

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



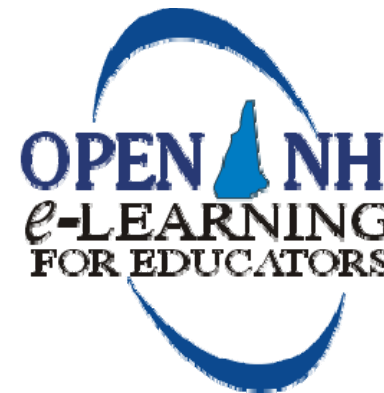
State Partner

For More Information

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



Professional Development that Supports Special Education



*Quality Professional Development
at an affordable price*

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 Special Education

SE-01 Teaching and Assessing Students with Significant Cognitive Disabilities

This course will provide participants with an opportunity to collaborate with other professionals and parents to gain insight into the learning styles of students with significant cognitive disabilities and planning skills necessary to provide them with a successful learning experience. Participants will be able to address why assessment is important prior to the design of lessons for these students. Participants will consider a wide variety of parental and professional input that strengthens their approach to instructing these students. Learners will establish criteria for mastery and adapt a lesson or activity for a learner with significant cognitive disabilities.

SE-02 Everything You Always Wanted to Know about Special Education but Were Afraid to Ask

This course provides an opportunity for elementary school teachers to gain an understanding of the special education process and to explore their role in that process in order to support instruction and learning in the classroom. Throughout the course, participants will become familiar with special education requirements, timelines and resources, explore strategies for collaboration and communication with other professionals and families, and enhance their ability to meet the needs of students with IEPs in their classrooms. This course is premised on the belief that students with disabilities are students first and that good instruction for all students is based on being responsive to individual learning needs.

SE-03 Special Students in Regular Classrooms: Technology, Teaching, and Universal Design

This course, co-developed by EDC and CAST (Center for Applied Special Technologies), provides an introduction to the concept of Universal Design for Learning (UDL), and strategies for implementing a UDL approach in instructional settings. UDL curricula, teaching practices, and policies are inherently flexible and therefore may reduce the demand on educators to develop and implement modifications and accommodations to meet individual differences within general education learning environments. This course is designed to acquaint participants with UDL principles, and provide practical, hands-on experience using software tools and digital media for learning support. Participants will explore how these tools can be incorporated into their classroom practice, and begin preliminary steps to design a curriculum unit that utilizes these tools.

SE-04 Parent Involvement Strategies that Enhance Student Achievement

This course is designed to inform both regular and special education teachers about ways in which to invite and sustain parent involvement in your schools and programs. The course uses resources from Improving Relationships & Results: Building Family School Partnerships which were developed by National Center for Special Education Accountability Monitoring (NCSEAM) in collaboration with the Future of School Psychology Task Force on Family School Partnerships. Throughout the course you will explore a variety of resources and strategies to build and sustain a positive partnership with the parents of your students. As a final course project, you will design a plan for implementing at least three involvement strategies throughout the school year.

BP-01 Creating and Using Meaningful Rubrics that Assess Student Work

As defined by rubric guru Heidi Goodrich, a rubric is "a scoring tool that lists the criteria for a piece of work or 'what counts.'" This course will give teachers the tools to clearly identify the goals and objectives of a student product and to assess various aspects of those student products. Participants will investigate various theories for creating rubrics, visit websites with online rubric creators and develop their skills for creating meaningful rubrics that can enhance the quality of their student work. Participants will create rubrics that assess student products for learning while focusing students on the goals and objectives of their assignments.

BP-03 Data Driven Teaching

No Child Left Behind and high-stake testing have changed the way teachers conduct and apply assessments in their classroom. This course will prepare you to make data driven decisions in your teaching. This course is intended to introduce participants to various types of assessments used in the classroom, focusing primarily on the use of formative and summative assessments. During the course, participants will develop their understanding of formative and summative assessments and be able to determine how assessments can guide teaching decisions. This class is designed for both Regular and Special Educators.

BP-04 Using Differentiated Instruction Effectively in the Classroom

"Using Differentiated Instruction Effectively in the Classroom" is a seven-unit online course offered through OPEN NH. This course has been designed to provide as a model of DI and to provide educators with the tools to assist them in the development of a lesson plan, meeting standards for all students. Today's classrooms are rich with diversity; providing a range in abilities, learning styles, and educational needs as teachers strive to teach everyone and at the same time. Differentiated instruction (DI) moves the teacher away from the "one-size-fits-all" philosophy of teaching and toward the understanding that there are differences in all students.

BP-09 Using Web 2.0 Tools for 21st Century Teaching and Learning

There has been a tremendous increase in the use of Web 2.0 tools and resources for education purposes. The content available in this Read/Write web is open for sharing, editing, commenting, and collaborating in a dynamic way. There are literally thousands of web-based tools available for use in our teaching and learning. These tools can empower students and engage them in new and innovative ways that can make teaching relevant and purposeful. Students by nature are creators of content, and you allow them opportunities to exercise their creativity and productivity when you use Web 2.0 tools as part of your instructional activities. In this course, you will explore a variety of tools and techniques that you can use to enhance your teaching.

BP-14 Universal Design: Teaching and Learning in the 21st Century

This course will provide opportunities for you to identify and use a variety of such strategies in your classrooms and to develop lessons incorporating key elements from several of the most current learning theories. Concepts and methods presented in "Universal Design for Learning," "Differentiated Instruction," "Gradual Release of Responsibility," and "Constructivist Teaching" will be addressed in order to help you to build an expanded set of instructional tools for your classroom practice. In this course you will also design pre- and post-assessment instruments to evaluate your students' prior knowledge, to measure their learning in response to your instruction, and to evaluate and deconstruct curriculum standards so as to present their content in student-friendly language.

Differentiating Instruction to Accommodate Learning Styles

LA-03 in Language Arts

MA-02 in Mathematics

SC-01 in Science

SS-04 in Social Studies

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. This course will 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 lesson plan using those strategies and tools.