic Fibrosis, Cancer, Lyme Disease, Cerebral Palsy, and Seizure Disorders. Co-taught by a school nurse and an educator, this course provides medical information about the most common disabilities and diseases commonly seen in children in the school setting. Recent changes in the use of medications and research studies will be discussed. Special attention is given to the educational implications of these diseases and disabilities and practical classroom strategies. Guest speakers with personal knowledge of many of the topics make classes relevant and personal. Target Participants: School Nurses, Teachers, Instructional Aides, Guidance Staff, School Psychologists, Speech and Language Therapists, Occupational Therapists, Physical Therapists and all other interested school staff.

**-NE 9703 ADOBE PHOTOSHOP FOR EDUCATORS (K-12)**  
**3 credits Bob Burk** [burk126@verizon.net](mailto:burk126@verizon.net) **Wakefield High School Computer Lab**  
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.**  
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**TUESDAY: Oct. 4, 11, 18, 25; Nov. 1, 8, 15, 22, 29; Dec. 6** **3:45 - 7:30**

**-NE 9231 USING UNIQUE TECHNOLOGY FEATURES**  
**3 credits Kathy O'Reilly** [koreilly@gloucester.k12.ma.us](mailto:koreilly@gloucester.k12.ma.us) **Gloucester High School Lab, Room 3308**  
This course is designed for teachers to promote learning using a variety of multiple intelligence concepts. The goal is to instruct teachers to use technology tools and sites that are powerful for concept learning and organization. A variety of Google tools will be introduced such as blogs, Google docs, calendar, sites, Google grab bag, Wikipedia for schools, teacher tube and NEA groupsite, as well as hyperlink tools and excel organization skills to assist in data collection and summaries.

**TUESDAY: Oct. 4, 11, 18, 25; Nov. 1, 8, 15, 22, 29; Dec. 6**

**3:45 - 7:30**

**-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 [rick@moorestuffonline.com](mailto:rick@moorestuffonline.com)**

**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. Participants 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.

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**WEDNESDAY: Oct. 5, 12, 19, 26; Nov. 2, 9, 16, 30; Dec. 7, 14**

**3:45 - 7:30**

**-NE 9166 MICROSOFT OFFICE FOR EDUCATORS K-12**

**3 credits Bob Burk [burk126@verizon.net](mailto:burk126@verizon.net)**

**Wakefield High School Computer Lab**

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.

**-NE 9266 CREATING YOUR VERY OWN WEB SITE**

**3 credits Kathy O'Reilly [koreilly@gloucester.k12.ma.us](mailto:koreilly@gloucester.k12.ma.us)**

**Gloucester High School Lab, Room 3308**

Whether you're building a website for yourself, your classroom or business, this class has all the tools you need. Learn to be your own manager by creating and editing as you go. Help your students become responsible for learning. By the Conclusion of this class, you will have a professionally built website that your students or clients will be able to access via the internet and the service is free!!!

**-NE 9555 BEYOND THE BASICS: CREATING A CARING, BULLY FREE SCHOOL**

**3 credits Peggy C. Schleicher [peggyschleicher@verizon.net](mailto:peggyschleicher@verizon.net)**

**Woodville school, Wakefield**

There is more going on in school today than the ABCs and 123s. Bullying is negatively impacting learning and healthy social-emotional development. This interactive, participatory course focuses on bullying as a social-emotional problem. Research-based, best practices in bullying prevention and intervention are explored. Going beyond the basics, this course explores topics including: what bullying is and isn't, cyber bullying, relational aggression, causes of bullying, characteristics of bullies and targets, strategies for working with targets, bullies and bystanders, social competency, authentic self-esteem, teaching kids to care, Massachusetts law, parents as a part of the team, and the components of a caring classroom/school. Recharge your professional batteries with this stress-free, practical course and add dozens of use'em tomorrow strategies to your tool kit!

**-NE 9825 TEACHING STRATEGIES FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS IN THE GENERAL EDUCATION CLASSROOM**

**3 credits Mary Thomas [mthomas@tritownschoollunion.com](mailto:mthomas@tritownschoollunion.com)**

**NCSd Center, Topsfield**

This course provides an overview to the strategies, best practices and support for students diagnosed with Autism Spectrum Disorders. The content includes curriculum modification, sensory integration, strategies for the development of behavioral intervention and the development of social pragmatic language skills. Emphasis will be placed on educating children with Autism Spectrum Disorders in the General Education Classroom. Target Participants: General Education Teachers, Special Education Teachers, Instructional Aides, Guidance Staff, School Psychologists, School Administrators, Speech and Language Therapists, Occupational Therapists, Physical Therapists and all other interested school staff.

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**WEDNESDAY: Oct. 12, 19, 26; Nov. 2**

**3:45 - 7:30**

**-NE 9100 CATEGORY 4: READING AND WRITING IN SHELTERED CONTENT CLASSROOM**

**1 credits Lori Martin [lbmartin31@yahoo.com](mailto:lbmartin31@yahoo.com)**

**NCSd Center, Topsfield**

This course is designed for teachers of English Language Learners (ELL). Educators taking this course will develop knowledge of the process of literacy development for second language learners and strategies to assist ELLs in the different stages of second language usage and in particular in the areas of reading and writing in content areas.

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**THURSDAY: Sept. 29; Oct. 6, 13, 20, 27; Nov. 3, 10, 17; Dec. 1, 8**

**3:45 - 7:30**

**-NE 9254 BACK TO BASICS WITH MICROSOFT OFFICE**

**3 credits Kathy O'Reilly [koreilly@gloucester.k12.ma.us](mailto:koreilly@gloucester.k12.ma.us)**

**Gloucester High School Lab, Room 3308**

This course is dedicated to exploring features of Microsoft Office that may help you be more productive in your career. Learning specific tools such as creating functional tables, inserting images, wrapping images around text, creating print screens, learning important vocabulary, inserting comments in excel, inserting columns through newsletters, and sorting text is just some of the many tools you will learn. Please join me as we learn in a relaxed and friendly atmosphere.

**-NE 9329A INTEGRATING SCIENCE ACROSS THE CURRICULUM**

**3 credits Marebeth DiMare/Frank Row [mdimare@winchester.k12.ma.us](mailto:mdimare@winchester.k12.ma.us)**

**NCSd Center, Topsfield**

This course will assist elementary teachers in developing curriculum that fosters the reinforcement of skills and concepts learned in science while creating connections to other content areas. This course will capitalize on those rich connections. Participants can expect a dynamic course experience, leaving with a wealth of activities, games, and lessons.

**THURSDAY: Sept. 29; Oct. 6, 13, 20, 27; Nov. 3, 10, 17; Dec. 1, 8**

**3:45 - 7:30**

**-NE 9348-21 TEACHING WORLD GEOGRAPHY IS MORE THAN JUST A GPS SYSTEM**

**3 credits Robert Poirier [rpp1963@comcast.net](mailto:rpp1963@comcast.net)**

**NCS D 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. **There is a \$20 materials fee payable to the instructor.**

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**FRIDAY: Sept. 9, 16, 23, 30; Oct. 7, 14, 21, 28**

**3:30-8:30**

**-NE 9320 ADHD AND ITS IMPACT ON STUDENTS AND LEARNING**

**3 credits Judith Ryan [jrteacher00@aol.com](mailto:jrteacher00@aol.com)**

**Haverhill High School**

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. **There is a \$20 materials fee payable to the instructor.**

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**FRIDAY/SATURDAY: Sept. 30/ Oct. 1, 7/8, 14/15**

**F 3:30-8:30/Sat 8-4:00**

**-NE 9473 PUPPET POWER IN THE CLASSROOM: UNLOCKING DOORS TO THE MIND**

**3 credits Judith O'Hare [jaohare@gmail.com](mailto: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](http://www.youandmepuppets.com) **There is a \$10.00 materials fee payable at the first class to the instructor.**

**-NE 9546 DIGITAL STORYTELLING**

**3 credits Carol A. Kelly [kellycak@juno.com](mailto:kellycak@juno.com)**

**NCS D Lab, Topsfield**

Digital Storytelling allows teachers to direct K-12 students in developing traditional research and writing skills while engaging them in the use of new media for reporting and presentation. In this course teachers will explore Digital Storytelling as a way to help K-12 students select, research, plan and present Digital Stories connected to Massachusetts State Frameworks topics. The class will explore the tools and uses of Digital Storytelling in schools, whether as a way to bring to life local history in third grade or to document a personal experience in high school. Digital Storytelling offers a structured way for teachers to work with literacy in multiple learning styles and to construct learning for students using the latest digital tools. Software and hardware are available cross-platform.

**-NE 9548 GEOCACHING ACROSS THE CURRICULUM**

**3 credits Lois Nardo [lonick@comcast.net](mailto:lonick@comcast.net)**

**NCS D Center, Topsfield**

Want to bring some adventure to your classroom? Why not try Geocaching? Geocaching is an outdoor, high tech version of a scavenger hunt that uses the internet and a GPS device to find "caches" hidden all around the world.

**COURSE PREREQUISITES-Physical Requirements** - 60-75% of the class involves outdoor activity and hiking. Students should be able to hike up to 2 miles comfortably and must be prepared for the outdoors. Participants should dress for the weather, bring water, and a lunch/snack for each class. **Technology requirements** - Students should be comfortable navigating the internet and able to access their email from a remote computer.

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**FRIDAY/SATURDAY: Oct. 21/22, 28/29; Nov. 4/5**

**F 3:30-8:30/Sat 8-4:00**

**-NE 9228 HAPPY STUDENTS, HAPPY TEACHERS: FOSTERING MENTAL HEALTH IN THE CLASSROOM**

**3 credits Nancy Kupfrian [nancysuanders96@yahoo.com](mailto:nancysuanders96@yahoo.com)**

**NCS D Center, Topsfield**

This class is designed to help teachers and other support staff better understand mental health problems that are common among children and adolescents today. In addition to specific disorders, other topics to be discussed will include: the educator's role in students' mental health; deciphering and understanding the diagnostic and statistical manual; and dealing with problem behaviors in the classroom. Effective communication with colleagues, administration and parents in regards to these sensitive issues will also be covered. A basic understanding of common diagnoses will help teachers feel more comfortable addressing individual students' needs.

**Required Text:** Waller, R.J. (2006) *Fostering Child and Adolescent Mental Health in the Classroom*. Thousand Oaks, CA: Sage Publications.

**-NE 9348-22 TEACHING WORLD GEOGRAPHY IS MORE THAN JUST A GPS SYSTEM**

**3 credits Robert Poirier [rpp1963@comcast.net](mailto:rpp1963@comcast.net)**

**NCS D 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. **There is a \$20 materials fee payable to the instructor.**

**FRIDAY/SATURDAY: Oct. 21/22, 28/29; Nov. 4/5**

**F 3:30-8:30/Sat 8-4:00**

**-NE 9609 TEACHING AND LEARNING IN THE CLOUD!**  
**3 credits Michael Moniz [mike@midischoolhouse.com](mailto:mike@midischoolhouse.com) NCS D LAB, Topsfield**  
Cloud computing applications are web-based software tools that allow you to do your work from any Internet connection using a web browser and any kind of computer. These powerful, yet easy to use tools have huge potential for educators. This class will explore myriad types of cloud apps, such as Drop Box, the Aviary suite, Scriblink, Edusim, Bubbl, Exploratree and Google Docs/Apps and examine the pros and cons of these apps as teaching and learning tools. Emphasis will be placed on developing successful integration strategies that promote and support collaboration and creativity in the classroom. This hands-on course is relevant for teachers at all levels. **Course Prerequisites:** Basic computer skills including using a computer keyboard and mouse for opening applications, naming and saving files, clicking and dragging, copying files, and basic operations. **Enrollment is limited to a maximum of 16.**

**-NE 966 LEARNING THROUGH THE CREATIVE ARTS: A LOOK INTO THE CREATIVE PROCESS**  
**3 credits Elizabeth Peterson [elizabeth@theinspiredclassroom.com](mailto:elizabeth@theinspiredclassroom.com) NCS D Center, Topsfield**  
Integrating the arts into your teaching is a great way to motivate your students and help them deepen their understanding of the curriculum. In this course, we will explore ways to make the arts part of your classroom culture. We will discuss ways to integrate meaningful artistic experiences into all areas of the curriculum. Participants will come away with a working portfolio of lessons and activities to implement into their own teaching.

**-NE 9858 BOOKMAKING-INSIDE AND OUT: FORMS TO STIMULATE LITERACY**  
**3 credits Carol A. Kelly [kellycak@juno.com](mailto:kellycak@juno.com) NCS D Center, Topsfield**  
Bookmaking is both fun and an inspiration in the task of acquiring literacy. Teachers and librarians can learn to make all kinds of books that can easily be used in the classroom. Basic skills are acquired in the process that make original book shapes and ideas easy to develop. Equally important in the course is the consideration of what to do with the finished book to make it a useful teaching tool. No prior experience is necessary. The skills are accessible and the projects fun. **Limit: 15 Students. There is a \$20 materials fee payable to the instructor.**

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**FRIDAY/SATURDAY: Nov. 18/19; Dec. 2/3, 9/10**

**F 3:30-8:30/Sat 8-4:00**

**-NE 9444 NEW TECHNOLOGY TOOLS FOR MUSIC EDUCATORS**  
**3 credits Michael Moniz [mike@midischoolhouse.com](mailto:mike@midischoolhouse.com) NCS D LAB, Topsfield**  
New technology tools are impacting the way teachers can design learning experiences for their students - podcasting, blogging, social networking, iPad, iTouch and iPhone apps are shaping new ways teachers can potentially communicate and interact with their students. This hands-on course will examine these tools and assist educators in sorting through the latest advances in technology – both software and hardware to determine what is most useful for their classroom. Emphasis will be placed on creating and developing pertinent online teaching resources and lesson activities, and examples of tools for both Macs and PCs will be explored. This course is designed for all K-12 educators. **Enrollment is limited to a maximum of 16.**

**-NE 9596 DO THE WRITE THING: A POTPOURRI OF IDEAS FOR GRADES 3-6**  
**3 credits Karen Morin [kmorin13@gmail.com](mailto:kmorin13@gmail.com) NCS D Center, Topsfield**  
This course has been designed to show teachers of grades 3-6 how to integrate both non-fiction and creative writing activities across the curriculum. Activities will be chosen to enhance varied learning styles and curriculum differentiation. Writing summaries, research papers, and poetry as well as learning centers, thematic units, state standards and open-ended questioning are several of the topics that will be explored. Go back to your classroom with many ideas to try immediately! This course can easily be adapted to all grades.

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**SATURDAY: Oct. 1, 8, 15, 22, 29**

**8:00 - 4:00**

**-NE 9289 DEVELOPING MATH MATERIALS FOR CLASSROOM USE**  
**3 credits Jane Molchan [s.molchan@comcast.net](mailto:s.molchan@comcast.net) NCS D Center, Topsfield**  
This course involves the construction and use of varied math materials used for instruction in K-12 classrooms. Displays of multi-level, multi-media materials emphasize hands-on methods of instruction. Scheduling and evaluative techniques are also discussed.

**-NE 9341 ART HISTORY RESOURCES TO ENHANCE INSTRUCTION IN LITERATURE, HISTORY AND FOREIGN LANGUAGES**  
**3 credits Barta Hathaway [bartalee@verizon.net](mailto:bartalee@verizon.net) NCS D Center, Topsfield**  
This course is designed to give teachers a greater comfort level and understanding of artistic styles and movements. It addresses using a creative approach to teaching curriculum as encouraged by the Massachusetts Frameworks. Participants will develop an interdisciplinary Power-point presentation that enhances the understanding of their curriculum concepts in Literature, History or Foreign Languages through the use of important visual arts images. This approach is designed to creatively stimulate student understanding and individual participation. 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. Two of the following museums will be visited for resources based on participants' curriculum needs: Boston Museum of Fine Arts, Gardner Museum, Peabody Essex, Addison Gallery or Currier Museum. **Required Text:** Strickland, C. (1992). *The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern*. Riverside, NJ: Andrews McMeel Publishing. **Participants must pay a fee for some museums.**

**SATURDAY: Oct. 1, 8, 15, 22, 29**

**8:00 - 4:00**

**-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 consequence for off task behavior in general classroom.

**-NE 9798 A MYRIAD OF EDUCATIONAL IDEAS**  
**3 credits Michelle Joubert michelle.joubert@verizon.net NCSd Center, Topsfield**

Participants will explore the many different idea/games and strategies that work with students. Participants will make various items that help with learning in the classroom. We will discuss many strategies of learning that enable children to grasp concepts. This course will allow educators to grab hold of many successful and educational tools that can be immediately used in their classrooms.

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**SATURDAY: Oct. 29; Nov. 5**

**8:00 - 2:30**

**-NE 9332 LATIN AMERICAN LEADERS, LEGENDS, AND MARTYRS**  
**1 credit Hope Luder hopesglrl@yahoo.com NCSd Center, Topsfield**

Learning about remarkable individuals, often controversial, sometimes inspiring, can involve students and can be an effective way to better understand some of the problems, ideologies, and goals of many Latin Americans. Included: Indigenous legends, Conquistadors, leaders for independence, Eva Peron, Frida Kahlo, Che' Guerava, Archbishop Romero, Fidel Castro, Subcommandante Marcos, Hugo Chavez. Videos, handouts at different reading levels.

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**SATURDAY: Nov. 5, 19; Dec. 3, 10, 17**

**8:00 - 4:00**

**-NE 9155 HANDS ON EXPERIMENTS FOR "LITTLE SCIENTISTS"**  
**3 credits Michelle Joubert michelle.joubert@verizon.net NCSd Center, Topsfield**

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 9286 GEOMETRIC CONCEPTS**  
**3 credits Jane Molchan s.molchan@comcast.net NCSd Center, Topsfield**

This course will focus on advanced strategies for the teaching of Geometry concepts in the elementary school. Topics to be examined include:

- \* Two and Three Dimensional Shapes
- \* Congruency
- \* Similarity
- \* Motion Geometry
- \* Symmetry
- \* Relating geometric ideas to numbers
- \* Angles
- \* Parallel and perpendicular
- \* Ordered pairs
- \* Nets, Projections, and perspective drawings

All of these topics will be addressed in relationship to the Massachusetts Curriculum Frameworks in Mathematics, and the National Council of Teachers of Mathematics Curriculum Standards. This course will focus on understanding and teaching concepts from concrete to abstract.

**-NE 9578 UNDERSTANDING AND USING POSITIVE BEHAVIORAL INTERVENTIONS**  
**3 credits Judith Ryan jrteacher00@aol.com NCSd Center, Topsfield**

This course is designed for teachers and administrators who strive to develop alternative approaches to detention, suspension, and expulsion of students with challenging and/or disruptive behavior, and develop alternative approaches that change behaviors over time. Recent theories of students with behavioral challenges and Ross Greene's Collaborative Problem Solving (CPS) method of intervention will be focuses of study. Using student profiles, participants will identify the lagging skills of individual students and prepare plans for teaching the skills needed for behavioral changes. Participants will have the opportunity to become certified in CPI- Nonviolent Crisis Prevention and Intervention. **There is a \$20 materials fee payable to the instructor.**

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**SAT/SUN. & THURSDAY COURSE: Oct. 22, 23, 29, 30; Nov. 3**

**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 /karencampbell01852@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.**

**SAT/SUN. & THURSDAY COURSE: Nov. 19, 20; Dec. 3, 4, 8**

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

**-NE 9645**

**MUSEUMS ACROSS THE CURRICULUM: PART I**

**UTL Office, Lowell**

**3 credits**

**Patricia Nichols/Karen Nichols-Casey [pat2023@yahoo.com](mailto:pat2023@yahoo.com) / [karencampbell01852@yahoo.com](mailto:karencampbell01852@yahoo.com)**

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**

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**ASPERGER SYNDROME ~ A SPECIAL CHALLENGE FOR EDUCATORS**

**10 PDP workshop on Friday Oct 14<sup>th</sup> from 3:45-7:00, and on Saturday Oct. 15<sup>th</sup> from 8:00-4:00**

Presented by Julie A. Kiricoples, M. Ed.

PDPs: 10

Neurobiological information will be presented to provide a conceptual framework for teaching students with Asperger Syndrome. Social interactions, emotional IQ, conversations and imagination, flexibility of thought and sensory/motor functions will be topics examined. Social skills development will be explored through the use and implementation of social stories using Carol Grey's model. Educational accommodations (IEP) for the Asperger student will be presented. Strategies for teaching will be implemented with hands-on materials created in class.

This workshop is presented in a two-day format.

Day One covers historical facts information, diagnostic criteria, neurological findings, and introduces educational strategies for the classroom.

Day Two presents additional interventions and offers ideas for parental support. Practice in creating social stories and other pragmatic approaches, gives participants the opportunity to develop the skills to accommodate these challenging students. An Action Plan is created as a final product.

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

**REGISTRATION FORM**

**ASPERGER SYNDROME \$150.00 payable to Merrimack Education Center**

**Mailed to MEC's Northeast Consortium 248 Boston Street, Topsfield, MA 01983**

Today's Date: \_\_\_\_\_

LAST NAME \_\_\_\_\_ FIRST NAME \_\_\_\_\_ MIDDLE INITIAL \_\_\_\_\_

Mailing Address \_\_\_\_\_  
NUMBER & STREET CITY OR TOWN STATE ZIP CODE

Home Telephone \_\_\_\_\_ E-Mail: \_\_\_\_\_

District You Teach In: \_\_\_\_\_

Grade Level You Teach: \_\_\_ Elementary \_\_\_ Middle \_\_\_ Secondary \_\_\_ Other \_\_\_ Admin.

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

Signature \_\_\_\_\_ Amount \$150

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

MEC's Northeast Consortium for Staff Development Presents:

RICK WORMELI

at
Crown Plaza, Danvers

SEPTEMBER 27, 2011

Rick Wormeli is a national educational consultant, a published author, and passionate advocate for children. A former middle school teacher with 21 years of experience, he has taught Math, Science, English, and History. Rick is a Nationally Board Certified teacher as well as Disney's 1996 Outstanding English Teacher of the Nation. Currently, Rick works directly with teachers and administrators all across the country to provide motivating and innovative workshops and presentations. Rick's strategies, ideas and presentation style consistently receive rave reviews from the educators in his trainings. Rick's two recent publications; Metaphors & Analogies: Power Tools for Teaching Any Subject and Fair Isn't Always Equal: Assessing & Grading In the Differentiated Classroom will be the basis of this workshop.

Schedule for September 27, 2011

Table with 2 columns: Time and Activity. Activities include Registration and Coffee with Treats, Rick Wormeli, Morning Break, Buffet Luncheon, and Rick Wormeli.

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.

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

REGISTRATION: DUE by September 20, 2011

Mail or fax this form with payment to: MEC's NCSD 248 Boston Street, Topsfield, MA 01983; Fax 978-322-2251

Name: School/District:

Home Address: City State ZIP

Home phone: Email:

Registration Fees:

Early Bird (must register prior to September 1, 2011) \$160 per individual; \$145 per person for groups of four (4) or more on the same P.O. or check

After September 1, 2011: \$175 for individuals; \$160 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:

Check payable to Merrimack Education Center

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

**Merrimack Education Center's Northeast Consortium  
Certificate of Advanced Graduate Study (CAGS)  
New Educational Leadership Cohorts**

Salem State University is organizing new CAGS cohorts in partnership with MEC's Northeast Consortium for Staff Development. Our fully accredited, DESE approved program prepares aspiring school leaders for the complex challenges of school administration. You will develop a deep understanding of the theoretical foundations of leadership and the implementation strategies that lead to effective practice. Successful completion of the program leads to a Certificate of Advanced Graduate Study (CAGS) and Initial Licensure for Principal or director.

**Admissions**

- \* We are planning to start new cohorts in the spring 12 semester
- \* Application to the program may be completed online at: [www.salemstate.edu/admissions/graduate.php](http://www.salemstate.edu/admissions/graduate.php)

**Curriculum**

- \* The curriculum consists of 39 credits in the following areas: facilitative leadership, school organization and finance, learning theory, curriculum design, professional development, school law, and supervision/evaluation.
- \* An action research component and field-based practicum are integral parts of the program.
- \* Courses are offered one night a week or on Saturdays, based on the availability of the instructors and participant input.
- \* Courses are taught by Salem State faculty and experienced school administrators.

**Cohort Model**

- \* A cohort typically consists of 15 to 25 participants. This cohort design was adopted based on the belief that the richest learning happens when learners are part of a professional community that is reflective, collaborative and consistently focused on the issues of teaching and learning.

For More Information Please Contact:

Dr. Kevin Fahey CAGS Program Coordinator Salem State University 352 Lafayette Street Salem, MA 01970 978-542-6267 <a href="mailto:kfahey@salemstate.edu">kfahey@salemstate.edu</a>	Jeremy Bubier CAGS Program Administrative Assistant 978-542-2229 <a href="mailto:jbubier@salemstate.edu">jbubier@salemstate.edu</a>
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**FAIL 2011 CAGS Courses for Enrolled/Accepted Candidates \*\***

These courses are open ONLY to enrolled CAGS 2009 and 2010 cohort. For AGS courses, SSC registration is on-line through Navigator. EDU course registration is through NCSD, 978-322-2252. Cost: \$ 945 per 3 cr. AGS course; \$825 per 3 cr. EDU course. Students outside the cohort may seek permission to enroll in a course from the Program Coordinator (see above).

**CAGS 2009 Saugus Cohort**

<b>EDU-N 949 DS</b> Seminar in Ed Leadership		Saugus High School
J. Ippolitto	Wed. Sept. 14, 21; Oct. 5, 19; Nov. 2, 16; Dec. 7, 14	4:00 - 9:00
<b>EDU-N 949 D</b> Practicum in Ed Leadership		Saugus High School
Staff	TBA	

**CAGS 2010 Methuen Cohort**

<b>AGS 700 C</b> Action Research III		Timony Elementary Library, Methuen
W. Hoyt & D. McCormack	Wed. Sept. 7, 14, 21, 28; Oct. 5, 12, 19	4:00 - 9:30
<b>AGS 710</b> Contemporay Theories of Thinking and Learning		Timony Elementary Library, Methuen
B. Kwong	Wed. Oct. 26; Nov. 2, 9, 16, 30; Dec. 7, 14	4:00 - 9:30

**CAGS 2010 Topsfield Cohort**

<b>AGS 700C</b> Action Research III		NCSD Center, Topsfield
W. Hoyt & D. McCormack	TBA	
<b>AGS 710</b> Comtemporay Theories of Thinking and Learning		NCSD Center, Topsfield
K.Fahey	Thu. Sept. 8, 15, 22, 29; Oct. 6, 13, 20	4:00 - 9:30
<b>AGS 825</b> Organizational Culture and Learning in Schools		NCSD Center, Topsfield
J. Wurzel	Thu. Oct. 27; Nov. 3, 10, 17; Dec. 1, 8, 15	4:00 - 9:30

\* Schedule for this course may need to be modified due to the impact of snow days on the district's school calendar

\*\* Please Note: Locations and instructors are subject to change

**Merrimack Education Center's 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 248 Boston Street, Topsfield, MA. We anticipate that this cohort of the Academy will commence in March 2012 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 \$4,500, which includes tuition. Textbook/material fees are extra. Salem State University 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:

**MEC's Northeast Consortium for Staff Development**  
**Attention: Babette Mooney**  
**248 Boston Street**  
**Topsfield, MA 01983**  
[bmooney@meccorp.mec.edu](mailto:bmooney@meccorp.mec.edu) - 978-322-2252

**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        |

**Interested candidates** should complete the INTENT form below and mail with a \$35(non refundable) application fee(check or CC) to Merrimack Education Center's Northeast Consortium for Staff Development; Attn.: B Mooney; 248 Boston Street, Topsfield, MA 01983

**INTENT FORM**

**Merrimack Leadership Academy \$35.00 payable to Merrimack Education Center**

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 \_\_\_\_\_

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

## Merrimack Education Center's Northeast Consortium District-Based Secondary Teachers' Program for Initial Educator Licensure

MEC's 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.

### 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 a MEC Supervisor

### Academic Report

Fitchburg State University 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 Fitchburg State University.

### 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

Fitchburg State University Tuition: Three Credits \$831, Six Credits \$1662  
Program fee: \$500

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

### INTENT FORM

#### District-Based Secondary Teachers' Program \$35.00 payable to Merrimack Education Center

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 \_\_\_\_\_

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



**Merrimack Education Center's Northeast Consortium**  
**Additional Available on-Line Courses**

**TeacherOnlineEducation.com** courses start at the beginning of each month and run for 12 weeks. Total cost for 3 semester hours is \$770(no hidden costs). **To register and/or further information contact Laurie Hager at TeacherOlineEducation.com 1-800-561-2295 x1, or register online at TeacherOnlineEducation.com.**

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

Talk of "fixing" schools to help boys is rampant these days. The "crisis" with boys has made the news, and books and conferences about single-sex schooling and how different boys' brains are from girls' abound. But where is the truth in all of the hype, and how will knowing it help teachers and their struggling students - male *and* female - break the cycle of underachievement? *Boys and School: Challenging Underachievement, Getting It Right* is a graduate course designed to help K-12 educators bring clarity to the perplexing question of why so many boys struggle in our schools and offers fresh solutions to help every educator release underperforming boys' untapped potential. Learn about strategies, resources, and ideas drawn from research that's too important to keep hidden, and discover how successful educators respond to this perpetual problem using surprising, practical, and school-tested approaches that work, one boy at a time.

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

The essential value of classroom-based assessment as a tool to enhance everyday student learning has been obscured in today's teaching environment, where test after high-stakes test regularly constrain the instructional process. *Classroom-Based Assessment: Practical Strategies for Powerful Learning* is a graduate level course that 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. Join the thousands of teachers who have already discovered the achievement-boosting, learning-inducing, innovative leap forward in assessment practices that has helped to turn assessment into the tool *for* learning it's meant to be. Jumpstart success with strategies and tools designed to build competence instead of memorialize failure.

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

The findings of neuroscientific research first made their way into education in the mid-1990's with applications to learning and teaching that instantly ignited curiosity across the educational community. The intense interest in brain-based learning and teaching has continued to burn brightly, fueled by ongoing discoveries and a continuously expanding understanding of its value in helping students become successful learners, uniting the art of teaching with its scientific foundations, and providing educators with the elusive *why* behind the *how*. *Best Practices for Brain-Compatible Classrooms: Fusing the Art of Teaching with the Science of Learning* is a graduate level course that helps K-12 educators apply innovative and teacher-tested information about how the brain learns in order to maximize students' hidden cognitive and behavioral capacity. Explore fascinating information about how to energize and focus tired, over stimulated brains, how to optimize memory and retention, and how to revitalize your teaching and your students' learning in every nook and cranny of your day.

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

Differentiated instruction (DI) is one of the most compelling topics in education today, and for good reason: teachers are faced with unparalleled learner variance in their classrooms. This is the challenge DI seeks to address, and the goal of DI is to help teachers reach and teach *all* learners, regardless of their socioeconomic status, race, ethnic origins, background, or ability. Yet much of what is written and taught about DI is theoretical, and the resulting implementation is superficial at best. Teachers learn so-called DI strategies, but don't understand how, when, or why to implement them - or why DI has the potential to dramatically affect a student's ability to learn. *Differentiated Instructional Strategies for Today's Classrooms* is a graduate level course that helps K-12 educators forge practical, realistic, and real-world solutions for teaching highly diverse learners. Using a sane approach that breaks the process into manageable segments, learn how to remain nimble in the face of continuous change, and how to make the priority of differentiation a pleasure that adds meaning and achievement-boosting success to every classroom.

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**Class Cancellation:** Occasionally classes must be canceled because of weather or other circumstances. Canceled classes are always rescheduled. The NCSD 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.

**\*\*Note: The Northeast Consortium for Staff Development is no longer generating unofficial grade reports. All grades will come from Salem State University Anyone taking courses for NEC credit will continue to receive certificates from the Consortium.\*\***

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

**Add Graduate Credit to your District Staff Development**

As your district plans staff development programs, consider offering graduate credit to the faculty members involved. Such credit can be an inducement to engage folks in your programs. Certain criteria must be met:

- 1 credit programs must have 12.5 contact hours;
- 2 credit programs must have 25 contact hours;
- 3 credit programs must have 37.5 contact hours.

The staff development program must be written according to Salem State University syllabus guidelines, available upon request from MEC's NCSD. Call Babette at 978-322-2252 or email [bmooney@meccorp.mec.edu](mailto:bmooney@meccorp.mec.edu) and request a new course/staff development packet.

## 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 978-322-2252 for directions. Try **MapQuest**; you'll like it.

<u>City/Town</u>	<u>School</u>	<u>Address</u>	<u>Zip</u>
Amesbury	Academy Charter P.S.	71 Friend Street	01913
	Cashman Elementary School	20 South Hampton Road	01913
Billerica	Merrimack Education Center	40 Linnell Circle	01821
Burlington	High School	123 Cambridge Street	01803
Chelmsford	High School	200 Richardson Road	01863
Chelsea	Shore Ed. Collaborative	100 Revere Beach Parkway	02150
Danvers	High School	60 Cabot Road	01923
	North Shore Comm. College	1 Ferncroft Road	01923
	Crown Plaza	50 Ferncroft Road	01923
Gloucester	High School	32 L O Johnson Road	01930
	O'Maley Middle School	32 Cherry Street	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
Ipswich	Whittier Technical High	115 Amesbury Line Road	01830
	Middle	130 High Street	01938
Lawrence	Winthrop	65 Central Street	01938
	So. Lawrence East	165 Crrawford Street	01843
Lowell	UTL Office	169 Merrimack Street	01852
Lynnfield	High School	275 Essex Street	01940
Middleton	Fuller Meadow	143 South Main Street	01949
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
Saugus	High School	1 Pierce Memorial Drive	01906
Stoneham	High School	149 Franklin Street	02180
	SEEM Colloborative	92 Montvale Avenue., Suite 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
Winchester	Lincoln Elementary School	161 Mystic Vally Parkway	01890
Winthrop	A.T. Cumming School	40 Hermon Street	02152

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### Consultants

MEC's NCSD has a cadre of Consultants ready and willing to provide quality Professional Development **in your District**. Among our more popular offerings are:

1. The Developing Mathematical Ideas program
2. Guided Reading in the Primary OR Intermediate programs
3. Sheltered English Instruction

as well as programs covering all curriculum areas