



New England College

School of Graduate and Professional Studies

SUMMER INSTITUTE 2013

Program Dates & Times

June 24 8:00 – 4:00

June 25 8:00 – 4:00

June 26 8:00 – 4:00

June 27 8:00 – 4:00

For more information
contact Carlton Fitzgerald at:

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Registration questions
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1. ED 5990 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 five papers at medieval and Renaissance conferences, publishing one. For two years 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 who enjoys writing poetry.

2. ED 6410 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 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 years.

3. ED 6280 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, Associate Director of Leadership and Graduate Studies, Upper Valley Educators Institute

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. From 1991 to 2013, he was a full-time elementary principal. During this time he was recognized as a New Hampshire Elementary Principal of the Year and as a National Distinguished Principal. Kevin has provided workshops, seminars, and courses around the state and nation. He works with school districts in the state to improve teaching methods, alignment to common core standards, and pedagogical practices. He possesses a strong background in educational leadership, differentiated instruction, literacy, and cooperative learning. His research is focused on effective instructional and emotional climates in the graduate classroom.

4. ED 5990 Interdisciplinary Field Experiences with iPads

Integrative Education: A Curriculum for the Twenty-First Century Learner (3 credits)

Course Description: Let iPads expand your classroom! Students can document, research, collaborate and explore subjects for a truly unique and engaging learning experience. This class will illustrate how simple it can be to create an integrated, technology rich, experiential learning activity or unit for your students. As an experienced or brand new educator, you will be given the tools necessary to develop an integrated curriculum using iPads that is relevant to the 21st century learner. This class will focus on collaborative working sessions, so please bring your creative ideas and brainstorm materials with you. iPad technology will be provided, however, please feel free to bring your own technology and resources.

Instructor: Jessica Morris is a 5th year educator who received her Master of Education degree in secondary English and Special Education and her B.A. in English. Jessica has been a part of several educational initiatives including a partnership with the Claremont Alternative Education Program, where she created a successful integrated English and Science curriculum in order to

provide outdoor, project based, experiential learning opportunities. In addition, through collaboration with River Valley Community College, the UNH Cooperative Extension, the Hillsborough Cultural Heritage Museum, and Fox State Forest she has implemented several integrated service learning projects utilizing technology with students. Jessica has spent the past two summers studying through the National Parks Service in Skagway, Alaska and Grand Canyon, Arizona, developing units designed around inquiry based integrated curriculum and experiential learning. This summer she will travel to the island of Oahu, HI to work with the Valor in the Pacific National Heritage Department in order to create a local Junior Ranger program for interpretative tours in local communities. She is also the co-founder of the Relevant to Students workshops (RTS), founded in 2012.

5. ED 5130 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 use their understandings to develop best practices to assist their students in their day-to-day learning.

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 Plymouth State University, Granite State College, and Franklin Pierce University, as well as a staff development trainer. Linda has served on the NH State School Psychology Advisory Council and the NH State Professional Standards Board, and served on the accreditation team and developed courses for the CAGS in School Psychology at PSU.

6. ED 5990 Digital Storytelling: Integrating Science, Language Arts , and Technology through the Common Core (3 credits)

Course Description: In this interdisciplinary, project-based course, participants will examine existing digital storytelling projects and create one or more digital stories for use in their own classrooms. These stories will provide models for educators' students and promote the development and application of a variety of critical thinking and discipline-specific skills targeted by the Common Core. Standards related to application, analysis, synthesis, evaluation, creativity, speaking, listening, inquiry, writing, media literacy, visual literacy, ecology, earth science, life science and geography will be emphasized. Participants will experiment with blogs, wikis, Prezis and Voice Threads and should plan to bring a laptop on which to create their digital story.

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. She is a doctoral candidate at Antioch University New England. Meredith has had extensive experience as a classroom teacher, environmental educator, children's librarian, enrichment coordinator, music educator 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, *the Australian Storytelling Guild*, New England Gifted Education Association, and regional public schools. Meredith has been 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, NH Science Teachers Association, and the League for the Advancement of New England Storytelling.

7. ED 6110 & ED 4111 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. 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: Stacy Serzans

For nine years Stacy has worked as a special educator/case manager in the Hopkinton School District where she serves on the Reading Committee and the Student Support Task Force. Prior to this, she taught in a fifth grade classroom for three years in Rochester, New Hampshire. Stacy currently serves as an Adjunct Professor at New England College in the areas of special education, educational psychology

and assessment. She received her master's degree in education with a specialization in literacy from Lesley University. From Keene State College Stacy earned a degree in elementary and special education, as well as a degree in psychology and a minor in Spanish. Her philosophy of teaching is learner-centered and driven by the needs and interests of each individual. She believes that learning should be experiential and goal oriented in an environment where the teacher acts as a facilitator of learning.

9. 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: Stacy Serzans

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10. ED 6180 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.

Instructor: For nine years Stacy has worked as a special educator/case manager in the Hopkinton School District where she serves on the Reading Committee and the Student Support Task Force. Prior to this, she taught in a fifth grade classroom for three years in Rochester, New Hampshire. Stacy currently serves as an Adjunct Professor at New England College in the areas of special education, educational psychology and assessment. She received her master's degree in education with a specialization in literacy from Lesley University. From Keene State College Stacy earned a degree in elementary and special education, as well as a degree in psychology and a minor in Spanish. Her philosophy of teaching is learner-centered and driven by the needs and interests of each individual. She believes that learning should be experiential and goal oriented in an environment where the teacher acts as a facilitator of learning.

11. ED 5990 School Safety and School Climate Leadership (3 Credits)

Course Description: This course will provide participants with an opportunity to better understand the increasingly complex issue of school climate and the external and internal threats to student and teacher safety, well-being, respect, and success. We will engage participants in a School Climate S.W.O.T. Analysis and Leadership Process that will prepare them to provide leadership on this important issue back in their own schools and communities.

The course will enable students to explore key theories and research about youth social and emotional development, motivation, and learning in relation to school climate, as well as considerable focus on the issue of managing external threats to student and teacher safety. Participants will critically assess various educational leadership strategies and national level programs designed to improve school safety and school climate.

Students will be provided with a variety of choices and options as part of this course. These choices will allow each student to personalize the course in order to meet their personal, academic, professional goals and aspirations.

A final project will provide students with an opportunity to apply their learning from the course to create a comprehensive leadership plan to address internal and external school climate and safety issues.

Instructor: W.K. Preble, Ed.D.

Bill Preble, Ed.D. is a Professor of Education at New England College in Henniker. Bill is the founder of the Center for School Climate and Learning, and the Director of NEC's School Climate Leadership Program. He conducts research and consults with schools across the US on school climate improvement. His latest book, *Transforming School Climate and Learning: Beyond Bullying and Compliance* was published in June 2011 by Corwin Press. Bill is the co-author of *The Respectful School: How Educators and Students Can Conquer Hate and Harassment*, with Stephen Wessler (ASCD, 2003) and recently published an article for *Educational Leadership* with Carlton Fitzgerald on his work to help schools work more effectively with their ELL students, called *Learning From New Americans*, (Sept, 2011).

12. ED 5990 Creating Strategic Readers (4 credits)

Course Description: All readers need direct instruction in phonemic awareness, phonics, vocabulary, comprehension, and fluency in order to become successful and independent readers, and this class will address ways for developing competency in these areas. Topics will include: up-to-date research,, what's most important to teach, how to teach it, and fun activities to reinforce skills. Additional topics will include: Common Core Standards, Response to Intervention, and Differentiated Instruction. At conclusion you will have new ideas to bring to your classroom. Please purchase Creating Strategic Readers by Valerie Ellery before first class.

Instructor: Bruce Johnson, Masters of Education Program, Instructor

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.

13. ED 5990 Shakespeare Alive and Backwards!

Using the Bard to connect to the Common Core *(Workshop or 2 credits)*

Monday and Tuesday only

Course Description: This course is designed to help take the fear out of Shakespeare for your students. It's time to put the work of Shakespeare on its feet and look at it backwards. This theatre-based approach is intended to make the works of Shakespeare exciting and accessible for all students. Using Shakespeare's *Hamlet* and *Twelfth Night* we'll examine how looking at the text a little differently can help us to connect our students to the material as well as meeting the standards of the Common Core. Active participation is required. The course includes visiting artists from the Open Door Theatre Company and tickets to the Open Door Theatre production of *Twelfth Night*.

Instructor: Alex Picard, Assistant Professor of Theatre and Glenn Stuart, Professor of Theatre

Alex Picard is an Assistant Professor of Theatre at New England College where she has taught Acting, Directing and Analysis for the past five years. A graduate of New England College herself, Alex taught public high school for seven years in the Boston area and also ran the Devanaughn Theatre company in the South End of Boston for five years before coming back to NEC. She is thrilled to be a part of the institute and can be seen on stage again this summer as Viola in the Open Door Theatre company's 10th season production of Shakespeare's *Twelfth Night*.

Glenn Stuart is a Professor of Theatre at New England College where he has taught since 1984. He is the theatre program's technical director and resident scenic and lighting designer. He is also the Director of The Open Door Theatre at New England College, a small professional company which is celebrating its 10th season with this summer's production of William Shakespeare's *Twelfth Night*.

14. ED 5990 Moment by Moment: Using theatre exercises to promote critical thinking and problem solving, communication, collaboration, and creativity and innovation.

(Workshop or 2 credits)

Wednesday and Thursday

Course Description: This course is designed to use typical theatre games and exercises to help promote the 4 c's of P21 and open the hearts and minds of ourselves and our students. We will explore how the art of storytelling can empower and connect students while also giving them the skills needed to promote critical thinking and creativity. In a time when teaching to the test can force students to focus on the product, the end result is not the focus of this course. We will discover that the process and the journey is what's really of value.

Instructor: Alex Picard, Assistant Professor of Theatre and Glenn Stuart, Professor of Theatre

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15. ED 5990 Restorative Practices: Classroom Practices that Take Students and Teachers beyond merely Complying with Rules (2 credits)

Course Description: The restorative justice approach focuses on improving the safety and well-being of all students by emphasizing reconciliation and interpersonal healing after incidents involving anti-social behaviors. The process will help students learn to take responsibility for their behavior and to take into consideration the impact of their actions on those affected by their behavior. What to expect - Learn practical strategies to build strong, healthy relationships with students, families, clients, employees and colleagues. Interactive experiences bring you to a full understanding of the fundamental unifying premise of restorative practices - that people are happier, more cooperative and productive and more likely to make positive changes in their lives when those in positions of authority do things *with* them rather than *to* them or *for* them.

Instructional videos and in-depth experiential activities teach you to facilitate restorative practices, including techniques for conducting a restorative conference, in which everyone impacted by wrongdoing can share how they have been affected and have a say in how to repair the harm. Restorative practices are used to address negative incidents and foster more positive outcomes than mere punishment in education, criminal justice, youth work, organizational and other settings.

Instructor: Jay Apicelli, MS - Partnership for Restorative Justice Practices

Jay has 24 years experience in Juvenile Corrections and Probation/ Parole. He was the Supervisor Administrator of NH's secure detention facility for juveniles (Sununu Youth Services Center) and also directed the state's Multiple Offender Program. Jay is trained in mediation (family/marital) and conflict resolution. He is certified in Choice Theory/Reality Therapy. He is an adjunct professor at Springfield College where he teaches courses such as Group Dynamics and Techniques, Race and Justice and Ethical Decision Making in Human Services.

16. ED 5990 Special Topics: Immersion in Picturing Writing: Fostering Literacy through Art: Combining Creativity and Rigor in the Classroom (3 credits)

Course Description: In this course, students will become immersed in Picturing Writing: Fostering Literacy through Art, a dynamic art-infused, literature-based approach to literacy learning designed to engage *all learners*. Using an "Artists/Writers Workshop" model, Picturing Writing utilizes quality picture books as mentor texts and simple crayon resist art techniques to teach writing and strengthen fluency. Drawing on the work of professional authors and illustrators, and using a step-by-step, carefully delineated visually-based writing process, students will explore a variety of genres (descriptive writing, poetry, research-based poetry, research-based stories, informational writing, and reflective writing) through sampling a series of project-based interdisciplinary units of study.

Supported by educational theory and best practices, this research-proven model, developed by Beth Olshansky at the Center for the Advancement of Art-Based Literacy, has demonstrated its effectiveness in teaching essential literacy skills to students with diverse learning styles, students with special learning needs, and English language learners. Significant research findings from a recent federally funded evaluation will be shared and discussed. Examples of a wide range of Picturing Writing units of study integrated across the curriculum at various grade levels will be shared.

A materials fee of \$125 includes teacher resource guides for 4 units of study, the textbook (*The Power of Pictures: Creating Pathways to Literacy Through Art* book/instructional DVD by Beth Olshansky), and all the art materials used during the course. This fee will be payable on the first day of classes.

Instructor: Susan O'Byrne - Center for the Advancement of Art-Based Literacy UNH

Susan O'Byrne will be the lead instructor for this course. A veteran teacher at Moharimet School in Madbury, NH and former Oyster River District-wide Picturing Writing mentor, Susan has integrated the Picturing Writing process into the science and social studies curriculum grades K-5 over the past 15 years. As a Picturing Writing Certified Trainer, she has worked closely with model developer Beth Olshansky, Director of the University of New Hampshire's Center for the Advancement of Art-Based Literacy.