

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



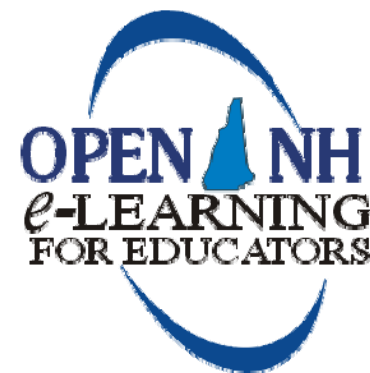
State Partner

For More Information

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



Professional Development that Supports Technology Integration



**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 Technology Integration

All of our courses support technology integration to some extent, however, here are some specifically designed to support integrating technology in the classroom.

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.

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, 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-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.

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 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.

SC-01 Science 2.0: Using Web Tools to Promote Inquiry Based Science

In this course, participants will explore the use of online resources to enhance inquiry-based teaching and learning in science. Over the course of this seven unit course, participants will become familiar with science-themed websites, online collaborative projects, science blogs and wikis, and the mapping applications Google Maps and Google Earth. Considerable attention is paid to helping participants identify ways that they can integrate these tools into their practice, and thus enrich their students' engagement with science content. Promoting scientific inquiry is a central theme, and serves as a lens for this course.

BP-06 School Policies for 21st Century Learning

This course provides an opportunity for teachers, technology coordinators, and other school leaders to learn about school legal and policy issues involved in creating safe 21st century learning environments. Participants will gain a better understanding of legal issues related to Internet access and effective Acceptable Use Policies for Internet use, including use of new Web 2.0 tools used for social networking and collaborative learning.

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. As a final project, you'll develop a lesson plan that incorporates one of these tools and best practices into a unit or lesson.

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-08 Using a Mimeo Interactive Whiteboard and Pad to Deliver Engaging Instruction

Education has changed dramatically for both teachers and students. With mandated testing, increasingly diverse student populations, and constantly increasing professional responsibilities it is now more important than ever for each of us to use all available teaching strategies to make sure that we effectively and efficiently teach every student. Students are digital natives and therefore expect technology to be a part of their daily life. Interactive Whiteboards meet the need of appealing to these students by engaging them in the learning process which in turns increases participation and achievement. The Mimeo is an easy to use interactive white board tool which works with any ordinary white board and allows for computer capture of the screen display.

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. 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.

Designing a Virtual Field Trip

CE-01 Elementary Classroom SC-02 Science SS-03 Social Studies

This course will enable teachers of all grade levels and subject areas to use Internet resources to design a "virtual field trip" for their students. Participants will become familiar with the strategies and resources that educators use to design these field trips, as well as tips and tricks to ensure their success. By the end of the course, participants will have designed effective and engaging virtual field trips for their students that are aligned to state and national standards.