

Registration and application forms are available on the website.

www.opennh.org

Deals for Districts

OPEN NH offers Schools, districts, or SAUs a cost effective way to create online collaboration and use the power of online learning to support the professional development of their staff.

An application form and accompanying registration form are available for download on the OPEN NH website. www.opennh.org

\$1900 Course Delivery Scenarios

Scenario 1 The district requests one course to be delivered at a time of its choosing for 8 – 25 of its teachers.

Scenario 2 The district requests to add one course to a regularly scheduled session for 8 – 25 of its teachers during a regular OPEN NH session.

Scenario 3 The district requests 20 – 25 seats in one regularly scheduled single course offered during one of the regular OPEN NH sessions.

Scenario 4 The district requests 20 – 25 seats in the multiple courses during a regularly scheduled session of OPEN NH courses.

\$450 Course Delivery Scenarios

Scenario 5 The district requests seats in one regularly scheduled course offered during one of the regular OPEN NH sessions for 5 teachers.

Scenario 6 The district requests 5 seats in the multiple courses during a regularly scheduled session of OPEN NH courses.

New Hampshire e-Learning for Educators

www.inacol.org

www.thinkfinity.org



Member

Thinkfinity.org

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State Partner

For More Information

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Visit Open-NH on the web at: www.opennh.org

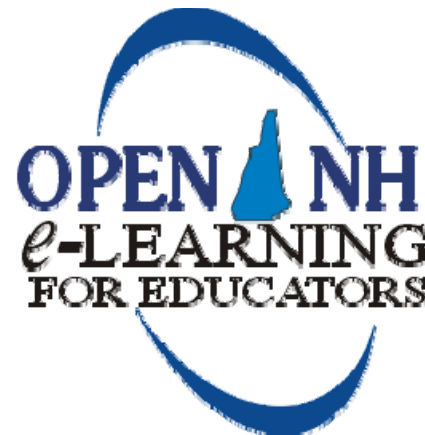


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version: 12/15/2009



Professional Development that Supports Mathematics Instruction



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Convenient Course Delivery

Each course unit runs from Wednesday until the following Tuesday. The courses are divided into 7 units, beginning with an optional face to face orientation meeting and an online course orientation week. Weekly participation requires online readings, projects, tasks or assignments, and discussions. An internet connection is all that is required for access to the course. Because the courses are discussion driven, it is important to be present online regularly throughout the week and to participate in the discussions as they happen. Participants completing the course receive a certificate for 30 contact hours of course participation.

Courses Supporting Literacy Development

MA-01 Getting Ready for Algebra by Using Virtual Manipulatives

This course will prepare teachers to use virtual manipulatives to help their students get ready for algebra. Participants will explore the 17 Algebra Readiness indicators developed by the SREB (Southern Region Education Board) and ETS (the Educational Testing Service), including the five "process" indicators and the twelve "content and skills" indicators. Participants will learn how they can use virtual manipulatives and other technologies to help their students gain proficiency in order to be successful algebra students. Participants will complete a technology enhanced classroom project for their students that is aligned to NCTM and state standards.

MA-02 Differentiating Instruction to Accommodate Learning Styles in Mathematics

Addressing the individual learning styles of students can be a challenge for teachers. The World Wide Web contains a vast number of resources to assist teachers in understanding and planning for the different avenues through which students learn best. Suitable for participants of all grade levels, this course will review a range of web sites providing information about learning theory related to learning styles and multiple intelligences, as well as resources to assist teachers in both identifying students' learning styles and intelligences and engaging students in activities which best suit those styles and intelligences. Participants will become familiar with teaching strategies and tools targeted for each learning style and intelligence and develop a preliminary mathematics lesson plan using those strategies and tools.

MA-03 Using Patterns to Develop Algebraic Thinking

In this course for middle school teachers of mathematics, participants will explore the nature of algebraic thinking and develop strategies for encouraging the development of algebraic thinking in their students. Through readings, video clips, and examination of student work, participants will learn to: 1) recognize and build on opportunities for algebraic thinking in a variety of mathematics contexts; 2) analyze their students' algebraic thinking; and 3) pose questions that encourage the development of algebraic thinking. Participants will also produce a lesson plan that incorporates the key concepts of the course.

MA-04 Using Real Data in Math Classrooms

Technology tools and web-based materials provide important ways for math educators to meet local and national standards that emphasize problem solving and making connections between mathematics, other disciplines and the real world. This course will enable middle and high school math teachers the

opportunity to explore a range of web-based resources and exemplary projects which utilize technology to support these goals. Participants will learn how to find sources of real data on the web and explore technology tools that help students model, analyze, visualize and make sense of these data. Participants will complete the course with a collection of resources and beginning project ideas that serve their curricular goals.

MA-05 Using Technology in the Elementary Math Classroom

In this course, participants will explore technologies that can be used in elementary math instruction in kindergarten through sixth grade. Participants will review NCTM and state standards and examine the ways in which tools like virtual manipulatives, calculators, spreadsheet programs, online data sources, and applets can support these goals. In particular, the course will address ways in which technology can support elementary algebra, geometry, and data analysis standards. Participants will leave the course with complete lesson plans for integrating technology into instruction in their own classrooms.

CE-02 Engaging K-12 Students with Digital Portfolios

This course is for teachers interested in helping their students develop a reflective digital portfolio that meets New Hampshire's ICT Literacy Program standards and that engages and motivates students. Participants will learn about characteristics of reflective portfolios, be introduced to tools and process steps for creating digital portfolios, and review examples of portfolio contents and organization. As a final product, each course participant will work with a cohort of K-12 students to create their own samples of student digital portfolios.

CE-03 Aligning Curriculum with Grade Level Expectations

This course will guide kindergarten through eighth grade teachers through the process of aligning curricula to the Grade Level Expectations/Grade Span Expectations. Teachers will learn how read the GLEs/GSEs, how to identify GLEs not currently addressed and adjust lesson plans to incorporate them. The importance of the GLEs in the NECAP assessments will be addressed. Participants will choose 1 Cluster/Strand of the GLEs and align their existing curricula to it. Participants will use the Backward Design Process to set new learning goals and create or modify curriculum. This course is meant to be the first step in an ongoing process for teachers in aligning curriculum to the GLEs.

CE-05 Developing Competencies for High School Courses

This course has been designed to provide educators with a tool kit to translate New Hampshire Grade Level/Span Expectations (GLEs/GSEs) into competencies to guide instruction. Throughout this seven-week course, exemplary practices and research will be analyzed to encourage a deep understanding of competency-based instruction. Participants will gain practical knowledge about design strategies and will be skilled in writing quality competencies that can define their course content.

Our instructors are specially trained in online professional development course facilitation by the Education Development Center as part of the e-Learning for Educators Initiative.

Not all courses are offered each session. Other Courses may also be appropriate for your professional development needs. The complete list of course descriptions and schedules are available online at www.opennh.org.