

WINTER/SPRING 2012



PROFESSIONAL DEVELOPMENT

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Winter/Spring 2012

Dear Colleagues,

This is an exciting time at TEC! December and January are Registration Months and you can now register and pay for courses online. We hope this will make it even easier for you to access the wide range of course offerings that TEC so proudly offers.

Please remember that our courses often fill quickly so we encourage you to register as soon as possible. When your registration is received you will be notified. A final confirmation letter, with directions, will be sent approximately one week prior to the first class.

Some important details:

Our registration deadline is January 27. After that date there will be a \$25 late fee required with each course registration. PLEASE NOTE: Some January courses have an earlier deadline date so be sure to check the registration date for each course.

Refunds are given only upon withdrawal at least ten business days prior to the start of the course. After that we cannot give refunds or credits for the course. If a course is cancelled, registrants will be given a full refund.

When courses are offered for graduate credit the fee for the credit is not included in your initial registration. If you choose to take the course for graduate credit please be prepared to pay for that at the first class meeting. Graduate credit may be paid for by check or credit card.

Be sure to check our website (www.tec-coop.org) for the most current information about this season's course offerings, including new courses or workshops that have been added.

Happy New Year to All!

TEC Office of Professional Development

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COURSE OFFERINGS **ESPECIALLY FOR ALL TEACHERS**

Art:

Theme-Based Curriculum and Altered Books

- Audience:** Art Teachers K-12 and others who are interested in theme-based curriculum planning and the altered book process
- Instructor:** Diana Hampe
- Dates & Times:** Thursday, March 29 and Wednesdays, April 4, 11 & 25, 2011
4:00 – 7:00 PM
- Location:** TEC Professional Development Center
- Cost:** \$220 TEC/EDCO Members / \$260 Non-Members
- Earn:** 12 PDPs
22.5 PDPs for graduate credit
- Grad. Credit:** 1 credit from Worcester State University for an additional \$100

Course Description: Participants will design a theme-based unit of study and record a personal response as an altered book. Reading assignments, individual research and class discussion will support a personal exploration of a theme chosen with one's students' interests in mind. Questions and teaching support materials will be developed to provoke inquiry and critical thinking about ideas students will carry through life; and the altered book processes demonstrated and practiced each session will produce a form for making thoughts visual. Each session will be paced for curriculum design and studio process. The images and materials collected between sessions will be manipulated and incorporated into the altered book that will serve as an exemplar when teaching the unit.

About the Instructor: **Diana Hampe** was the Visual Arts Curriculum Coordinator K-12 for the Walpole Public Schools where she taught Drawing and Painting I, II, III, and Advanced Placement Studio Art: Drawing. Diana has been an AP Reader and given AP workshops at state and national conferences. She has studied with numerous plein air painters and draws and paints the landscape in pastel, acrylic, oil and mixed media. Presently she is teaching art education at Boston University.

Bullying in Adolescence: Empowering Teens and Families

Audience:	K-12 Teachers, Administrators, Guidance Staff, Specialists
Instructor:	Dr. Douglas Katz
Date & Time:	Monday, February 6, 2012 8:30 – 11:00 AM
Location:	EDCO Seefurth Center, Waltham
Cost:	\$50 TEC/EDCO Members / \$60 Non-Members
Earn:	2.5 Hours of Participation

Course Description: In this interactive presentation, Dr. Katz will explain the psychological and social causes of bullying, placing the issue within the contexts of adolescent development, evolutionary psychology, and recent findings in neuroscience. He will also provide participants with strategies to help their students reduce the frequency with which they are targeted. Various types of bullying behavior, including social exclusion, teasing, rumor spreading, and the use of social media will be discussed. In addition, the importance of social skills training in the prevention of bullying will be discussed, and a practical approach to teaching these skills will be outlined. Strategies for how to handle bullying incidents “in the moment” will be shared.

About the Instructor: Dr. Douglas Katz has worked as a psychologist in New York City and Boston for the past 14 years. He received his Ph.D. from Fordham University in the Bronx, NY. He currently maintains a private practice in downtown Boston and works as the clinical coordinator at the Arlington Youth Counseling Center. Dr. Katz’s interests include self-psychology, the integration of Buddhist principles into psychotherapy, the treatment of anxiety disorders, and addressing the bullying problem in schools.

Please register by January 20 to avoid paying a \$25 late fee.

Developing a School Budget

- Audience:** Administrators and Aspiring Administrators
Instructor: John Antonucci
Date & Time: Tuesday, March 13, 2012
4:00 – 7:00 PM
Location: TEC Professional Development Center
Cost: \$30 TEC Members / \$55 Non-TEC
(FREE to TEC Licensure Program Participants past and present)
Earn: 3 Hours of Participation

Note: All participants must complete a registration form, even those who are attending at no cost.

Course Description: Preparing a school budget that is fiscally responsible and yet meets the needs and constraints of the district can be a complex and challenging task. This workshop is designed to help those who need to create, support and understand school and district budgeting.

Participants will leave the class with:

- A basic understanding of school finance and budgeting
- The tools and information needed to read and analyze any school budget
- Some best practices on developing and presenting schools budgets
- An understanding of what leadership skills are needed to effectively develop and administer a school budget
- Experience in reviewing a real budget document and identifying budget priorities

About the Instructor: John Antonucci has been Superintendent of the Westwood Public Schools for seven years. He was formerly the Assistant Superintendent of the Nashoba Regional School District, and Director of Finance for the Bedford Public Schools. John has a Bachelor's degree from Tufts University, and an MBA from Boston University.

Photographic Perspectives

- Audience:** Arts and Humanities teachers and anyone who wants to learn more about taking pictures and photography
- Instructor:** Jill Goldman-Callahan
- Dates & Times:** Mondays, March 5, 12, 19 & 26, 2012
4:00 – 7:00 PM
- Location:** TEC Professional Development Center
- Cost:** \$210 TEC/EDCO Members / \$250 Non-Members
- Earn:** 12 PDPs
22.5 PDPs for graduate credit
- Grad. Credit:** 1 credit from Worcester State University for an additional \$100

Course Description: This course covers five perspectives in photography: how photojournalism reflects and changes the world; the visual and narrative elements of a successful photograph; portrait photography; an introduction to the classic photographers; and the completion of a personal digital photo essay slide show.

We will begin by looking at how photojournalism reflects and changes the world through the lens of the Pulitzer Prize and the 2011 TED award. Next we will answer the question, “What makes a good photograph?” By deconstructing the visual elements such as light and shadow, texture and composition and the narrative elements such as perceived meaning, ambiguity, and the magic moment, we will come to understand what makes a successful photograph. We will then look at some of the classic black and white photographers and get to know their styles. We will look at portrait photography through exploring Annie Leibovitz’s transition from candid to directed imagery in both her celebrity and personal work. For the final class project, each participant will produce a photo essay in a digital slide show format. All levels from beginners to experienced are welcome.

About the Instructor: Jill Goldman-Callahan teaches Visual Art and Darkroom Photography at Wellesley Middle School. She has been nationally recognized three times by the Scholastic Art Awards for her students’ photography. She has a BA in Fine Art and Anthropology from Bennington College and an MA in Art Therapy from Lesley University. She has a lifelong fascination with black and white photography.

The Creative Classroom

Audience:	K-12 Classroom Teachers
Instructor:	Amie Ciluffo Larson
Dates & Times:	Mondays, March 1, 8, 15, 22 & 29, 2012 4:00 – 7:00 PM
Location:	Wellesley Middle School
Cost:	\$225 TEC Members / \$265 Non-TEC
Earn:	12 PDPs 22.5 PDPs for graduate credit
Grad. Credit:	1 credit from Worcester State University for an additional \$100

Course Description: Art therapy is a mental health profession that uses the creative process of art making to improve and enhance the physical, mental and emotional well-being of individuals of all ages. It is based on the belief that the creative process involved in artistic self-expression helps people to resolve conflicts and problems, develop interpersonal skills, manage behavior, reduce stress, increase self-esteem and self-awareness, and achieve insight.

Art therapy integrates the fields of human development, visual art (drawing, painting, sculpture, and other art forms), and the creative process. Art therapy is used with children, adolescents and adults to assess and treat anxiety, depression, and other mental and emotional problems. © 2009 American Art Therapy Association, Inc. All Rights Reserved

This course is designed to offer an opportunity to learn about the therapeutic benefits through the arts and to assist in personal expression. It will help you to be more comfortable with the application of a variety of art modalities (drawing, painting, sculpture, and other media) as a way of connecting with your students. Learn techniques that incorporate art and creative expression through journaling, page preparation techniques and therapeutic methods through art to help students connect to the curriculum using language and image. We will learn book binding techniques and simple approaches to enrich your lessons through mixed media. A sample assignment is as follows: Poetry: Bring in a poem of your own or a published one that you find inspiring or interesting. We will read them and talk about them. Create a visual response to your selection.

**A materials list will be sent prior to the first meeting.
A \$20 lab fee will be collected at the first class.**

About the Instructor: Amie Ciluffo Larson is a Visual Art specialist at Wellesley High School where she teaches Introduction to Drawing and Painting, Creative Journaling, Wheel-Throwing, Sculpture and Ceramics Intensive.

The Educational and Personal Benefits of Meditation: Improving Focus, Creativity, Productivity and Wellbeing

Audience:	K-12 Teachers, Specialists, Administrators
Instructor:	Helen Rainoff
Dates & Times:	Saturdays, January 21, February 4 and March 3, 2012 9:00 – 11:30 AM
Location:	EDCO Seefurth Educational Center, Waltham
Cost:	\$60 TEC/EDCO Members / \$75 Non-Members
Earn:	7.5 Hours of Participation

Course Description: The health benefits of meditation have been widely documented. Recent studies using neuroimaging also report that practicing mindfulness meditation appears to be associated with measurable changes in the brain regions involved in memory, learning, and emotion. Come and learn how meditation can help you and your students manage stress and improve concentration. The program will consist of three 2 ½ hour sessions. This will allow participants to experience and practice different meditation techniques.

The three sessions will include:

- Gentle stretching exercises, muscle relaxation and focus on the breath (each session)
- An introduction to a variety of guided meditation techniques (one per session)
- Discussion of current research on the benefits of meditation
- Discussion of ways to incorporate meditation and other stress-reduction techniques into everyday life
- Brainstorming to develop strategies to incorporate meditation into the work with students in the classroom

This workshop is designed for those who have never meditated, and for those who meditate in their personal life but would like to learn how to use it with students.

About the Instructor: Helen Rainoff, a science teacher at Wayland High School for 32 years, has integrated guided meditation sessions into her work with students during classes and during special programs. She has also taught professional staff development programs in Stress Management to educators.

Please register by January 6 to avoid paying a \$25 late fee.

The Use of the Arts in Foreign Language Acquisition

Audience:	Foreign Language Teachers
Instructor:	Pat Donahue-McElhiney
Dates & Times:	Wednesdays, March 21, 28, April 4 & 25, 2012 3:45 – 6:45 PM
Location:	EDCO Seefurth Center, Waltham
Cost:	\$180 TEC/EDCO Members / \$220 Non-Members
Earn:	12 PDPs 22.5 PDPs for graduate credit
Grad Credit:	1 credit from Worcester State University for an additional \$100

Course Description: Foreign language teachers of all levels and language find that incorporating the arts into their classroom helps students connect to the culture and engages them in a unique way. Integrating the Arts in the classroom not only enhances the curriculum but should also be an essential part of developing language skills and not just an “add-on”. How can we make the Arts part of our weekly activities so that students can produce authentic and useful language? How can these types of activities be observed and assessed?

Through formal presentations, handouts, group activities, and discussions, teachers will be able to answer these questions. Teachers will create materials that they can use in their own classrooms as a final project. Topics covered during the workshop will include:

- Covering the 5 C’s- Communication, Cultures, Connections, Comparisons and Community
- Using Music and Dance to stimulate discussions
- Using Art to create poetry and stories
- Developing writing skills through visual arts
- Viewing films to reflect on the culture and make comparisons
- Using drama to make connections

About the Instructor: **Patricia Donahue-McElhiney** is currently a professor of Spanish at Regis College. She is also the coordinator of the National Spanish Exam, Mass Bay Chapter. Previously, Pat was a Spanish teacher for Brookline Public Schools.

Using Google Tools in the Classroom

- Audience:** K-12 Teachers
Instructor: Rita Partridge
Dates & Times: Wednesdays, February 29, March 7, 14 & 21, 2012
4:00 – 7:00 PM
Location: TEC Professional Development Center
Cost: \$220 TEC Members / \$260 Non-TEC
Earn: 12 PDPs
22.5 PDPs for graduate credit
Grad. Credit: 1 credit from Framingham State University for an additional \$75

Course Description: Anyone with a Gmail account also has access to a suite of free software programs. Educators can take advantage of these free tools and also utilize a sharing feature to use with colleagues. Free Google products include: iGoogle, Gmail, Google Reader, Picasa, Calendar, and documents such as text documents, spreadsheets, presentations, and drawing. In this class participants will learn how to use these programs and explore the uses and features that enhance their productivity at school and simplify their lives.

About the Instructor: **Rita Partridge** is an Instructional Technology Specialist who has worked with students and teachers for more than 20 years. She has worked for educational publishers as a researcher and trainer for nationally published textbook programs. Rita has also taught graduate level courses as an adjunct faculty member for Lesley University in their Instructional Technology Master's Degree Program. Currently, Rita is an Instructional Technology Specialist in the Wayland Public Schools.

If you are registering for this course, please specify your preference for mac or pc on the registration form.

What Every Educator Needs to Know About Assistive Technology

- Audience:** Special Educators and K-12 Educators
Instructor: Karen Janowski
Dates & Times: Thursdays, March 15, 22, 29 and April 5, 2012
4:00 – 7:00 PM
Location: TEC Professional Development Center
Cost: \$260 TEC Members / \$285 Non-TEC
Earn: 12 PDPs
22.5 PDPs for graduate credit
Grad. Credit: 1 credit from Worcester State University for an additional \$100

Course Description: Every student on an IEP must be considered for assistive technology, written in federal law in 1997. But what does that really mean for you as an educator? Participants in this course will learn about the federal and state mandates that guide the Assistive Technology (AT) process from consideration to consultation, to evaluation and implementation. We will identify the differences between AT for communication (AAC) and AT for instruction and school success. Finally, participants will explore a variety of no-cost and low-cost assistive technology solutions to meet the needs of the struggling learners in their classrooms. This is a practical, fast-paced, hands-on course for innovative educators.

About the Instructor: **Karen Janowski** is an Assistive Technology specialist in the Newton Public Schools. In addition, she has a private Assistive and Educational Technology consulting practice in Reading, MA and is an adjunct professor in the Assistive Technology Graduate program at Simmons College. She is a nationally recognized speaker and is passionate about removing the obstacles to learning for all students using assistive and educational technology strategies and solutions.

*If you are registering for this course,
please specify your preference for
mac or pc on the registration form.*

ESPECIALLY FOR ELEMENTARY SCHOOL TEACHERS

Developing Mathematical Practices for Algebra

Audience:	Grade 4-8 Math Teachers and Math Coaches
Instructors:	Amy Lucenta and Grace Kelemanik
Dates & Times:	Fridays, January 20, February 3 and March 2, 2012 8:00 AM – 4:30 PM
Location:	TEC Professional Development Center
Cost:	\$400 TEC Members / \$480 Non-TEC Teams of 2 or more: \$350 TEC / \$400 Non-TEC
Earn:	24 PDPs 45 PDPs for graduate credit
Grad. Credit:	2 credits from Worcester State University for an additional \$200

Course Description: This course will address the content and pedagogy of Algebra as they relate to the Standards for Mathematical Practices. Through shared mathematical experiences, participants will deepen their own understanding of Algebra and examine their own and their colleagues' solution strategies to broaden their concept of Algebraic reasoning. They will collect and analyze student work samples for evidence of and opportunities to promote students' algebraic thinking. The mathematical practice standards found in the Common Core State Standards and the new 2011 Massachusetts Mathematics Curriculum Framework will serve as a touchstone for this work. Participants will not only gain a clear understanding of the math practice indicators, they will learn how to develop these practices in their students.

About the Instructors: **Amy Lucenta** has been a secondary mathematics educator in private and public schools for close to 20 years. She has been a classroom teacher and provider of professional development. For the last five years, she has been an elementary math coach in the Newton Public Schools. She has taught and facilitated many professional development offerings for teachers, including a DESE Content Institute in the summer of 2011. **Grace Kelemanik** has taught in public and private schools and is currently working in the Boston Teacher Residency Program, for teachers committed to improving their practice. Grace has a private consulting practice and, for years, was a project director for many mathematics projects with the Education Development Center (EDC) in Newton.

Please register by January 13 to avoid paying a \$25 late fee.

Dysgraphia: Supporting the Struggling Writer

- Audience:** PreK–Grade 5 Classroom Teachers
Instructor: Karen Kowaleski
Dates & Times: Saturdays, March 17 & 24, 2012
9:00 AM – 4:00 PM
Location: TEC Professional Development Center
Cost: \$225 TEC/EDCO Members / \$265 Non-Members
(cost includes materials)
Earn: 12 PDPs
22.5 PDPs for graduate credit
Grad. Credit: 1 credit from Worcester State University for an additional \$100

Course Description: Writing is a skilled and complex function involving many subskills. Dysgraphia is a neurologically based learning disability which can impact one or many of these component skills. It affects a student’s ability to express ideas through writing. It can exist in varying degrees, ranging from mild to moderate; and the different subtypes of dysgraphia can manifest in the classroom in several different ways. This course is designed for regular education, early childhood and elementary teachers. The course will explain dysgraphia through lectures, case studies, videos and experiential centers so that participants will develop an understanding of this very real but often “hidden” disability. The course will also focus on accommodations, modifications and remediation strategies that can be made in the classroom for the struggling writer. Explicit instruction programs and supportive tools to assist the student with a written expression disability will be demonstrated and discussed.

**Participants are encouraged to bring work samples
from students of concern.
There will be opportunity to examine and discuss
how best to support these students.**

About the Instructor: Karen Kowaleski, M. Ed., has worked with special needs students for 20 years, including as a special education teacher in Shrewsbury Public Schools for the last 13 years. Karen is certified in a variety of programs, including Orton-Gillingham, LIPS, Verbalizing and Visualizing, Landmark Writing Methodology, Reading with TLC, Yoga-Kids, Brain Gym and Neuro-Motive Coaching. Her extensive background is demonstrated in the variety of intervention strategies she utilizes with struggling learners.

Enhancing English Language Learning (Category II - Elementary)

Audience:	Grade K-6 Teachers
Instructors:	Kathy Lobo and Jody Klein
Dates & Times:	Saturdays, January 28, February 11, March 17 & 24, 2012 9:00 AM – 3:00 PM
Location:	EDCO Seefurth Center, Waltham
Cost:	\$295 TEC/EDCO Members / \$350 Non-Members
Earn:	24 PDPs 67.5 PDPs for graduate credit
Grad. Credit:	3 credits from Cambridge College for an additional \$150

Course Description: This course is designed to help elementary teachers learn how to modify their content instruction so they can work more successfully with English language learners (ELLs) in regular classroom settings. Educators learn how to adapt instruction and materials to help ELL students understand academic content, develop academic and social language, and participate in classroom activities. This course meets the requirements for Category Two of Sheltered English Immersion professional development as needed for the Department of Elementary and Secondary Education's proposed ELL endorsement.

About the Instructors: **Kathy Lobo** currently works in the Belmont Public Schools as an ESL teacher. **Jody Klein** is the ELL Director in the Newton Public Schools. Kathy and Jody have presented Enhancing English Language Learning numerous times throughout the Greater Boston region. As current practitioners, they bring their recent experiences to the training to reflect how student populations are constantly changing.

Please register by January 13 to avoid paying a \$25 late fee.

Inclusive Classrooms in the Early Years

- Audience:** Pre K – Grade 2 Teachers
Instructors: Vicki Milstein and Min-Jen Taylor
Dates & Times: Wednesdays, March 7, 14, 21 & 28, 2012
4:00 – 7:00 PM
Location: TEC Professional Development Center
Cost: \$220 TEC Members / \$260 Non-TEC
Earn: 12 PDPs
22.5 PDPs for graduate credit
Grad. Credit: 1 credit from Worcester State University for an additional \$100

Course Description: This course will offer an overview of the many ways early childhood classrooms (PreK – Grade 2) can be “Ready Classrooms” where all children can meet with success. The classroom environment will be studied in detail as a place where learning must be accessible and differentiated for a wide range of learners. The classroom as an important teaching tool requires careful attention to detail. The transitions, schedule of the day, working with a multidisciplinary team, assessment and parent partnerships are all important components in an effective inclusive environment and will be studied in detail as teachers deepen their understanding.

About the Instructors: **Vicki Milstein** is currently the Early Education principal in Brookline, where she provides supervision and professional development for pre-school and kindergarten teachers and support staff. She manages various grants for the early childhood program as well. She has been an instructor at Wheelock College and MassBay Community College, specializing in early childhood education. **Min-Jen Taylor** is a Pre-Kindergarten teacher in Brookline, where she implements curriculum in an inclusive classroom. She also works as an onsite supervisor with the Launch Summer Program. In her work with the summer program, she coordinates their organizational, staffing and operational activities.

Integrated Curriculum in the PreK-Grade 2 Classroom

Audience:	Pre-K – Grade 2 Classroom Teachers
Instructors:	Vicki Milstein and Min-Jen Taylor
Dates & Times:	Wednesdays, April 25, May 2, 9 & 16, 2012 4:00 – 7:00 PM
Location:	TEC Professional Development Center
Cost:	\$220 TEC Members / \$260 Non-TEC
Earn:	12 PDPS 22.5 PDPs for graduate credit
Grad. Credit:	1 credit from Worcester State University for an additional \$100

Course Description: This course will offer participants a chance to explore opportunities to integrate curricular choices for young children. Overarching goals will provide a basis for multiple access points to engage children and deepen their understanding of concepts and improve their skills. Opportunities to integrate academic areas of science, math, social studies and English language arts with physical learning and arts education will be developed. Teachers will have several projects to represent this learning that will be applicable to their classrooms.

About the Instructors: **Vicki Milstein** is currently the Early Education principal in Brookline, where she provides supervision and professional development for preschool and kindergarten teachers and support staff. She manages various grants for the early childhood program as well. She has been an instructor at Wheelock College and Mass-Bay Community College, specializing in early childhood education. **Min-Jen Taylor** is a Pre-Kindergarten teacher in Brookline, where she implements curriculum in an inclusive classroom. She also works as an onsite supervisor with the Launch Summer Program. In her work with the summer program, she coordinates their organizational, staffing and operational activities.

iPossibilities: Using the iPad in the K-8 Classroom

Audience:	Beginner Users
Instructor:	Rosey McQuillan
Dates & Times:	Saturdays, March 17 & 24, 2012 8:30 AM – 3:00 PM
Location:	TEC Professional Development Center
Cost:	\$275 TEC Members / \$300 Non-TEC
Earn:	12 PDPs 22.5 PDPs for graduate credit
Grad. Credit:	1 credit from Worcester State University for an additional \$100

Course Description: The move to mobile worldwide is one of the biggest trends in technology. The iPad is the hottest device on the mobile computing scene. It bridges the gap between Smartphones and laptops. The iPad provides endless possibilities for delivering differentiated curriculum to learners and allows teachers to expand learning beyond the classroom. Participants in this workshop will learn the capabilities of the iPad to promote student literacy, address diverse learners and support their own professional growth. The workshop will focus on the iPad operations, features, native apps, accessibility and customization of the device for all learners.

Prerequisites: You must have an iPad for this workshop with iOS 5 (operating system). You also need the ability to download free and lost cost apps to the device. Prior to class you will need to set up an iTunes account. It must be active to allow for the downloading of content. Feel free to bring your own laptop to this class.

Instructor: Rosey McQuillan is a former classroom teacher and special educator who has worked as an Assistive Technology Specialist in the Wellesley Public Schools for the past 14 years. She has designed and delivered a wide variety of professional development workshops for Pre-K-12 teachers that demonstrate how to integrate technology into their daily curriculum.

If you are registering for this course, please specify your preference for mac or pc on the registration form.

Linking Nonfiction in the Intermediate Reading and Writing Workshop With the Common Core Standards

- Audience:** Gr. 3-6 Educators (Classroom Teachers, Curriculum Specialists, Special Educators and Administrators)
- Instructors:** Virginia Balicki, Karen Goulet
- Dates & Times:** Saturdays, March 17, 24 and April 28, 2012
8:00 AM – 4:30 PM
- Location:** TEC Professional Development Center
- Cost:** \$360 TEC Members / \$410 Non-TEC
- Earn:** 24 PDPs
45 PDPs for graduate credit
- Grad. Credit:** 2 credits from Worcester State University for an additional \$200

Course Description: This course is designed to help Gr. 3-6 educators connect nonfiction reading and writing instruction with the Common Core Standards requirement that “students read materials of increasing complexity and become proficient in reading and writing informational texts.” Participants will: learn strategies to teach students how to read informational texts, use mentor texts to inform nonfiction reading and writing, structure inquiry circles that organize small teams of students into curricular investigations and explore program ideas that will directly impact planning of nonfiction instruction. Use three Saturdays this spring to learn ways to align your nonfiction reading and writing instruction and student learning with the Common Core Standards.

About the Instructors: **Virginia Balicki** is a former elementary literacy coordinator. Currently, Virginia is a literacy consultant who provides professional development for public and private school systems. **Karen Goulet** is the recently retired elementary literacy coordinator for the Wellesley Public Schools. She continues to consult and coach educators on best practices in literacy.

Mirrors and Windows: Using Children's Literature to Foster Cultural Understanding

- Audience:** Elementary Classroom Teachers, Library Teachers
and Literacy Specialists
- Instructor:** Chris Swerling
- Dates & Times:** Saturdays, March 31 & April 28, 2012
8:30 AM – 3:30 PM
- Location:** TEC Professional Development Center
- Cost:** \$220 TEC Members / \$260 Non-TEC
- Earn:** 12 PDPs
22.5 PDPs for graduate credit
- Grad Credit:** **1 credit from Worcester State University for an additional \$100**

Course Description: Students need to see themselves in what they learn and what they read! This course will heighten teachers' sensitivity toward providing balanced and broad literature experiences in the classroom that reflect the cultures of the students and the ever-expanding cultural world in which our students learn and will eventually work. Participants will explore a range of children's literature resources that illuminates the personal and historical experiences of various communities and populations such as African American, Hispanic American and Asian American. The course will focus on new and emerging authors/illustrators of children's literature that provide a window into that culture for children. Participants will also explore the growing collection of literature that promotes understanding of the global world with texts such as the children's version of Three Cups of Tea. Participants will analyze texts for stereotyping and discuss ways to address the reading of those texts with students. Emphasis will be placed on reviewing the work of specific authors, known and honored for their cross-cultural writing for children.

About the Instructor: **Chris Swerling** has been a librarian for over 30 years and is a National Board Certified Teacher. A library teacher in Newton Public Schools since 1994, she is also the Library Coordinator for the school district. Knowledgeable in children's literature and publishing trends, Chris is a former reviewer for School Library Journal. Prior to this course, she taught Multicultural Children's Literature to a cohort group for Wheelock College and is passionate about the role good literature can play in developing empathy among students. Currently, Chris is an adjunct professor in the Simmons Graduate School of Library and Information Science.

Physical Education and the Integrated Curriculum

Audience:	Physical Education Instructors (Classroom Teachers Welcome)
Instructor:	Maria Melchionda
Dates & Times:	Thursdays, February 2, 9, 16 and March 1, 2012 4:00 – 7:00 PM
Location:	TEC Professional Development Center
Cost:	\$220 TEC/EDCO Members / \$260 Non-Members
Earn:	12 PDPs 22.5 PDPs for graduate credit
Grad. Credit:	1 credit from Worcester State University for an additional \$100

Course Description: This course is an overview of brain-based research as it pertains to physical education, and will assist participants in engaged discussion that examines the integration of physical education within the elementary school program. Practical examples will be given to show the connection between elementary physical education and other subject areas in developing a comprehensive team approach to student learning.

About the Instructor: Maria Melchionda's experiences have included teaching in the public schools as an elementary and adapted physical educator; Past President of the Massachusetts Association for Health, Physical Education, Recreation and Dance (MAHPERD); and member of the National Association for Sport & Physical Education Public Relations Committee. She has a Master's degree in Educational Leadership (N-6) and is certified K-9 in physical education. She has made numerous presentations in various arenas on the national, regional and state levels pertaining to quality physical education for all students. She presently is the Executive Director of MAHPERD.

Project Read®: Phonics

- Audience:** K – 4 Teachers
Instructor: Nancy Raskind
Dates & Times: Monday & Tuesday, February 6 & 7, 2012
and Tuesday, February 14, 2012
8:30 AM – 3:30 PM
Location: TEC Professional Development Center
Cost: \$690 TEC Members / \$730 Non-TEC
Earn: 18 PDPs
22.5 PDPs for graduate credit
Grad. Credit: 1 credit from Endicott College for an additional \$50

Course Description: Project Read® Phonics curriculum leads teachers through a systematic order of phonics skills using visual, auditory, kinesthetic, tactile, and body language teaching strategies. Each skill is presented using direct instruction. Lessons include multi-sensory activities, letter formation, vocabulary development, spelling generalizations, student practice exercises, and reading materials for skill mastery. The lessons teach to transfer through sentence dictation and reading comprehension strategies. The Language Circle/ Project Read® Phonics program integrates decoding strategies, vocabulary development, narrative and expository reading processes, questioning strategies for higher level processing and independent study skills. The curriculum materials include a grade area scope and sequence, and a curriculum integration plan for decoding, spelling, reading comprehension, and writing skills. Project Read® materials are based on a research-driven language arts curriculum that meets the National Reading Panel’s five essential components of effective reading instruction. Designed in 1973 by Dr. Mary Lee Enfield and Victoria Greene, Project Read® materials honor diverse learning profiles and provide curricula with lessons built on direct concept teaching, multi-sensory processing, systematic instruction, and higher level thinking skills. Project Read® curricula and instruction create a captivating, respectful, and dignified environment for you and your students.

About the Instructor: Nancy Raskind is a national consultant for the LanguageCircle®. She has been presenting Project READ® for many years. Previously, she taught for 21 years at the Carroll School for learning disabled students. Nancy also worked in the Brookline and Chelmsford Public Schools as a classroom teacher for grades four and five. In addition, she has worked as a teacher trainer at the Gar-side Institute for Teacher Training for 11 years. She has served on the board of the New England Branch of the International Dyslexia Association for two years. Nancy holds a B.S. in Psychology from the University of Pittsburgh and a Master’s in Education from Boston University.

Simple Machines & Engineering Design Process

Audience:	Grade 2-6 Classroom Teachers
Instructor:	Mary Rizzuto
Dates & Times:	Wednesdays, February 8, 29, March 14 & 28, 2012 4:00 – 7:00 PM
Location:	Needham Science Center
Cost:	\$220 TEC Members / \$260 non-TEC
Earn:	12 PDPs 22.5 PDPs for graduate credit
Grad. Credit:	1 credit from Worcester State University for an additional \$100

Course Description: This course will relate the function of simple machines to the principles of physics behind their design. Participants will examine the role of engineering/technology within the grade 2-6 Science curricula and address a full complement of standards, both national and state. They will also collaborate in design challenges that use the engineering design process as part of the task and will evaluate and discuss their solutions to the proposed challenge. All design challenges presented incorporate simple machines and can be integrated into the elementary classroom. Examination of global competencies, the 21st century skills set, scientific inquiry, science notebook usage and expository writing tasks are integrated throughout each session.

About the Instructor: **Mary Rizzuto** serves as the Elementary Science Curriculum Specialist for the Needham Public Schools. She continues an affiliation with the Cheche Konnen Center at TERC, in Cambridge, where, as a teacher researcher, she examines the role that language plays in how young children come to understand the big ideas of math and science. She is an adjunct professor at Simmons College for the Urban Education Graduate Program, a National Conference presenter and published author. Mary's expertise is in inquiry teaching and learning. She draws on her experience as a classroom teacher and science specialist, having taught in traditional, loop- and multi-graded classrooms from Kindergarten through sixth grade.

SMART Boards in the Elementary Classroom

- Audience:** K-5 Teachers
Instructors: Barbara Lanzoni & Erica Simmonds
Dates & Times: Tuesdays, March 20, 27, April 3 & 10, 2012
4:00 – 7:00 PM
Location: TEC Professional Development Center
Cost: \$220 TEC Members / \$260 Non-TEC
Earn: 12 PDPs
22.5 PDPs for graduate credit
Grad. Credit: 1 credit from Worcester State University for an additional \$100

Course Description: SMART Boards engage students in learning and teachers can take advantage of this enthusiasm by using the interactivity of a SMART Board in their classrooms. Participants in this course will learn the basics of using a SMART Board as well as the software and general setup, tools incorporated into the SMART Board Notebook, websites that lend themselves to interactivity, and information on how other teachers use SMART Boards in their classrooms. Each class session will focus on a different subject (Math, ELA, Social Studies, Science). Teachers will work on a project for their own classes and will be able to share their ideas/projects during the last class.

Please bring a flash drive to class.

Note: There are many different kinds of interactive boards.

This course will be using SMART Boards from SMART Technologies.

About the Instructors: **Barbara Lanzoni** is a former classroom teacher who excels in her work with teachers and students as they integrate technology into the classroom. She has successfully provided professional development workshops for K-12 teachers as well as graduate level courses that demonstrate how to use technology in subject specific areas. **Erica Simmonds** is a fourth grade in the Norwood Public Schools. She has effectively incorporated the SMART Board in her everyday teaching and uses the SMART Board in lessons across the curriculum. She guides her students to make the most out of the interactivity to improve their learning. Erica has successfully conducted other professional development workshops as well as workshops on the SMART Board.

If you are registering for this course, please specify your preference for mac or pc on the registration form.

Wings: Enhancing Classroom Literature with Web 2.0 Tools

- Audience:** Elementary teachers, Literacy Specialists, ELA Directors,
Library Teachers
- Instructor:** Ann Ritchie
- Dates & Times:** Tuesdays, January 31, February 7, 14 & 28, 2012
4:00 –7:00 PM
- Location:** TEC Professional Development Center
- Cost:** \$220 TEC/EDCO Members / \$260 Non-Members
- Earn:** 12 PDPs
22.5 PDPs for graduate credit
- Grad. Credit:** 1 credit from Worcester State University for an additional \$100

Course Description: What Web 2.0 tools are available to incorporate into my classroom literature studies? Which ones are schoolworthy? How can I go about working a literature-based tech project into my already busy school day? In this course, teachers will become familiar with a variety of web-based tools that are elementary grade level appropriate (such as Voice Thread and Animoto), develop literature based activities, discuss strategies for tech integration, and build classroom connections to quality, current children’s literature.

About the Instructor: Ann Ritchie is a former classroom, library, and technology teacher at the elementary level with experience in urban, suburban, and rural schools. Passionate about books and reading, she is an avid children’s book advocate and a reviewer for AudioFile magazine. She is a certified L.O.T.I. mentor trained in technology integration into curriculum.

If you are registering for this course, please specify your preference for mac or pc on the registration form.

ESPECIALLY FOR MIDDLE & HIGH SCHOOL TEACHERS

Adolescent Psychology

- Audience:** Grade 6-12 Teachers
- Instructor:** Dr. Vicky Anderson
- Dates & Times:** Fridays, January 6 and February 3, 2012, 4:00 – 7:00 PM
and Saturdays, January 7 and February 4, 2012, 8:30 AM – 3:00 PM
(snow dates: February 10 & 11, 2012)
- Location:** TEC Professional Development Center
- Cost:** For those not in the licensure program:
\$250 TEC Members / \$300 Non-TEC
- Earn:** 18 PDPs
22.5 PDPs for graduate credit
- Grad. Credit:** 1 credit from Worcester State University for an additional \$100

**NOTE: This course is part of the Teacher Initial Licensure Program.
It is also open to others interested in enhancing their skills and knowledge.**

Course Description: The content of the Adolescent Psychology module includes all aspects of adolescent development, learning theories, and teaching strategies to engage the adolescent learner. Participants will learn about the following theorists, including how their views influence curriculum, learning and classroom atmosphere: Piaget, Kohlberg, Erikson, and Gardner. They will explore some of the challenges that adolescents face (anxiety, depression, self-injury, bipolar disorder, substance abuse, bullying, etc.), as well as underlying social, cultural, economic, and familial pressures.

About the Instructor: Dr. Vicky Anderson is the school psychologist for the Wellesley Middle School. She is also currently an instructor at the University of Massachusetts, Boston, in the Department of Counseling and School Psychology and maintains a private clinical practice.

Please register by January 5 to avoid paying a \$25 late fee.

Curriculum-Based Drama: Making Content More Engaging

Audience:	Grade 5-12 Teachers
Instructor:	Bethany Nelson
Dates & Times:	Wednesdays, January 25 and February 1, 2012 3:45 – 5:45 PM (Snow date: February 8, 2012)
Location:	EDCO Seefurth Center, Waltham
Cost:	\$60 TEC/EDCO Members / \$75 Non-Members
Earn:	4 Hours of Participation

Course Description: Curriculum-based drama (CBD) is an excellent strategy for engaging students, exploring challenging ideas, enlivening curriculum, and allowing teachers to rediscover interest in topics that have become, through repetition, too familiar. CBD focuses on 21st century skills, such as critical thinking and problem solving, communication, collaboration, creativity and innovation, in the context of standards-based curriculum in all core subject areas.

This workshop will demonstrate a variety of drama strategies to use in core subject classrooms, and to facilitate positive social dynamics in any classroom. With a focus on low-risk strategies that are readily accessible to both teachers and students, this workshop will offer teachers a range of approaches, from 10-minute warm-ups to multi-period structures that result in written or performance products. Participants will receive materials tailored to their subjects and grade levels, and will design curriculum-based drama lessons to meet their own curricular and teaching goals.

About the Instructor: Bethany Nelson is a faculty member in Theatre Education at Emerson College, where she teaches methods classes in theatre and drama, playmaking, and multicultural education. An educator and teaching artist for 25 years, Ms. Nelson has worked as a drama specialist in urban, suburban, and rural public schools, consulting in the use of drama as teaching tool.

Please register by January 13 to avoid paying a \$25 late fee.

Immigration, the Industrial Revolution and American Art: Teaching with Art and Objects of the 19th and Early 20th Centuries

- Audience:** Grade 4-12 Teachers
Instructors: Willamarie Moore and Suzi Fonda
Dates & Times: Saturdays, January 7 & 21, 2012
9:00 AM – 3:30 PM
Location: Museum of Fine Arts, Boston
Cost: FUNDED BY THE TEC TEACHING AMERICAN HISTORY
FEDERAL GRANT PROGRAM
Earn: 22.5 PDPs (a final project is required of all participants)
Grad. Credit: 1 credit from Framingham State University for \$75

Course Description: The pre-eminent collection of American art at Boston’s Museum of Fine Arts provides a window into how the events of the 1800s and early 1900s shaped how Americans perceived themselves. Participants in this course will explore the impact of two key developments in 19th and 20th century American history – the industrial revolution and immigration – on American identity and on American art. Participants in this course will explore examples of painting, sculpture and decorative arts that reflect changes in American society during this time period. This course is appropriate for teachers who teach United States history and culture of the 19th and 20th centuries. It includes a balance of scholarly presentations, close observation and discussion of art objects in the galleries of the MFA’s Art of the Americas wing, and interactive activities to inspire lesson planning for the high school grade levels.

About the Instructors: **Willamarie Moore** is Head of School and Teacher Programs and **Suzi Fonda** is the Manager of Teacher Programs and School Partnerships at the Museum of Fine Arts, Boston.

Please register by January 2.

Jim Crow in American History and Culture

- Audience:** Gr. 8-12 Teachers
Instructor: Colleen Worrell
Dates & Times: Face to Face Sessions:
Saturday, January 28, 2012, 8:30 AM – 3:00 PM
and Thursday, February 9, 2012, 4:00– 7:00 PM
Online session: 4 hours (asynchronous)
Location: TEC Professional Development Center
Cost: FUNDED BY THE TEC TEACHING AMERICAN HISTORY
FEDERAL GRANT PROGRAM
Earn: 22.5 PDPs (a final project is required of all participants)
Grad. Credit: 1 credit from Framingham State University for \$75

Course Description:

“The spirit of Jim Crow still haunts the social and economic landscape of the American nation.”
Ronald F. Davis, Historian

More than a historical period, Jim Crow was an institution with roots and influence that extends well beyond the traditionally accepted temporal boundaries of Reconstruction through the Civil Rights movement. In this course we will explore the history and culture of Jim Crow to develop our understanding of this complex era and grapple with its lingering impact on American society. We will consider how and why segregation became the “answer” to post-slavery race tensions and how African Americans (and others) fought inequality and created a meaningful sense of community. The course will be interdisciplinary, drawing on primary and secondary historical sources, legal documents, oral histories, visual arts, film, and literature to find meaningful ways in which teachers can build this subject into their curriculum. We will analyze a wide range of materials and engage in a variety of activities in order to build our knowledge. Participants will also be given the opportunity to explore web-based Open Educational Resources they can bring back to their classrooms to enrich their teaching on race and the Jim Crow era.

About the Instructor: Colleen Worrell holds an MA/PhD in American Studies from the College of William & Mary. Her primary area of focus is race and gender in American history and culture. She has taught at both the high school and college levels.

Please register by January 25.

Making Content Comprehensible for Secondary English Language Learners (Category II - Secondary)

Audience:	Middle and High School Teachers
Instructor:	Robyn Dowling Grant
Dates & Times:	Saturdays, January 28, February 11, March 17 & 24, 2012 9:00 AM – 3:00 PM (snow date: April 28, 2012)
Location:	EDCO Seefurth Center, Waltham
Cost:	\$195 TEC/EDCO Members / \$225 Non-members
Earn:	24 PDPs 67.5 PDPs for graduate credit
Grad. Credit:	3 credits from Cambridge College for an additional \$150

Course Description: This course is designed to assist mainstream content teachers in designing and delivering lessons that are comprehensible to English language learners at the middle and high school levels. Participants will learn to adapt lessons and materials to help their students gain English proficiency while still providing the academic language these students require. Participants will learn hands-on strategies to increase student comprehension, class participation and higher order thinking. The course meets the requirements for Category Two of Sheltered English Immersion professional development.

About the Instructor: Robyn Dowling Grant is currently the ELL Coordinator for Lexington Public Schools.

Please register by January 13 to avoid paying a \$25 late fee.

Slavery and Its Legacies

- Audience:** Gr. 5-12 History, Social Studies and English Teachers
Instructor: Dr. Zoe Trodd
Dates & Times: Saturdays, February 4 & 11, 2012
9:00 AM – 4:00 PM
Location: Harvard University, Cambridge
Cost: FUNDED BY THE TEC TEACHING
AMERICAN HISTORY FEDERAL GRANT PROGRAM
Earn: 22.5 PDPs (a final project is required of all participants)
Grad. Credit: 1 credit from Framingham State University for \$75

Course Description: This two-day seminar is an interdisciplinary exploration of U.S. slavery and its legacies. Explore a range of literature and art from the 1840s and 1850s, including issues of *The Liberator*, speeches by Henry Highland Garnet and Frederick Douglass, prison letters by John Brown, and abolitionist cartoons, in order to establish the major debates and aesthetics of the antislavery movement. Then consider literature and art after Emancipation that discussed and protested new oppressions as forms of ‘neo-slavery,’ including lynching, segregation, labor abuses and global forced labor/human trafficking. Look at writings and artwork by numerous individuals, including Ida B. Wells, W.E.B. Du Bois, Langston Hughes, Eugene Debs, Upton Sinclair, Martin Luther King, Jr., and Jacob Lawrence to see how black and white activists and writers within the anti-lynching, civil rights and labor movements remembered slavery and abolitionism from the 1860s to the present day, asking: How accurate was it to describe lynch law, segregation or abusive working conditions as slavery by another name?

About the Instructor: Dr. Zoe Trodd teaches at Columbia University in the English Department and the Institute for Research in African American Studies. Author of *American Protest Literature* (2006) and *To Plead Our Own Cause: Personal Stories by Today’s Slaves* (2008), she has also published numerous articles on African American literature, visual art and protest movements.

Please register by January 30.

Special Education 101

- Audience:** Grade 6-12 Teachers
Instructor: Kathy McArdle
Dates & Times: Fridays, March 2 & 30, 2012, 4:00 – 7:00 PM
and Saturdays, March 3 & 31, 2012, 8:30 AM – 3:00 PM
(snow dates: April 13 & 14)
Location: TEC Professional Development Center
Cost: For those not in the licensure program:
\$250 TEC Members / \$300 Non-TEC
Earn: 18 PDPs
22.5 PDPs for graduate credit
Grad. Credit: 1 credit from Worcester State University for an additional \$100

NOTE: This course is part of the Teacher Initial Licensure Program. It is also open to others interested in enhancing their skills and knowledge.

Course Description: This Special Education course will provide participants with a thorough knowledge of the facts, research and application of special education. It will provide the teachers with an overview of the laws governing special education. Teachers will be given specific information on the areas of disability covered under federal and state guidelines, and instructional strategies to address specific learning problems. Using a case study approach the participants will experience the special education process from evaluation to development and implementation of individual education plans. They will be exposed to the most recent research in effective special education instruction and delivery of service and will explore current issues in special education instruction and the special education laws.

About the Instructor: Kathy McArdle, M.Ed., MBA, has worked in a number of school districts and has been a Special Education Administrator for over 25 years. She recently retired from her position as the Director of Pupil Services for Medfield Public Schools. Kathy presently consults to the ACCEPT Education Collaborative Special Education Leadership Institute, as well as to the TEC Administrative and Teacher Licensure programs.

Teaching the Geography of Sub-Saharan Africa

- Audience:** Secondary History/Social Studies Teachers
Instructor: Osama Abdelgadir
Dates & Times: Saturdays, March 3 & 10, 2012
8:30 AM – 3:00 PM
Location: TEC Professional Development Center
Cost: \$210 TEC/EDCO Members / \$250 Non-Members
Earn: 12 PDPs
22.5 PDPs for graduate credit
Grad. Credit: 1 credit from Framingham State University for an additional \$75

Course Description: Sub-Saharan Africa! Not a place that many of us have traveled – or perhaps even know much about. Yet, it is critical that our students know about the lives of people living in the countries of Sub-Saharan Africa. This course will examine the physical and cultural landscape of Africa south of the Sahara, with special emphasis on the native cultures of the area and their influence on the landscape; the revolutionary effects of European interventions and conquests; and the modern political, cultural, and economic climates.

About the Instructor: **Osama Abdelgadir** is an Associate Professor of Geography at Framingham State University. He earned a PhD from Clark University in 1989. He taught at the University of Khartoum, Sudan, from 1989 to 1996. He has been teaching at Framingham State University since 1998 where he teaches a variety of courses including Geography of Sub-Saharan Africa, Physical Geography, and Environmental Geography.

Technology Integration in Education

- Audience:** Grade 6-12 Teachers
Instructor: Brenda Doucette
Dates & Times: Mondays, March 5, 12, 19 & 26, 2012
4:00 – 7:00 PM
Location: TEC Professional Development Center
Cost: \$220 TEC Members / \$260 Non-TEC
Earn: 12 PDPs
22.5 PDPs for graduate credit
Grad. Credit: 1 credit from Worcester State University for an additional \$100

Course Description: Participants in this course will explore a range of free and low-cost technology tools for use in the 6-12 classroom; these tools will enable you to do everything from collaborating on documents, editing, creating online multimedia projects and sharing bookmarks. Collaborating, creating and sharing are the very essence of Web 2.0 or “The Read/Write Web”! All of your course tools and materials are located on the Course Website: <https://sites.google.com/site/techined2012>. You will be sharing course assignments and participating in course discussions using Blogger. Each course participant will be required to have a valid Gmail account.

About the Instructor: Brenda Doucette has worked in the Newton Public Schools since 1999 as an Instructional Technology Specialist, both at the elementary and middle school levels. In this role, she has worked directly with students and supported teachers as they plan and implement effective technology integrations into curricula. She has also served as an adjunct faculty member at Simmons College, focusing specifically on Assistive Technology. For Framingham State University, she has been an online facilitator for Moodle and Web 2.0 courses.

*If you are registering for this course,
please specify your preference for
mac or pc on the registration form.*

SPECIAL EDUCATION PROGRAMS

An Overview of Transition Planning

- Audience:** Grades 6-12+ Special Educators, Guidance Counselors, Administrators (Teams of three are encouraged to register)
- Instructors:** Marla Colarusso, Deb Holman, Shauna Jean
- Dates & Times:** Tuesdays, March 6, 20, April 3 & 24, 2012
4:00 – 7:00 PM
- Location:** TEC Professional Development Center
- Cost/Individual:** \$220 TEC Members / \$260 Non-TEC
- Cost/Team of 3:** \$525 TEC Team / \$650 Non-TEC Team
- Earn:** 12 PDPs
22.5 PDPs for graduate credit
- Grad Credit:** 1 credit from Worcester State University for an additional \$100

Course Description: This course will provide an Introduction to Transition and the transition planning process for professionals working with students with special needs (ages 14-21) preparing for the transition from high school to adult life. The presenters will share information regarding many important components of transition such as person-centered planning, self-determination and self-advocacy, Team collaboration, transition assessment, vocational data collection, exploration of post-secondary education options, writing measurable post-secondary IEP visions/goals, and how to tie the IEP goals to the state mandated transition planning form (TPF). Participants will have an opportunity to review multiple assessments available to inform transition planning and share lessons learned through this process. Students will create the beginning of a “Transition Assessments Toolkit.” Case studies will be provided.

By the end of the four sessions, participants will:

- Define and understand the transition process
- Understand the regulatory expectations of transition planning
- Understand key legal differences between services provided in high school and college
- Link the IEP goals and the TPF
- Become familiar with several types of age-appropriate transition assessments available
- Start a “Transition Tool Kit” for your building
- Understand protocols for data collection
- Devise a data collection template
- Develop a next steps plan for implementing new transition planning information in your building

About the Instructors: **Marla Colarusso** is the Administrator of Student Services at The Education Cooperative. She has been in the field of special education as an educator and administrator for over 30 years. **Deb Holman** has been the Transition and Career Development Services Coordinator at The Education Cooperative for the past nine years. **Shauna Jean** is a Board Certified Behavior Analyst and Behavior Services Coordinator for The Education Cooperative. She consults to TEC programs and school systems on creating, implementing, and analyzing data systems. She brings nearly 20 years of special education experience to her work with students, families, and teachers.

Demystifying the Special Education Budget

Audience: Special Education Teachers & Principals

Instructor: Kathy McArdle

Date & Time: Tuesday, March 6, 2012
3:30 – 6:30 PM

Location: TEC Professional Development Center

Cost: \$45 TEC Members / \$55 Non-TEC
(FREE to TEC Licensure Program Participants past and present)

Earn: 3 Hours of Participation

Note: All participants must complete a registration form, even those who are attending at no cost.

Course Description: What makes the special education budget so complex and different from other budgets? What are the components and how are the costs determined? In these financial times, where should we look to economize? What are the priorities?

This workshop is designed to help those who need to create, support or understand the special education budget. Participants will be taken through the steps of the budgeting process and learn how to analyze an existing budget. Complex budget concerns particular to special education will be discussed, including an overview of federal requirements, circuit breaker and federal grants.

About the Instructor: **Kathy McArdle**, M.Ed., MBA, has worked in a number of school districts and has been a Special Education Administrator for over 25 years. She recently retired from her position as the Assistant Superintendent of Pupil Services for Medfield Public Schools. Kathy has consulted to the ACCEPT Education Collaborative Special Education Leadership Institute, as well as to the TEC Administrative and Teacher Licensure programs.

iPad for Special Educators: Let Your Fingers Do The Walking

- Audience:** Beginner Users, Special Educators and Speech/Language Pathologists
- Instructor:** Rosey McQuillan
- Dates & Times:** Saturday, February 11, 2012, 8:30 AM – 3:00 PM and Wednesdays, February 15 & 29, 2012, 4:00–7:00 PM
- Location:** TEC Professional Development Center
- Cost:** \$275 TEC Members / \$300 Non-TEC
- Earn:** 12 PDPs
22.5 PDPs for graduate credit
- Grad. Credit:** 1 credit from Worcester State University for an additional \$100

Course Description: You've seen the commercials and heard all the buzz, but do you wonder how you and your students can access and enrich curriculum with the iPad? Learn how to use the iPad and iTunes for delivering differentiated curriculum to learners and to expand learning beyond the classroom. Gain knowledge of the capabilities of the iPad to promote student literacy, address diverse learners, motivate struggling readers as well as support your own professional development. We will experience working with the web, photos, videos, notes and calendar all on a multi-touch screen. We will cover a variety of applications that can be used in special education for communication, social skill development, creation of visual schedules, social stories, reading and writing for students of all abilities. So let your fingers do the walking and join us for this hands on workshop.

Prerequisites: You must have an iPad for this workshop with iOS 5 (operating system). You also need the ability to download free and lost cost apps to the device. Prior to class you will need to set up an iTunes account. It must be active to allow for the downloading of content. Feel free to bring your own laptop to this class.

About the Instructor: Rosey McQuillan is a former classroom teacher and special educator who has worked as an Assistive Technology Specialist in the Wellesley Public Schools for the past 14 years. She has designed and delivered a wide variety of professional development workshops for Pre-K-12 teachers that demonstrate how to integrate technology into their daily curriculum.

*If you are registering for this course,
please specify your preference for
mac or pc on the registration form.*

Specific Learning Disabilities: Developing Effective Descriptions, Plans and Instruction

- Audience:** Grade K-8 Teachers, Special Educators, SLPs, OTs, Psychologists, Guidance Counselors
- Instructor:** Nancy Tarulli
- Dates & Times:** Mondays, March 19, 26 & April 2, 9, 2012
4:00 – 7:00 PM
- Location:** TEC Professional Development Center
- Cost:** \$220 TEC/EDCO Members / \$260 Non-Members
- Earn:** 12 PDPs
22.5 PDPs for graduate credit
- Grad. Credit:** 1 credit from Worcester State University for an additional \$100

Course Description: What is a specific learning disability? Not all learning problems are necessarily learning disabilities. Children exhibit natural differences in their rate of development and what may seem to be a learning disability may be simply a delay in maturation. Children also experience the world differently depending on their culture, social group and/or family of origin. However, since differences in development or experience may put a child at risk of a range of problems, it is important to be able to accurately distinguish between maturation, experience variables and a true learning disability.

This course will examine the procedure educators use to determine if a child meets the criteria for a diagnosis of a specific learning disability. The determination of a specific learning disability requires a collaborative approach that includes collecting a history, testing, observations, intervention strategies and a cooperative effort among teachers, special educators, support staff and families. Specific areas that will be discussed include:

- defining each step of the process of identification and strengthening each part through the development of practices and procedures rooted in current research, including DESE documents, RTI practices/procedures and a broad knowledge of test design, administration and interpretation.
- establishing a collaborative team approach within the school so that plans represent the broadest look at a student and the most effective problem solving strategies. This involves fostering a positive relationship among personnel in regular education, special education and administration.
- accommodating SLD students in classroom plans/ strategies.
- establishing a positive working relationship with parents.

About the Instructor: Nancy Tarulli has worked as a speech/language pathologist, administrator and consultant in a variety of environments including public and private schools, institutional and university clinics as well as private practice. She has a Master's degree in Speech/Language Pathology and is certified in Reading. She is published in *The Reading Teacher* and *Language Speech and Hearing Services in the Schools*. She has been presenting workshops on Language Disabilities, RtI, Classroom Inclusion for Language Arts, ASD, The Speech to Reading Continuum, and Executive Function since 1989.

To register, please fill out this form and send, with check or purchase order number, to:
TEC Professional Development, PO Box 186, Dedham, MA 02027

Name: _____
School: _____
Address (W): _____

Address (H): _____

Home Phone: _____
Work Phone: _____
Email Address: _____
Role at School: _____
Course for which you are registering: _____

For Technology course registrations only, I prefer Mac or PC (Circle one).

REMEMBER: For each course, a separate registration form and separate check are required.

I have enclosed \$ _____

If you are sending this registration after January 27, 2012, please enclose an additional \$25 per course.

If you are interested in graduate credit, please DO NOT SEND the additional payment with your registration form. All graduate credit information will be shared on the first day of each course.



The Education Cooperative

TEC is committed to providing high quality, low cost professional development programs to teachers and administrators in and around the TEC region. If you have suggestions for other courses which you would like to see offered, please feel free to contact us. New TEC courses are developed continuously throughout the year. If you would like to be on our professional development mailing list, please send an email to [*tec@tec-coop.org*](mailto:tec@tec-coop.org) with your name, complete mailing address, school and subject area.

Visit our website to find out more about us!

www.tec-coop.org

TEC Member Districts

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