

NEW ENGLAND COLLEGE SCHOOL OF GRADUATE
& PROFESSIONAL STUDIES

SUMMER INSTITUTE 2010

Program Dates & Times

June 28 8:00 – 4:00

June 29 8:00 – 4:00

June 30 8:00 – 4:00

July 1 8:00 – 4:00

Registration Form Included

**For more information
contact Carlton
Fitzgerald at:**

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Registration questions:

Contact Julie McCrory

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New England College
School of Graduate and Professional Studies

Summer Institute 2010

**1. Course: Differentiated Instruction for All
Learners (4 credits)**

Course Description: This course is designed to give participants a working understanding of differentiation, learning environments that support differentiation and instructional strategies that promote differentiation. There will be time to plan and share lessons for the differentiated classroom. We will build upon your knowledge of learners and learning. We will compare/contrast our understanding of effective instruction as it relates to a differentiated model.

**Instructor: Dr. Kevin Johnson, Principal
at Kearsarge Regional Elementary School
at New London**

Dr. Kevin Johnson has been an educator in New Hampshire since 1978. He has taught first grade through eleventh grade in 3 public school systems, Andover, Timberlane, and Merrimack Valley. Since 1991, he has been a full-time principal in Andover and at the Kearsarge Elementary School in New London. He worked on the New Hampshire Department of Education Language Arts GLE

development committee and has recently been trained as a literacy coach.

Kevin has provided workshops, seminars, and courses around the state and nation. He has been working with 4 school districts in the state the past 4 years to improve teaching methods, alignment to state standards, and pedagogical practices. He possesses a strong background in educational leadership, differentiated instruction, and cooperative learning. His research is focused on the benefits of blended learning strategies.

Kevin has been named New Hampshire Elementary Principal of the Year and National Distinguished Principal. He is an executive board member of the New Hampshire Association of School Principals and is faculty at New England College Graduate School of Education and Plymouth State University College of Graduate Studies.

2. Course: Language & Grammar (4 credits)

Course Description: This course focuses on the origins of language, the history of the English language, the structure of the English language, and general linguistics, including work in prescriptive, descriptive, and transformational grammars. Mainly for elementary teachers and teachers of English.

Instructor: John Achorn, Ph.D., Associate Professor of English at New England College
John Achorn earned his doctorate at the University of Toronto in 1998, specializing in medieval and Renaissance studies while doing a minor in rhetoric and composition. Since receiving his PhD, he has worked at various colleges and universities in Maine and New Hampshire, as well as at the University of Toronto, teaching English literature and College Composition. In addition, he coordinated the Freshman Writing Program at the University of New England in 2001-2002 and has taught ESL courses to foreign students taking summer classes at Southern New Hampshire University. John has published poems, as well as two articles on pedagogy, and has presented two papers at medieval and Renaissance conferences. For two year worked as managing editor of Pedagogy Journal, a publication sponsored by the Community College System of New Hampshire. Currently a full-time associate professor at New England College, John loves his job, finding the rural New England setting amidst the college's intellectual vibrancy perfectly suited to his temperament. Aside from his curricular duties, John is an active alpine skier and outdoor enthusiast.

3. Course: Interdisciplinary Literacy and Science Connections: The Ecology of Childhood Imagination in Nature (3 credits)

Course Description: “No Child Left Inside” is a new movement created to encourage children to get outdoors and connect to their natural world. Integrating children’s inclinations for play into literacy, science, and arts curriculum through experiential learning, this interdisciplinary course utilizes best practice research to promote the exploration of the natural environment. Hunting and gathering, fort-building, small worlds, and “meaning-making” through storytelling

are investigated as engaging techniques for experiencing nature in middle childhood (ages 7 – 12). Global environmental change is also explored through an introduction to scientifically validated geological myths and paleoclimatology. Facilitating the creation of local field guides provides for an interdisciplinary emphasis on literacy, science, and creative expression while incorporating multiple intelligences; this opportunity assists educators in differentiating for their students. Teachers will create a standards-based unit incorporating one or more of these strategies and topics for discovery, using the outdoor environment as a laboratory for investigation. This course promotes the interdisciplinary nature of environmental science and literacy education. This experience is particularly appropriate for educators at grades K – 8.

Instructor: Meredith Bird Miller, MST, Education Professor at New England College

Meredith is a member of the education department faculty at New England College, specializing in literacy and science education, and integrated learning. Meredith has had extensive experience as a classroom teacher, environmental educator, children’s librarian, enrichment coordinator, and storyteller. She has provided professional development workshops for the Montshire Museum of Science, New England Environmental Education Association, New Hampshire Science Teachers’ Association, League for the Advancement of New England Storytelling, New England Gifted Education Association, and regional public schools. Meredith is a board member of the NH Association for Gifted and Talented Education, and belongs to the following professional organizations: Association for Supervision and Curriculum Development, International Reading Association, National Science Teachers Association, and the League for the Advancement of New England Storytelling. She is currently in the third year of her doctoral program at Antioch University of New England.

4. Course: Involving Parents in Their Children’s Reading Development (3 credits)

Course Description: When teachers reach out and communicate with families in a positive manner, families respond in a positive way. When parents are involved in their children's reading development, those children are more likely to succeed. Learn how to reach out to parents of pre-readers, beginning readers, readers maintaining skills, and struggling and reluctant readers. Also learn how to promote, design, and present worthwhile family reading nights and parent workshops. Participants should be able to bring new ideas to their parents and children immediately.

Instructor: Bruce Johnson, M.Ed.

Bruce Johnson is presently a Merrimack Valley School District Reading Specialist. He presents direct instruction to children in grades K to 5, and oversees all language arts instruction K to 12. Present interests include: Reading Recovery, Running Records, Guided Reading, Response to Intervention, Tier 3 Instruction, and Differentiated Instruction. His personal academic interest relates to parent/teacher connections, has written Involving Parents in Their Children’s Reading Development: A Guide for Teachers, and maintains a website on this topic at

www.ReadingPlace.org. He has been presenting literacy courses at the New England College Summer Institute for about 8 years now.

5. Course: Best Practices for Classroom Reading Instruction (3 credits)

Course Description: This course is designed for any teacher who is seeking ways to actively engage students in their reading and to hold them accountable for reading assignments. Class participants will be provided with multiple strategies to improve student reading performance and will have the opportunity to design several lessons using their own course content as the foundation for instruction.

Instructor: Deidre Turmelle, M.Ed. – Reading Specialist

Deidra Turmelle is a certified Reading Specialist with over 25 years of experience in public education. Deidra has worked as a classroom teacher, reading specialist and literacy coach at all levels, elementary through adult. She has served as a Literacy Coach for the NH Department of Education, and as a consultant to several New Hampshire school systems as they design and refine their literacy programs. Deidra has been teaching as an adjunct faculty member at New England College for several years, delivering courses in Content Area Reading Strategies, Diagnostic and Remedial Reading, and Literacy Coaching.

6. Course: History Alive! Connecting Past to Present Through Active Engagement (3 credits)

Course Description: History is made up of stories. The facts of history are only important within the context of stories. History is about politics and social movements. It's about the environment and economics and humanity. And it's about the ordinary and extraordinary events that make up individual lives. Oftentimes it is through looking at moments in the lives of ordinary people that we truly understand historical context.

This course will take you through a process that you can use in your classroom to make history relevant and meaningful. It will connect kids to their communities and develop their self-confidence, poise, communication skills, their “imagination muscle” © and much more. And it is FUN!

In this four-day adventure you will learn to tell a traditional folktale using the skills of storytelling, learn interviewing skills and some games to help students develop these skills and you will conduct an interview. We will then look at the information with a storyteller's eye, piecing it all together into a wonderful oral tale. By the end of the class, we will all share our stories!

Please Note: *You will need to set up an interview ahead of time with someone of your choice for the evening of the second day of class! This can be someone who has been important to you in*

your life or an historian. More information will be sent to those who register for the course. This will NOT be a costumed performance piece, though the skills learned are easily transferable to such a project.

Please also note that this course is geared towards **upper elementary through high school**. This means definitely grades 5 and up. It *could* mean grades 3 & 4. You know what your students are capable of. Please contact me if you have any questions.

Instructor: Rona Leventhal

Rona Leventhal is an international Storyteller, Improv Theatre and Movement Specialist, Team Building Facilitator and certified Teacher. For twenty years she has used her passion for story, teaching, literacy development, movement, spoken word and communications to inspire and help others to free their body/mind, find their own voice and help them in their work and life in a fun, interactive and safe environment. She is applauded for her warm & enthusiastic spirit, supportive nature and inspiring talent. She has taught with the Education Departments at Columbia University, Lesley University and the University of Massachusetts.

As an educator she is also passionate about developing what she calls "the imagination muscle"© and bringing literacy to students in an exciting, motivational, and accessible way. Rona is an approved PDP provider by the Massachusetts Department of Education.

She tours internationally, telling stories and presenting workshops and school residencies, to children and adults, keynote addresses at professional conferences, and coaching to small groups and individuals. She is an approved Artist and Teaching Artist with the Massachusetts Cultural Council, Alaskan Arts Council, New York BOCES, the Wang Center for Performing Arts and the New England Touring Roster (funding available).

Rona is Co-Editor of the book **Spinning tales, Weaving Hope: Stories, Storytelling, and Activities of Peace, Justice, and the Environment** (New Society Publishers). It contains an article co-authored by Rona, "**Ten Reasons to Use Storytelling in the Classroom**". The book received 2003 Honors Award from Storytelling World Magazine. An inspiring collection of stories, it has follow-up activities and is age/subject indexed.

7. Course: The Dynamics of Curriculum and Instruction (4 credits)

Course Description: Are you looking for a new approach to teaching that brings standards, big ideas, and creative lessons together and will breathe life into your instruction? Understanding By Design is a common sense method used successfully by thousands of teachers and districts throughout the country. Participants will design powerful curriculum and instructional models and contextualized learning activities. Students will learn to use the Understanding By Design (UbD) pedagogical process and will develop a thematic unit applying the elements of UbD as a culminating project. This project will serve as evidence of the students' understanding of the

course's central ideas. We will integrate the arts and technology into this course, participate in much collegial dialogue, and have a great time learning from each other.

Instructor: William V. Carozza, M.Ed. , Principal at Harold Martin School in Hopkinton, NH

Bill Carozza was a classroom teacher in elementary and secondary schools for 13 years before becoming an elementary school Principal 14 years ago. He has served as Adjunct Professor at the University of New Hampshire and New England College in areas of curriculum and instruction and social studies education. Bill holds two graduate degrees in education from the University of New Hampshire. He serves on the Executive Board for the New Hampshire Association of Supervision and Curriculum Development (NHASCD) and the New Hampshire Society for Technology Educators (NHSTE), was appointed by Governor Lynch to the New Hampshire Special Education Advisory Board and served as President of the New Hampshire Council for the Social Studies. Bill has conducted workshops at regional and national conferences in integrating music within the curriculum, utilizing technology, Understanding By Design, and most recently in the area of digital portfolios and Web 2.0. Bill has enjoyed working in the music field, including a stint in radio broadcasting, and he enjoys playing the guitar in classrooms throughout his school. Bill also loves the Boston sports scene and vacationing with his wife and three children.

8. Course: Dynamics of Education Reform and Systems Change (4 credits)

Course Description: This course will examine schools from a systems perspective, and theories of social and organizational change. Authoritarian and participatory leadership models will be examined and participants will conduct an extensive review of recent research in the field of educational reform. Participants will apply their understanding of various systems models to plan and design a complex systemic reform initiative.

Required of all teacher certification and all Master of Education candidates (CORE requirement). Any teacher certification or M.Ed. candidate is eligible to take this course.

Instructor: Percy Hill, M.Ed. – Assistant Principal, Kearsarge Regional Middle School

Percy is presently the assistant principal for the Kearsarge Regional Middle School. He is the recipient of two Teacher of the Year awards from the New Hampshire Association of Health, Physical Education, Recreation, and Dance. Percy was named the Middle School teacher of the Year for the National Alliance of Sport and Physical Education; he received the Disney American Teacher award and was named New Hampshire's Assistant Principal of the Year in 2008. His expertise is in the area of maximizing student success through collaboration, teambuilding, and the promotion of a positive school culture. Percy has taught many graduate and undergraduate level courses at New England College over the past 3 years.

9. Course: Choice Theory: Teaching Students to be Responsible, Caring, and Productive (3 credits)

Course Description: This class will help teachers to create the environments we want in our classrooms. We believe that education involves the process of building strong and positive relationships and academic skills in our students. During this class we will learn about what motivates us to behave the ways we do and how to use that knowledge to help our students to take more positive control of their school lives. This course builds on the ideas of William Glasser and the research about emotional intelligence to give teachers specific ways to help more students reach their goals both in and outside of school.

Instructors: *Thomas Heavey, M.Ed. Guidance Director, Retired Jay Apacelli, Director Multiple Offender Program at Men's State Prison; and Elwood Carter, School Counselor at Broken Ground Elementary School in Concord*

Tom is a retired guidance counselor and the former owner of a bike tour company. He is also a certified instructor with the William Glasser Institute and has taught Choice Theory to teachers throughout New England. Tom and his wife, Mary Lou, recently returned from a two and a half tour of duty with the Peace Corps in Romania.

Jay is a director of Juvenile Probation and Parole Officers in Laconia. He is certified in Choice Theory through the William Glasser Institute and teaches Choice Theory to the officers in his district. Jay's experience with the use of Choice theory with the population of students with whom he works is rather amazing to observe. Jay brings a very unique perspective to this course that teachers will love to learn.

Elwood has been a school counselor at the junior high/middle school and at the elementary school level in Concord for many years. He is also trained in the use of Choice Theory through the William Glasser Institute. Elwood has completed the Choice Theory certification training and he is presently enrolled in the instructor training program for the Institute. Training students, parents, and teachers how to use the concepts of Choice Theory in their daily lives is a passion for Elwood and his practical experiences around the world give him a global perspective in relation to the importance of creating and maintaining strong and positive relationships. Elwood lives in a world where people learn to control what they can really control and deal with the other parts of their lives that they cannot control.

10. Course: Psychology of Learning Communities (4 credits)

Course Description: This advanced educational psychology course will explore theories of development, learning, motivation, intelligence and recent advances in brain-based learning and neuropsychology. Participants will critically assess various educational models and

programs designed in accordance with the “new psychology: and use this information to critically assess current practices in teaching.

Instructor: Linda MacBride, CAGS – School Psychologist, Kearsarge Regional School District

Linda is a school psychologist for the Kearsarge Regional School district. She is an adjunct professor at New England College and specializes in Special Education. Linda has also had extensive experience instructing at NHTI, Colby-Sawyer College, College for Lifelong Learning, and Plymouth State University. Linda is also a member of the NH State School Psychology Advisory Council and the NH State Professional Standards Board.

**11. Course: ED 3182 Standardized Assessment and Evaluation (2 credits)
(Monday and Tuesday only)**

Course Description: This course is designed to provide educators with an in-depth understanding of the process of evaluating/assessing intellectual levels of functioning, aptitude, achievement, and behavior. Students will become familiar with various terminology, such as validity and reliability, associated with evaluation and assessment and the roles various related service providers perform in assessment and evaluation. They will also develop the skills that will enable them to (a) determine what test to use for what purpose, (b) use a test manual, (c) conduct an assessment, (d) read and understand test reports from a variety of related service providers, (e) write a test report and (f) determine eligibility for coding. Emphasis will be placed on the tests used to identify students with learning disabilities.

Instructor: Susan Redditt, Ed.D., Assistant Professor of Education at New England College
Dr. Susan Redditt is a valued member of the Education Division of New England College. Susan is the supervisor for the Aspiring Minds and T.E.A.C.H. programs at New England College. She has had extensive experience in public schools and at the college level. Susan has also taught in Alaska working with students living in very remote areas. Dr. Redditt’s passion is to help those students whose lives offer more challenges than the “average” person. Her work with diverse learners and cultures has taught her to appreciate and celebrate the differences in our schools. No matter the differences or challenges Susan believes in the potential, the goodness, the gifts, and the intelligences of all students and she has spent her professional career championing the causes of fair treatment and understanding of all human beings.

**12. Course: ED 3184 Classroom Assessment (2 credits)
(Wednesday and Thursday only)**

Course description: This course will focus on a variety of assessment procedures and techniques for assessing students in their class work. Students will develop an understanding of

the processes of diagnostic, formative, and summative in their assessment plans for the classrooms. Students will develop skills in developing authentic and performance based assessments using a variety of intelligences and learning styles. Students will learn to use a variety of assessments to align their curriculum goals directly to student learning.

***Instructor:* Susan Redditt, Ed.D., Assistant Professor of Education at New England College**
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**13. Course: ED 6184 Methods of Evaluation and Assessment: Using Data Meaningfully
(4 credits)**

Course Description: This course will examine formative and summative modes of assessment as well as the impact of current national and state level assessments on teaching and learning. Performance-based assessments as well as critical analysis of the strengths and limitations of standardized testing will serve as the foundation of this course. Participants will conduct school-wide assessment inventories, examine personal and professional beliefs about assessment among teachers, and explore the relationship between assessment and instruction. (4 credits)

***Instructor:* Susan Redditt, Ed.D., Assistant Professor of Education at New England College**
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14. Course: Wikis, WebSpiration, WebQuests, and more! (3 credits)

Course Description: Come to the Summer Institute to brush up on your technology skills and learn about different ways to integrate technology into your classroom. During this hands-on course you will work on creating materials you can use with your students next year! Bring a

unit or set of lessons that you want to integrate technology. During this course, you will be guided to create technology activities that you would like integrated into your unit. If you are not sure what kinds of technology you want to integrate, we will help you review and create the technological components that you need.

Instructor: Meagan Reed, M.Ed. – Teacher Sunapee Middle High School

Meagan has taught Social Studies at Sunapee Middle High School for 12 years and teaches technology in education courses here at NEC. She teaches Technology in the Classroom to both our undergraduate and graduate students. Meagan helps teachers to create meaningful pathways for students to use technology in their learning processes.