

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



**SUMMER
2011**

Merrimack Education Center's
Northeast Consortium for Staff Development
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Topsfield, MA 01983
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Telephone: 978-322-2252
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Please note our new phone number [978-322-2252](tel:978-322-2252)

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.**

Costs:	<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 1ST CLASS; 50% LESS \$25 BEFORE 2ND CLASS; 0% AFTER 2ND 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

SALEM STATE UNIVERSITY/MEC's NORTHEAST CONSORTIUM REGISTRATION FORM		SUMMER 2011	
PLEASE PRINT LEGIBLY		ALL STUDENTS MUST COMPLETE THIS SECTION IN ITS ENTIRETY	
Today's Date: _____			
Social Security or student ID No. _____		Must have this to get Salem State Credit	
LAST NAME _____	FIRST NAME _____	MIDDLE INITIAL _____	
Mailing Address _____			
NUMBER & STREET		CITY OR TOWN	
STATE		ZIP CODE	
Home Telephone _____	E-Mail: _____		
Mandatory for on-line courses 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 () 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:			
<input type="checkbox"/> White (1)	<input type="checkbox"/> Black/African American (2)	<input type="checkbox"/> Hispanic or Latino (3)	
<input type="checkbox"/> Asian/Pacific Islander (4)	<input type="checkbox"/> American Indian or Alaskan Native (5)	<input type="checkbox"/> Not Applicable (6)	

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

[see www.ncsd.mec.edu](http://www.ncsd.mec.edu) 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 ID we will need your Social security #.

-NE 9147 USING TECHNOLOGY TO MEET THE NEEDS OF THE VISUAL LEARNER
3 credits Cynthia Yetman yetmanc@amesburyma.gov 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 podcasting as a teaching and learning tool will be included. Members will be introduced to the idea of using Graphic Novels as teaching and learning tools. 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 May 2nd and Ending June 30th . Registrations Due April 24th

TUESDAY-THURSDAY: May 3, 5, 10, 12, 17, 19, 24, 26, 31; June 2 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 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.

-NE 9333 BULLY PREVENTION THROUGH CLASSROOM PUPPETRY ARTS
3 credits Judith O'Hare/ Robin D'Antona jaohare@gmail.com / rcdantona@aol.com O'Hare Studio, Reading

This course will address issues relating to Bullying and how classroom teachers can help children understand the role of the bystander, the bully and the victim. Teachers will experience the dynamic impact of puppetry in developing bullying prevention awareness and empathy. Teachers will learn hands on techniques for using puppetry to address bullying and bully prevention issues in the classroom and school. Visit the web site: www.stopbullyingma.org. There is a \$10 materials fee payable to the instructor.

TUESDAY-THURSDAY: May 17, 19, 24, 26 3:45 - 7:30

-NE 9100 CATEGORY 4: READING AND WRITING IN SHELTERED CONTENT CLASSROOM
1 credits Lori Martin 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.

TUESDAY: May 17, 24, 31 4:00 - 8:15

NE 9823 STUDENT PERFORMANCE ASSESSMENT
1 credit TBA NCSd Center, Topsfield

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: June 7, 14, 21 4:00 - 8:15

NE 9824 COMMUNITY RELATIONS AND PARTNERSHIPS
1 credit Salvatore Cammarata Salvatore.cammarata85@go.cambridgecollege.edu NCSd Center, Topsfield

This seminar explores the importance of the working relationship between schools and the community that supports them, local, State, and national politics underlying these relationships, and strategies to effectively address school-related community issues and community-related school issues. Participants learn how to meaningfully involve parents, citizens, and other community members in their educational programs and how to work effectively with parent and community groups in achieving the mission and priority goals of the school. The theory of schools as community centers is introduced.

SAT/SUN. & THURSDAY COURSE: Apr. 30; May 1, 7, 14, 19

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

-NE 9752-1 CURRICULUM DEVELOPMENT THROUGH NORTH SHORE MUSEUMS

UTL Office, Lowell

3 credits Karen Nichols-Casey/ Patty Nichols karencampbell01852@yahoo.com /pat2023@yahoo.com

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.**

FRIDAY/SATURDAY COURSES: May 6/7, 13/14, 20/21

F, 3:30 - 8:30; S, 8 - 4:00

-NE 9895 MASTERING GRAMMAR SKILLS THROUGH EVERYDAY WRITING ACROSS CONTENT AREAS

NCS D Center, Topsfield

3 credits Betty Luz

The purpose of this practical, highly interactive course is to give participants a thorough knowledge of English grammar and usage rules essential to good writing. Research-based teaching strategies that have been proven to be effective in the teaching of grammar will be presented, examined, and practiced. Participants will use the knowledge gained in this course to incorporate these teaching strategies into their instruction. **Small materials fee will be collected.**

FRIDAY/SATURDAY COURSES: May 13/14, 20/21; June 3/4

F, 3:30 - 8:30; S, 8 - 4:00

-NE 9155 HANDS ON EXPERIMENTS FOR "LITTLE SCIENTISTS"

Whittier Tech High School, Haverhill

3 credits Michelle Joubert michelle.joubert@verizon.net

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 9366 EXPERIENTIAL PAINTING WORKSHOP FOR TEACHERS

NCS D Center, Topsfield

3 credits Paula Beaulieu paulabeaulieu@mac.com

This updated course is designed to stimulate your creativity and provide you with an opportunity to explore and experiment with a variety of materials as you try out new ideas that will help you connect with that playful right-brained side of you. You'll develop strategies for integrating creative art approaches into the classroom according to the Mass. Curriculum Frameworks, as you learn ways of expressing yourself through water-based oils, acrylics, watercolor, tempera paint, clay, pastels, print-making and mixed media. You'll have an opportunity to create 2-D and 3-D creations, as well, using a variety of traditional and non-traditional materials. Some of your work will be inspired by famous artists and some will be a catalyst for a little creative writing. All art materials will be provided by the instructor. **A materials fee of \$35 payable to the instructor will be collected the first class.**

-NE 9675 USING STANDARDS AND ASSESSMENT IN MATHEMATICS

NCS D Center, Topsfield

3 credits Kristen Ando kristenando@comcast.net

Using the Frameworks to define what we want students to know and be able to do in mathematics, teachers will explore quality practices that strengthen student learning and achievement. Problem solving, connecting, communicating and reasoning skills will be embedded in all activities. Teachers will be involved in hands-on lessons with manipulatives and will have opportunities to discuss and plan lessons for their students. Daily topics will focus on individual strands to increase teachers' competencies in using standards and assessment to drive curricula decisions.

SATURDAY: May 7, 14, 21; June 4, 11

8:00 - 4:00

-NE 9289 DEVELOPING MATH MATERIALS FOR CLASSROOM USE

NCS D Center, Topsfield

3 credits Jane Molchan s.molchan@comcast.net

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 9950A ART METHODS, MATERIALS AND APPLICATION FOR ARTISTIC BEHAVIOR IN THE CLASSROOM II

NCS D Center, Topsfield

3 credits Diane Pierce dpierce@stonehamschools.net

PART II: This course extends and encourages greater use of art in classroom of all disciplines. It provides an adaptive hands-on experience to explore properties, structures, and expressive uses of various traditional and non-traditional art materials. It is designed to engage teachers of all levels of art experience in the creative process of art making before translating and adapting art into the classroom. Part I is not a requirement to take this course. **There is a \$20 materials fee payable to the instructor.**

SAT/SUN. & THURSDAY COURSE: May 21, 22, June 4, 5, 9**9-4:30(S/S) & 3:30-9(Th)****-NE 9646-1****MUSEUMS ACROSS THE CURRICULUM: PART II****UTL Office, Lowell****3 credits****Patricia Nichols/Karen Nichols-Casey pat2023@yahoo.com /karencampbell01852@yahoo.com**

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.**

MEC's Northeast Consortium/Salem State University Graduate Course Offering SUMMER II ON-LINE COURSES:

[see www.ncsd.mec.edu](http://www.ncsd.mec.edu) 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 ID we will need your Social Security #.

-NE 9113**WRITER'S WORKSHOP, GRADES K-6****3 credits****Lori Martin 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 3rd edition*. Upper Saddle River, NJ: Prentice-Hall, Inc. **Starting date June 25th and ending on August 5th. Registrations Due June 18th**

-NE 9188**INTEGRATE COMPUTER TECHNOLOGY IN YOUR CLASSROOM THROUGH DESIGN & PRODUCTION OF MEDIA MATERIALS****3 credits****Luther Beal lmbeal@myfairpoint.net <http://web.mac.com/lmbeal1>****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. 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. Prepare for new school year by creating Media Materials. **Starting date June 25th and ending on August 5th. Registrations Due June 18th**

-NE 9234**RECAPTURING TECHNOLOGY FOR EDUCATION: LOOKING TO THE FUTURE IN TODAY'S CLASSROOM****3 credits****Luther Beal lmbeal@myfairpoint.net <http://web.mac.com/lmbeal1>****Entirely On-Line**

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:** Gara, M. & Percy, B. (2005) *Recapturing Technology for Education: Keeping Tomorrow in Today's Classrooms*. Lanham, MD: Scarecrow Education. **Starting date June 25th and ending on August 5th. Registrations Due June 18th**

-NE 9318**REINVENTING PROJECT-BASED LEARNING IN THE DIGITAL AGE****3 credits****Luther Beal lmbeal@myfairpoint.net <http://web.mac.com/lmbeal1>****Entirely On-Line**

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:** Boss, S. & Krauss, J. (2007) *Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age*. Eugene, OR: ISTE. **Starting date June 25th and ending on August 5th. Registrations Due June 18th**

-NE 9421**DIFFERENTIATED INSTRUCTION: ADJUSTING HOW YOU THINK ABOUT TEACHING****3 credits****Lori Martin 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 June 25th and ending on August 5th. Registrations Due June 18th**

-NE 9966A CSI-CREATIVE STRATEGIES AND IDEAS FOR TEACHING SCIENCE
3 credits Laura Lambert 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 June 20th and ends August 5th. Registrations Due June 13th**

MEC's Northeast Consortium/Salem State University Graduate Course Offerings
Summer II 2011

Wednesday - Friday: June 22 - 24, 29 - July 1 9:00 - 3:00

-NE 9 * DRAMA IN EDUCATION
3 credits Jay DiPrima diprimajay@yahoo.com O'Maley Middle School, Gloucester
 This course will provide artists, teachers and helping professionals with a theoretical and practical introduction to the elements of drama and theatre. Particular attention will be given to the theories and applications of drama as a tool for learning and assessment in the classroom.

Monday - Friday: June 27 - July 1 8:00 - 4:00

-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 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.

-NE 9286 GEOMETRIC CONCEPTS
3 credits Jane Molchan s.molchan@comcast.net NCS D 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 | * Relating geometric ideas to numbers |
| * Congruency | * Angles |
| * Similarity | * Parallel and perpendicular |
| * Motion Geometry | * Ordered pairs |
| * Symmetry | * 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 9394 PAINTING ON LOCATION (K - 12)
3 credits Paula Beaulieu paulabeaulieu@mac.com NCS D Center, Topsfield
 Sharpen your observation skills! Learn ways to perceive the natural world as well as man-made objects as part of landscape watercolor painting. You'll come away with the ability to see the world through an artist's eye (your own) that will enrich your life and help you pass on those observation skills to the students you teach. We'll be painting on location, weather permitting, in the Salem, Beverly, or Gloucester area. Each day we will meet at a different site. In the event of inclement weather, class will be held at Northeast Consortium, Topsfield. A list of art materials and supplies for 'plein air' painting will be mailed to you prior to the start of the course. Come experience the joy of painting outdoors with this wonderful medium! Painting on Location III was offered Summer 2007, and Painting on Location II was offered Summer 2006. They can be taken in any order. Each has different locations and focus.

-NE 9593 GUIDED READING IN THE PRIMARY CLASSROOM
3 credits Lori Martin lbmartin31@yahoo.com NCS D 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 9703 ADOBE PHOTOSHOP FOR EDUCATORS (K-12)
3 credits Bob Burk 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.**

Monday - Friday: June 27 - July 1

8:00 - 4:00

-NE 9781 SOCIAL, EMOTIONAL, AND BEHAVIORAL ISSUES IN THE ELEMENTARY CLASSROOM
3 credits **Peggy C. Schleicher** peggyschleicher@verizon.net **Ryan School, Tewksbury**
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.

-NE 9806 TEACHING READING TO CHILDREN WITH LEARNING DIFFICULTIES
3 credits **Katie Provost** katieprovost@gmail.com or kprovost@middletonps.org **Fuller Meadow School, Middleton**
This course will focus on connecting reading theories and strategies in order to enhance reading instruction and meet the needs of all students. Starting with an in-depth look at current reading theory, participants will learn and practice hands-on techniques and strategies for: 1. Assessing readers' strengths and weaknesses 2. Identifying the critical components of and developing phonology lesson plans 3. Boosting automaticity and fluency and 4. Improving comprehension. Teachers will be able to increase their knowledge base and repertoire of instructional strategies to employ when working with some of our most challenging students.

-NE 9834 ENHANCING INSTRUCTION IN THE FOREIGN LANGUAGE CLASSROOM, PART II: EASY IDEAS USING AND INCORPORATING TECHNOLOGY
3 credits **Kevan Sano-O'Brien** kksano@gmail.com **NCS D Lab, Topsfield**
This course will focus on the development of effective technology-based strategies to enhance existing curriculum. Emphasis will be given to helping a teacher incorporate technology into everyday activities to engage and motivate the learner. Participants will work hands-on, learning, developing and creating a variety of activities for their own use. You will learn how to create short videos from your own photos, create Smart Board activities to engage your class, learn to blog and twitter in addition to other web-based resources. Teachers will be able to work at their own pace and the class will be tailored to meet individual needs. **A \$20 Materials fee, payable to MEC, will be collected at the first class.**

-NE 9950 ART METHODS, MATERIALS AND APPLICATION FOR ARTISTIC BEHAVIOR IN THE CLASSROOM
3 credits **Diane Pierce** dpierce@stonehamschools.net **NCS D Center, Topsfield**
PART I: This course provides an adaptable hands-on opportunity to explore properties, structures, and expressive uses of various traditional and non-traditional art materials. It is designed to engage teachers of all levels of art experience in the creative process of art making before translating and adapting art into the classroom. **A materials fee of \$20 payable to the instructor**

Monday - Friday: June 27 - July 1

9:00 - 4:30

-NE 9752-2 CURRICULUM DEVELOPMENT THROUGH NORTH SHORE MUSEUMS
3 credits **Karen Nichols-Casey/ Patty Nichols** karencampbell01852@yahoo.com / pat2023@yahoo.com **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.**

Monday - Tuesday: June 27 & 28

8:00 - 3:00

-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.

Wednesday - Thursday: June 29 & 30

8:00 - 3:00

-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.

Tuesday - Saturday: July 5 - 9

8:00 - 4:00

-NE 9230 TEACHING STUDENTS WITH COMMON MENTAL DISORDERS
3 credits **Judith Ryan** jteacher00@aol.com **Dr. Paul Nettle Midde School, Haverhill**
This course is designed to help teachers and administrators understand common mental disorders and to assist them in developing strategies and lesson plans to address the unique learning styles of students with these disorders. Topics to be covered include the symptoms, behaviors, executive functioning, and social competency of students with ADHD, Bipolar Disorder, Depression, Anxiety Disorder and Asperger Syndrome. **There is a \$20 materials fee payable to the instructor.**

Wednesday - Thursday: July 6 - 7**8:00 - 3:00**

-NE 9762A INTRODUCTION TO NATIVE AMERICAN HISTORY AND CULTURE
1 credit Hope Luder/Sheila Foley hopesglrl@yahoo.com / jmw1834@verizon.net NCS Center, Topsfield
 In this interdisciplinary course for teachers of history, art, and elementary, participants will practice hands-on crafts, increase content knowledge and appreciation, share opinions of multiple resources including handouts and videos. Topics include: Several tribal lifestyles, mythology, heroes, stereotypes, harmony with nature, influences, importance of artists- Catlin, Bodmer, Curtis. Activities include: Birch bark canoes, paper bag moccasins, games, corn husk dolls, dream catchers. Handouts include many Native American quotes and points of view.

Monday - Friday: July 11 - 15**8:00 - 4:00**

-GNE 9711 MUSEUMS: A LIVING RESOURCE FOR 21ST CENTURY CLASSROOMS
3 credits Luther Beal lmbeal@myfairpoint.net <http://web.mac.com/lmbeal1> NCS 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 NCS.**

NE 9107 TEACHER'S ROCK (and roll) K-12
3 credits Richard Moore rick@moorestuffonline.com Gloucester High School, Rm 3203
 Students in this course will develop lesson plans using music to promote higher order thinking across disciplines. Music from the Rock and Roll Hall of Fame will enable participants to delve into the creative, critical, and social aspects of the issues raised by the music and its artists. History, literature, culture, media, and politics are among the topics to be discussed in creating lessons. Participants in this course will also be provided with lesson plans that promote learning standards as articulated in the Massachusetts Curriculum Frameworks.

-NE 9166 MICROSOFT OFFICE FOR EDUCATORS K-12
3 credits Bob Burk 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 9228 HAPPY STUDENTS, HAPPY TEACHERS: FOSTERING MENTAL HEALTH IN THE CLASSROOM
3 credits Nancy Kupfrian nancykupfrian@yahoo.com NCS 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 9266 CREATING YOUR VERY OWN WEB SITE
3 credits Kathy O'Reilly 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 9751 THE MASSACHUSETTS PRESIDENTS
3 credits Arthur Burt aburt01@northshore.edu Marian Court, Swampscott
 This course will study the lives and influences of Massachusetts Presidents John F. Kennedy, John Quincy Adams, and John Adams. Through on-site visits to both Presidential museums and residences, participants will learn numerous ways to integrate history into the classroom. On site visits include the Kennedy Museum, President Coolidge's Summer White House, Kennedy birthplace, homes and graves of John and John Quincy Adams, Stoneyfield / Peacefield. Hands-on projects will be applicable to K-12 curricula. This is a museums course, appropriate for all academic areas K-12. **Fees to Museums & Theaters will be collected.**

-NE 9780 UNDERSTANDING MEXICO AND MEXICAN AMERICANS
3 credits Hope Luder and Sheila Foley hopesglrl@yahoo.com / jmw1834@verizon.net NCS Center, Topsfield
 This interdisciplinary history, art/Spanish course will examine Mexico's history and culture, including prehispanic civilizations, struggles for social justice, heroes, third World issues, Mexican-American influences on the U.S., mutual stereotypes, holidays and great art and architecture. Hands-on crafts include paper flowers, fiesta banners, tin ornaments and bark paintings. Copious handouts and sharing. **One instructor has lived and studied in Mexico and has close ties there.**

Monday - Friday: July 11 - 15

8:00 - 4:00

-NE 9784-21 PROMOTING LITERACY ACROSS THE CURRICULUM: CONSTRUCTING HANDMADE BOOKS

3 credits Kathleen Murphy mz.murph@yahoo.com

NCS D 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. **There is a \$25 materials fee payable to the instructor.**

Monday - Friday: July 11 - 15

9:00 - 4:30

-NE 9646-2 MUSEUMS ACROSS THE CURRICULUM: PART II

UTL Office, Lowell

3 credits Patricia Nichols/Karen Nichols-Casey pat2023@yahoo.com /karencampbell01852@yahoo.com

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.

Monday & Tuesday: July 18 & 19

8:00 - 3:00

-NE 9131 AMERICAN HEROINES

1 credit Hope Luder hopesglrl@yahoo.com

NCS D Center, Topsfield

What women in US History make good role models and who have had a significant positive influence? Handouts, videos, and class discussion will increase even the most experienced teacher's knowledge base and appreciation. Will include Ida B. Wells, Nelly Bly, Dolores Huerta, Sacajewea, Annie Oakley, the Grimke sisters, Amelia Earhart, Rachel Carson among many others. Share reactions to handouts and videos, other resources, lesson plans, and who impresses you the most. **The rich variety of people and resources should be useful for new & experienced teachers at various levels.**

Monday - Friday: July 18 - 22

8:00 - 4:00

-NE 9254 BACK TO BASICS WITH MICROSOFT OFFICE

3 credits Kathy O'Reilly 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 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. **There is a \$20 materials fee payable to the instructor.**

-NE 9329A-21 INTEGRATING SCIENCE ACROSS THE CURRICULUM

3 credits Marebeth DiMare/Frank Row mdimare@winchester.k12.ma.us

NCS D 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.

-NE 9330 TRAUMA SENSITIVE PRACTICE FOR THE SCHOOL SETTING

3 credits Donna Georges georgesd@k12.amesbury.ma.us

Academy Charter Public School, Amesbury

This course will examine educational practices that enable schools to become supportive environments in which traumatized children can focus, behave appropriately and learn. The course will examine factors that contribute to traumatic consequences for children and ultimately compromise school success. The course utilizes case studies, video, group discussion and lecture. Participants will create an action plan for initiating trauma sensitive practices including classroom management, instructional assessment and support services. This course is appropriate for administrators, educators, school nurses and counselors.

Monday - Friday: July 18 - 22

8:00 - 4:00

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

3 credits Barta Hathaway 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.**

-NE 9742 USING GRAPHIC ORGANIZERS AND MICROSOFT POWERPOINT FOR EFFECTIVE INSTRUCTION

3 credits Luther Beal lmbeal@myfairpoint.net http://web.mac.com/lmbeal1 NCS D 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 the instructor.**

-NE 9853 CREATIVE STRATEGIES FOR TEACHING SOCIAL STUDIES (5-12)

3 credits Amy Jones ajones@haverhill-ps.org or amysine@hotmail.com Dr. Paul Nettle Middle School, Haverhill

This course will introduce participants to a variety of creative strategies for teaching social studies to students in grades 5-12. Participants will examine current research on best practices in social studies teaching and will learn new techniques for engaging students and improving student learning. Specific strategies will include: Activators and Summarizers, Interactive Student Notebooks, Using Primary Sources, and History Alive!, teaching methods. At the end of the week, participants will share innovative lesson ideas in a "share shop." Each participant will create a curriculum unit, which uses the strategies practiced during the course in his/her classroom.

Wednesday - Tuesday: July 20, 21, 22, 25, 26

8:00 - 4:00

-NE 9851 LIKE WATER FOR CHOCOLATE: TEACHING TOLERANCE THROUGH MULTICULTURAL FOODS AND CRAFTS

3 credits Jean Acciavatti /Ellen Sinkewicz/ Beverly Rigoli jaccivatti@haverhill-ps.org Haverhill High School

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.

Monday – Friday: July 25 - 29

8:00 - 4:00

-NE 9201 CLASSROOM BASED ASSESSMENT

3 credits Katie Provost katieprovost@gmail.com or kprovost@middletonps.org Fuller Meadow School, Middleton

In this course, K-6 educators will reclaim the power of everyday assessment for the benefit of student learning in their own classrooms. Participants will explore the role of assessment as a tool for learning and learn a wide range of practical, user-friendly strategies designed to support learning, not just measure it. Various informal assessment instruments will be reviewed including the Developmental Reading Assessment and Qualitative Reading Inventory. Strategies for grouping and guiding instruction based on assessment results and individual student needs will also be discussed and practiced.

-NE 9258 POWERPOINT AND MEDIA

3 credits Kathy O'Reilly koreilly@gloucester.k12.ma.us Gloucester High School Lab, Room 3308

This course will help you easily capture, synchronize, and publish audio, video, slides, and images. It's the ideal tool for creating engaging presentations, training, and business communications. This course addresses a wide variety of communications scenarios by making it easy to work with audio and video. Motivate your students through capturing their attention in this very visual and auditory means of educating by enhancing important curriculum content. (Great for all Learning Styles).

-NE 9344-21 "NO CHILD LEFT ON THEIR BEHIND": TEACHING HEALTH ORIENTED PHYSICAL EDUCATION

3 credits Barrett Rounds barrettsown@yahoo.com Fuller Elem School, Gloucester

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.

Monday – Friday: July 25 - 29

8:00 - 4:00

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

3 credits Robert Poirier 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.**

-NE 9578 UNDERSTANDING AND USING POSITIVE BEHAVIORAL INTERVENTIONS

3 credits Judith Ryan jrteacher00@aol.com

Dr. Paul Nettle Middle School, Haverhill

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.**

-NE 966 LEARNING THROUGH THE CREATIVE ARTS: A LOOK INTO THE CREATIVE PROCESS

3 credits Elizabeth Peterson elizabeth@theinspiredclassroom.com

Cashman Elementary School, Amesbury

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 9782 ANALYSIS OF MEDIA

3 credits Richard Moore rick@moorestuffonlin.com

Gloucester High School, Rm 3203

From SpongeBob SquarePants to Reality TV; from Led Zeppelin to EMinem; from FM radio to MP3 players; from the Nightly News to Newsweek; students need to be able to analyze the mass media, according to the Massachusetts Curriculum Frameworks. This course will help teachers help students learn to analyze how images, sound, and text are used. Projects and lesson plans will be designed to help achieve standards-based learning outcomes, including how to identify techniques used in television; comparison of stories in print with their filmed adaptations; how to analyze software and websites; and how to analyze visual or aural techniques in media presentations.

Monday - Friday: August 1 - 5

8:00 - 4:00

-NE 9198 POSITIVE STUDENT MANAGEMENT

3 credits Bill Tsimtsos tsimtsos@comcast.net

NCS D 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 9231 USING UNIQUE TECHNOLOGY FEATURES

3 credits Kathy O'Reilly 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.

-NE 9428-21 INTRODUCING THE NASPE STANDARDS IN PHYSICAL EDUCATION

3 credits Barrett Rounds barrettsown@yahoo.com

Fuller Elem School, Gloucester

This course is designed to help Physical Educators, classroom teachers, and other educational professionals understand the six NASPE (National Association for Sport and Physical Education) standards. Physical Education taught with a standards based approach offers a unique and comprehensive look into many movement modalities 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: Linking brain function with literacy and physical movement, the 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 the general classroom

-NE 9433 INTERDISCIPLINARY APPROACHES TO TEACHING NEW ENGLAND’S COLONIAL/REVOLUTIONARY PERIOD

3 credits John McLaughlin JLMCLNE9433@verizon.net

Holten-Richmond Middle School, Danvers

This course will focus on utilizing regional historic resources to provide interdisciplinary units and field trip enrichment activities. Although a unit on New England’s Colonial/Revolutionary Period will be used as the model, the course offers ways to create interdisciplinary units on a variety of topics. On-site visits will be made along Boston’s Freedom Trail, to Salem’s Maritime National Historic Site, the House of the Seven Gables, and the galleries of Peabody/Essex Museum. At each site students will meet with members of the education department who will offer practical suggestions for on-site field trips and out-reach programs in school. If you have not been on field trips *without the kids*, this could be the summer course for you.

Monday - Friday: August 1 - 5

8:00 - 4:00

-NE 9543 INTRODUCTION TO INSTRUCTIONAL DESIGN
3 credits Darshan Thakkar dthakkar@mac.com

NCS Center, Topsfield

This course offers you an introduction to key principles of instructional design and decision points. The focus is on designing standards based instruction by applying design principles to your own instructional environment. You will design sample instructional material, and delivery and assessment strategies for your content area. You will also identify ethical and legal implications of instructional design. **Test your knowledge and assumptions about multimedia instructional design at:**

<https://sites.google.com/site/thakkareducationconsulting>.

-NE 9 * CREATIVE STRATEGIES FOR TEACHING SOCIAL STUDIES, LEVEL II

3 credits Amy Jones ajones@haverhill-ps.org or amysine@hotmail.com

Dr. Paul Nettle Middle School, Haverhill

This new course is designed to help middle and high school social studies to improve their teaching skills. Students will learn creative, research-based strategies for best practices in the classroom. Teaching methods will draw from History Alive!, Research for Better Teaching, the National Council for the Social Studies (NCSS) and the Association for Supervision and Curriculum Development (ASCD). Teachers will immediately apply each strategy to their own curriculum. The culminating project will be a teaching unit, which utilizes these strategies. There will also be many opportunities for discussion, reading about, and sharing examples of best practice. This class has no prerequisites. It can be taken alone or along with Creative Strategies, Level I.

-NE 98A FOSTERING INNOVATION AND CREATIVITY THROUGH THE SCIENCE/VISUAL ARTS CONNECTION GRADES PREK-5

3 credits Paula Beaulieu paulabeaulieu@mac.com

NCS Center, Topsfield

This course will focus on two important areas that can help teachers of Grades PK-5 foster innovation and creativity in their classrooms by combining some of the skills students learn in Science and the Visual Arts. Through the use of the Massachusetts Science and Technology/Engineering Learning Standards and research on creativity and the visual arts process, participants will gain an awareness of the similarities of learning in the arts and sciences and how using both together can enhance and advance learning and innovation in the classroom. Utilizing a combination of lecture, discussion, and hands-on activities, participants will explore the Four Strands of the Science & Technology/Engineering Standards and the Visual Arts connections that can foster together more innovative thinking and problem solving. **There is a \$20 materials fee payable to the instructor.**

NOTE: The following courses will count as Fall '11 Semester courses. Official Salem State University grade reports will be mailed out in early January 2012. Course fees are the same as those listed for the Summer '11 courses in this brochure. Please use the registration form on page 2 to register.

Wednesday - Tuesday: August 3, 4, 5, 8, 9

8:00 - 4:00

-NE 9241 "FROM SEA TO SHINING SEA" A LOOK AT THE CULTURE OF THE UNITED STATES THROUGH FOODS, CRAFTS, AND LITERATURE REGION BY REGION.

Haverhill High School

3 credits Jean Acciavatti, Beverly Rigoli, & Ellen Sinkewicz jacciavatti@haverhill-ps.org

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.

Monday - Friday: August 8 - 12

8:00 - 4:00

-NE 9329A-22 INTEGRATING SCIENCE ACROSS THE CURRICULUM

3 credits Marebeth DiMare/Frank Row mdimare@winchester.k12.ma.us

NCS 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.

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

3 credits Robert Poirier rpp1963@comcast.net

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

-NE 9357 FACTS, FICTION, FOLKLORE, AND FABLES OF CAPE ANN (K-12 ACROSS THE CURRICULUM)

3 credits Richard Moore rick@moorestuffonline.com

Gloucester High School, Rm 3203

Cape Ann is a cauldron of educational soup for students all over the North Shore. Participants will discover the rich history and heritage of Cape Ann that will enable them to create new ways to present skills and content across the curriculum. Ocean studies, geography, ghost stories, colonial history, the U. S. constitution, historical landmarks, art colonies, movies, books, and sea serpents are among some of the topics that will be woven into lessons supporting the Massachusetts Frameworks.

Monday - Friday: August 8 - 12**8:00 - 4:00****-NE 9392 HANDS-ON DEVELOPMENT OF EDUCATIONAL GAMES (K-12)****3 credits****Betty Luz****NCS D Center, Topsfield**

Both students and teachers enjoy classroom games to reinforce and review skills. Whole-class games --*Jeopardy, Wheel of Fortune, Concentration, Bingo, Hollywood Squares, Tic-Tac-Toe, Pyramid, Family Feud* --will be featured. Hands-on sessions will give participants an opportunity to construct these games. **NOTE:** All participants should bring to the first class textbooks or manuals that can be used to formulate questions for games developed during the course. Ed. Games I. **Materials fee will be collected.**

-NE 9568 CREATING DATABASES FOR USE IN GUIDANCE AND/ OR EDUCATIONAL LEADERS**3 credits****Kathy O'Reilly**koreilly@gloucester.k12.ma.us**Gloucester High School Lab, Room 3308**

Students will learn to create database files in Access that include database tables, forms and reports and create relationships between tables. This will allow for searches (queries) and filter records for performing list outcomes. Customizing your database will assist any educator in getting fast reports when given specific criteria, thereby, making the job easier through effective time management.

-NE 9673 ISSUES IN MEDIA EDUCATION II**3 credits****Arthur Burt**arbut@comcast.net**North Shore Comm. College, Danvers**

This course will be an advanced exploration of some of the issues in the study of media and its impact on both adolescents and adults. We will discuss Kohlberg's stages of development and Transactional Analysis. We will look at the way other countries interpret our media. We will engage in critical analysis of representations of gender and sexuality in the mass media, and discuss the effects of various types of media on adolescents and adults. We will study how connections between media literacy and the subject areas can enrich all aspects of teaching K-12. **Required Text:** Jackson, R. (2012). *Annual Editions: Global Issues 2001/2012*. New York: McGraw Hill Higher Education. ISBN 978-0078050848 they may order the text at shopmcmgrawhill.com. This course is a continuation of Pop Culture I, but you may take this course before taking Pop Culture I.

Monday - Friday: August 15 - 19**8:00 - 4:00****-NE 9222 ELEMENTARY MATHEMATICS: TEACHING AND LEARNING USING FORMATIVE ASSESSMENT****3 credits****Kristen Ando**kristenando@comcast.net**NCS D Center, Topsfield**

The purpose of this course is to develop teachers' skills in creating and implementing effective formative assessments. Formative assessment tasks occur within and between lessons. They promote student learning by giving both teachers and students feedback, so that teaching and learning activities can be altered according to the results. As teachers work together to create and implement the formative assessment practices, they will deepen their own understanding of math concepts. Research has shown that formative assessment produces increases in student achievement.

-NE 9338 LEADERSHIP SKILLS AND EMOTIONAL INTELLIGENCE**3 credits****Kathy O'Reilly**koreilly@gloucester.k12.ma.us**Gloucester High School Lab, Room 3308**

This course is designed to teach emotional intelligence leadership components and relate it to the school setting. This course will help teachers, administrators, guidance personnel, and others understand how it can help to manage your career, put people at ease, help balance your personal life and work, build and mend relationships. Understanding emotional components and how it pertains to our leaders is also discussed and analyzed. In addition, we will explore how children who learn to build an inner resilience by enhancing their emotional intelligence will be able to focus better in the classroom.

-NE 9344-22 "NO CHILD LEFT ON THEIR BEHIND": TEACHING HEALTH ORIENTED PHYSICAL EDUCATION**3 credits****Barrett Rounds**barrettsown@yahoo.com**Fuller Elem. School, Gloucester**

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 9550 INSTRUCTIONAL STRATEGIES FOR TEACHING THE NEW PE**3 credits****Gary Nihan**gmnihan@verizon.net**NCS D Center, Topsfield**

This course is designed to introduce or review K-12 Physical Educators to a range of learning and teaching skills that are prominently utilized in the incorporation of the "New PE" approach. Participants will be able to explore and prepared to apply practical teaching skills, techniques, strategies and methods that are used by successful physical educators. **Suggested TEXT:** *Teaching Children Physical Education-3rd Edition* George Graham ISBN13: 9780736062107

-NE 9747 INTERACTIVE PRACTICES & PRODUCTS TO FOSTER STANDARDS-BASED CONTENT MASTERY**3 credits****Betty Luz****NCS D Center, Topsfield**

This **Educational Games II** course will provide participants with an in-depth look at a variety of standards-based practices and products for effective teaching and learning. Attention will be given to the latest theories of motivation and differentiated learning. Participants will work at hands-on learning, developing and creating a myriad of activities and instructional games to accommodate a variety of learning styles and reflect a range of thinking skills. **NOTE:** All participants should bring to the first class textbooks or manuals that can be used to formulate questions for games and products developed during the course. **K-12 appropriate. Materials fee will be collected.**

Monday - Friday: August 15 - 19**8:00 - 4:00****-NE 9784-22 PROMOTING LITERACY ACROSS THE CURRICULUM: CONSTRUCTING HANDMADE BOOKS****3 credits Kathleen Murphy mz.murph@yahoo.com****NCS D 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. **There is a \$25 materials fee payable to the instructor.**

Monday - Friday: August 22 - 26**8:00 - 4:00****-NE 9290 ALGEBRAIC THINKING****3 credits Jane Molchan s.molchan@comcast.net****NCS D Center, Topsfield**

Algebraic concepts and content will be taught through hands-on experiences and internet-based activities. Developmentally appropriate content for upper elementary grades will be included. Topics to be examined include:

- | | |
|--------------------------------------|-------------------------------|
| * Growth Patterns and Development | * Graphing coordinates |
| * Repeating Patterns and Development | * Problem Solving |
| * Number Sense | * Variables |
| * Ordered pairs | * Equalities and Inequalities |
| * Functions | * T Charts |

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 examples (through literature and manipulatives) to abstract thinking.

-NE 9428-22 INTRODUCING THE NASPE STANDARDS IN PHYSICAL EDUCATION**3 credits Barrett Rounds barrettsown@yahoo.com****Fuller Elem. School, Gloucester**

This course is designed to help Physical Educators, classroom teachers, and other educational professionals understand the six NASPE (National Association for Sport and Physical Education) standards. Physical Education taught with a standards based approach offers a unique and comprehensive look into many movement modalities 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: Linking brain function with literacy and physical movement, the 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 the general classroom

-NE 9555 BEYOND THE BASICS: CREATING A CARING, BULLY FREE SCHOOL**3 credits Peggy C. Schleicher 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 9724 THE MOON, THE STARS, AND OTHER STUFF**3 credits Rick Moore rick@moorestuffonline.com****Gloucester High School, Rm 3203**

This course introduces teachers to space, the space program, and the night sky. Students will explore topics and methods that can be integrated across the curriculum. Included are an overview of the history of astronomy and the history of the space program; an introduction to the solar system; a look at UFOs, SETI and SETI-at-home; a survey of space-related web sites; space photography; a field trip to a local observatory; and current events.

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.

****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

Merrimack Education Center's Northeast Consortium Presents:

DVC Teacher Workshop

**Adobe Certifications and Portfolio Development
What Competitive Art Colleges and Employers Expect**

Facilitator: Brian Trainor btrainor@maine.rr.com

Day 1 (Wednesday, August 3) Connecting State Frameworks to Adobe Certifications:
This workshop is intended for teachers who need to prepare their Art and Design students for college and employment. You will learn why Adobe certification is important and how to prepare yourselves and your students to pass the exams. Lesson plans will be provided which directly connect the Adobe Certified Associate (ACA) Learning Objectives to curriculum frameworks. Adobe's official testing partner, Certiport will explain how your school can become a testing center.

Day 2 (Thursday, August 4) Digital Portfolios:
Along with certification, students need excellent portfolios, with strong creative content, presented using current technology. Software experts in content creation tools such as illustrator, Flash and Photoshop will share best practices and lesson plans. An Adobe representative will be on hand to demonstrate Flash Catalyst as a portfolio development tool. Industry and college representatives will be on hand to discuss their expectations.

You students are competing on a global scale. This workshop will help you to get them ready.

- **WHEN: Tuesday & Wednesday August 3rd & 4th from 9:00 – 3:00**
- **WHERE: Adobe Systems in Waltham, MA**
- **COST: \$300 per person including materials (check made payable to Merrimack Education Center)**
- **12 PDP's and certificate awarded by NCSd at conclusion of second day**
- **Limited to 18 participants**

MEC's NCSd, 248 Boston St., Topsfield, MA 01983

DVC Workshop: Adobe Certifications and Portfolio Development \$300

Checks payable to Merrimack Education Center

Name: _____ Home Telephone: _____

Street Address: _____
City/Town State Zip

Email: _____ Signature: _____

I wish to Pay by Check (___) or charge my VISA (___), Mastercard (___), Discover (___)

Card Number: _____ - _____ - _____ Exp. Date: Month ____ Year ____ Amount: \$300

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

SAVE THE DATE

Merrimack Education Center's Northeast Consortium Presents:

SEPTEMBER 27, 2011

**FOR
A WORKSHOP WITH:**

RICK WORMELI

**at
Crown Plaza, Danvers**

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.

A complete agenda to follow.

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 next fall
- Application to the program may be completed online at: 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. Charles Chaurette
CAGS Program Coordinator
Salem State University
352 Lafayette Street
Salem, MA 01970
978-542-2229
cchaurette@salemstate.edu

Jeremy Bubier
CAGS Program Administrative Assistant
978-542-2229
jbubier@salemstate.edu

Summer 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: \$ 915 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

AGS 734	Professional Development	Veterans Memorial Elementary School, Saugus
B. Kwong	Monday - Friday, July 18 - 23	8:00 – 4:00 P.M.

AGS 715	Historical & Sociological Perspectives on Education	Veterans Memorial Elementary School, Saugus
K. Fahey	Monday - Friday, August 1 - 5	8:00 – 4:00 P.M.

CAGS 2010 Methuen Cohort

AGS 700A/B	Action Research I & II	Timony Elementary School Library, Methuen
W. Hoyt & D. McCormack	Monday - Friday, June 27 – July 1	8:00 – 4:00 P.M. *

EDU 770	School Law	Timony Elementary School Library, Methuen
P. Littlefield	Monday - Friday, July 11 – 15	8:00 – 4:00 P.M.

CAGS 2010 Topsfield Cohort

AGS 700A/B	Action Research I & II	NCSD Center, Topsfield
W. Hoyt & D. McCormack	Monday – Friday, July 11 – 15	8:00 – 4:00 P.M.

AGS 732A	Organizational & Fiscal Issues in Contemporary Schools	NCSD Center, Topsfield
J. Picone	Monday - Friday, July 25 – 29	8:00 – 4:00 P.M.

* 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 in Lawrence, MA school district. We anticipate that this cohort of the Academy will commence in March 2011 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
248 Boston Street
Topsfield, MA 01983
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
E-mail Address: _____		School Name: _____	
School Address: _____			
		City	ST
I wish to charge my Visa(), Mastercard(), Discover () _____		Zip	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 _____			
E-mail Address: _____		City _____	ST _____ Zip _____
School Name: _____			
School Address: _____			
I wish to charge my Visa() , Mastercard() , Discover () _____		City _____	ST _____ Zip _____
		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.

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.

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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 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

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