

Individual and District Cohort Registration

The regular cost to take a course as an individual with OPEN NH is \$130. Early bird discounts of \$10 for registrations prior to two weeks before the course start date are applied. District cohort online learning groups are encouraged. Schools, districts, or SAUs can register cohorts of teachers, which will result in a cost savings to the district while ensuring that individual teachers are enrolled as part of a supportive local cohort. OPEN NH offers different district cohort savings deals.

Registration	Teachers	Courses	Cost	Savings	Cost/Course
Individual	1	1	\$130		\$130
Early Bird	1	1	\$120	\$10	\$120
District 2+2	4	Up to 2	\$440	\$80	\$110
District Cohort	25	Up to 25	\$2625	\$625	\$105

District Deals are non-refundable. Contact the OPEN NH Project Coordinator for more information. A new online registration system for individuals is available on the website. Details and District Cohort registration forms are provided on the OPEN NH website at www.opennh.org. Check the website for updates and details.

** 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.*

Online Registration available in 2011. Credit Cards. Checks. Purchase Orders.

New Hampshire e-Learning for Educators

www.inacol.org

www.thinkfinity.org



Member



State Partner

For More Information

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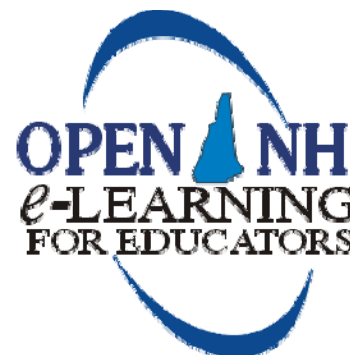


www.opennh.org

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Professional Development that Supports Literacy Development



Quality Professional Development at an affordable price

www.opennh.org

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 35 contact hours of course participation.

Courses Supporting Literacy Development

LA-07 Improving Reading and Writing in the Content Areas

In order to be successful in content area classes such as social studies, science, and mathematics, students must be able to read a variety of informational texts and produce written documents. This course will give teachers the tools they need to integrate literacy strategies into content learning to help raise student achievement. Participants will use the Literacy Matters web site as an anchor throughout this course for exploring instructional strategies. By the end of the course, participants will be able to locate web-based tools, strategies, and lessons that foster literacy skills in all content areas.

LT-01 Reading First: Supporting Early Reading Instruction with Technology

Participants in this course will discover the many ways in which new technologies can support classroom reading instruction in kindergarten through third grade. As they examine existing research on literacy technologies, participants will also review or familiarize themselves with the five areas of instruction discussed in the National Reading Panel's 2000 report on early reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The course will put special emphasis on evidence-based uses of technology for reading instruction.

LT-02 Supporting Literacy Development in Lower Elementary Classrooms

In this course, participants will explore how new technologies can support emerging literacy development in kindergarten through second grade. Participants will investigate tools and strategies that can help build phonemic awareness and facilitate the transition from invented spelling to English spelling. Participants will also explore strategies for integrating reading and writing with meaningful project-based activities, and experiment with software tools for publishing student work and creating class books.

LT-03 Supporting Literacy Development in Upper Elementary Classrooms

This course will help teachers and specialists that work with students in grades three through six to develop a technology-enhanced lesson that addresses national and local literacy standards and that connects reading and writing with other curriculum areas. Participants will experiment with technologies that can be used to develop vocabulary and facilitate each phase of the writing process, including concept-mapping, peer review, editing, and publishing student work. They will examine how the Internet can be used to foster reading-writing connections and to help students develop critical research skills. Participants will also be introduced to assistive technologies and assessment strategies for technology-enhanced literacy projects.

LT-04 Helping Struggling Readers Improve Comprehension

Struggling readers and writers may have difficulty decoding text, comprehending, and conveying ideas through writing. This course focuses specifically on supporting the academic development of students who are competent decoders but who struggle to understand the meaning of what they read. We will explore the different types of comprehension difficulties students may face and will introduce a number of research-based strategies to improve comprehension skills.

LT-05 Accommodating ESL/ESOL Students in the Classroom

This course is designed for K-12 educators in all content and special education areas. Through this course, you will discover and create strategies to help your English Language Learners (ELLs) improve their reading, writing, speaking, listening and thinking skills in the content areas. The course will include an introduction to the linguistic and cultural issues faced by students who use English as a second language (ESL). You will learn how to use language accommodation to help students understand your content and the concepts you are teaching. A strong emphasis will be placed on the inclusion of all learners and the use of appropriate media.

LT-06 ESOL Literacy Development 1 – Reading

ESOL Literacy Development takes educators/administrators into the world of how second language (L2) learners acquire reading skills. Participants will gain a working knowledge of philosophies behind L2 reading acquisition, the role of culture, how the brain works during L2 reading acquisition, the five essentials of reading (phonemic awareness, phonological awareness, reading comprehension, vocabulary, and reading fluency), and assessments that are unbiased to evaluate reading skills. Educators will not only gain knowledge of how L2 learners acquire reading skills, but will also develop an in depth outline, including a mission statement that will provide as a guide to use in classrooms for L2 reading acquisition.

LT-07 ESOL Literacy Development 2 – Writing

Literacy is an active experience linked to personal and cultural identity. Being literate is not merely the acquisition of reading and writing skills; rather it is the ability to combine these skills to shape one's future. ESOL Literacy 2 – Writing takes educators/administrators into the world of how second language (L2) learners acquire writing skills. Participants will gain a working knowledge of philosophies behind L2 writing acquisition, the role of culture, the development of writing skills (pre-emergent, emergent, early, and fluent), and assessments that are unbiased in the evaluation of writing skills for L2 learners.

LT-08 ESOL Literacy Development: Part 3 - Oral Language Acquisition

ESOL Literacy Development Part 1 takes educators/administrators into the world of how second language (L2) learners acquire oral language skills. Participants will gain a working knowledge of philosophies behind L2 oral language acquisition, the role of socio-culture, and NH's 2007 L2 learner oral language proficiency levels (entering, beginning, developing, expanding, bridging, and reaching). Educators will identify their philosophy of oral language acquisition for L2 learners, develop a mission statement for their classroom for supporting L2 learners, and complete a L2 Oral Language Acquisition Planner which is reflective of NH's standards for English Language Proficiencies (ELP) and oral language proficiency levels.

LT-09 Literacy Coaching for the 21st Century

This course is designed for literacy coaches, reading specialists, classroom teachers, Title 1 educators/administrators, and special educators who are knowledgeable about literacy development, curriculum, and instruction and are interested in learning more about the role and responsibilities of a literacy coach. The course is aligned with the New Hampshire PreK-16 Literacy Action Plan for the 21st Century. The course presents an overview of the literacy coach's authentic role in improving the literacy performance of students at his/her school/district. The literacy coach is charged with communicating the focus, supporting and building teacher capacity in literacy instruction. This course has been differentiated for participants not currently in a school system.

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