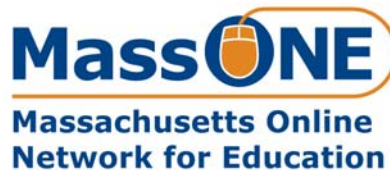




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# Summer 2008 Online Professional Development Courses



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*A pilot project funded by NCLB, Title IID*

*Participants receive PDPs.*

*Courses are at no cost to participants.*

*Graduate credit is available for a fee.*



# **Massachusetts Department of Elementary and Secondary Education**

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To: Massachusetts Educators

From: Connie Louie

Date: 5/22/2008

I am pleased to announce that we have a **limited** number of spaces open in our **pilot program**, Partnership for Online Professional Development, a program of online, graduate-level courses for Massachusetts educators. This publication lists the courses, along with the number of openings as of today. If you are interested in taking one of the courses, please follow the instructions included in the course description page. **Applications will be accepted on a first-come, first-served basis.** If you have questions, you can ask the contact person listed on the course description page.

These courses will be offered through our online portal, MassONE, using Moodle, an open source online learning system. Most of the instruction will be asynchronous, which means that you will be able to access a course, participate in discussion, and complete the coursework at times and locations most convenient for you. Note that you must have a current MassONE account to be accepted into a course. Information about signing up for an account is available on MassONE's web site at <http://massone.mass.edu/teachers/register.html>.

The online courses are made possible by the federal Enhancing Education Through Technology (Title IID) program. All courses are provided at no cost to the participants.

Please enjoy reading this course brochure, and consider taking one of these courses.

# PROGRAM INFORMATION

## ABOUT THE PROGRAM

Through NCLB Title IID, the Massachusetts Department of Education is pleased to support this program. The Partnership for Online Professional Development (POPD) is a pilot program designed to improve teaching practices, promote student learning, and provide capacity-building solutions through the use MassONE and other innovative educational practices. The courses will be offered on a pilot basis during the summer of 2008 to educators in the districts receiving the POPD grants, their partners and to other educators on a space available basis.

## REGISTRATION/APPLICATION PROCEDURES

To register, please follow the instructions for the course of your choice. Registration and notification of acceptance will be done by each grant recipient or course provider, as indicated in the course descriptions. Since space is limited, you should register as early as possible.

Participants will be accepted on a first-come, first-served basis. Participants must participate in the entire program of the selected course.

## PARTICIPATION REQUIREMENTS

Each course will provide approximately 45 hours of instruction. Participants are required to participate in all sessions, take part in pre-and post-assessments of course content, and complete projects outside of class that demonstrate their learning. Teachers' course-related work should be included in their personal professional development plans and should be linked to school and district priorities.

Because all courses will be offered online through MassONE, **every participant needs to have a MassONE account at the time of registration.** Information about signing up for an account is available on MassONE's web site at <http://massone.mass.edu/teachers/register.html>.

## PROFESSIONAL DEVELOPMENT POINTS AND GRADUATE CREDIT

Participants can earn up to 50 PDPs for attending all sessions, taking the pre-and post-assessments and completing a project that documents their learning. No PDPs will be awarded for partial completion. Most courses offer optional graduate credit for which **participants may register at their own expense.**

## CANCELLATION POLICY

The Department reserves the right to cancel any course that does not have at least 15 participants. In case of cancellation, the course provider will notify teachers who have registered prior to the planned opening day of the course.

## A NOTE ABOUT COURSE LEVELS

The courses are designed to support teacher learning at four general stages of content knowledge and development of skills for standards-based instruction. Teachers should select courses that best meet their needs.

*Level I: Foundations.* For teachers seeking to develop a working knowledge of a content topic and standards-based teaching practices. These courses address the foundational content knowledge of the discipline and key instructional strategies.

*Level II: Applications.* For teachers who have a working knowledge of the content area to be studied and possess skills in articulating standards-based objectives and lesson plans. These courses emphasize in-depth content and instructional knowledge to implement effective standards-based instruction.

*Level III: Advanced Study.* For teachers with expertise in the content area and experience implementing standards-based instruction. These courses provide opportunities to engage in in-depth exploration of student learning, specific instructional strategies, and advanced study of a content topic.

*Level IV: Coaching.* For expert teachers and administrators. These courses provide a framework and strategies to guide content-focused coaching and instructional leadership.

## COURSE LIST

**NOTE:** This publication lists full details for the summer courses.

### Science

|   |        |
|---|--------|
| Teaching Electricity and Circuits through Inquiry (Level II).....   | page 4 |
| Assistive Technology and Universal Design for Learning Strategies to Support Middle School Students in Science (Level I)..... | page 5 |

### Mathematics

|  |        |
|--|--------|
| Developing Number Sense (Level I).....                               | page 6 |
| Fractions for Elementary School Teachers (Level III).....            | page 7 |
| Using Real Math Data in the Mathematics Classroom (Level II).....    | page 8 |
| Algebraic Thinking: Differentiating for All Learners (Level II)..... | page 9 |

### English language arts

|   |         |
|---|---------|
| Universal Design for Learning and Reading Comprehension Strategies for the Middle and High School Student (Level II)..... | page 10 |
|---|---------|

## Summer Online Courses

### *Teaching Electricity and Circuits through Inquiry*

**Curriculum area:** Science and Technology/Engineering

**Grade levels:** 3–5

**Instructors:** Lawrence Burns & Susan Massoud

**10 openings**

**Description:** Participants in this course will learn about the science behind electric circuits and how this content can be taught through inquiry. The course will help teachers gain a better understanding of electricity and circuit content, including conducting and insulating materials, open and closed circuits, series and parallel circuits, and electromagnets. Participants will consider inquiry-based methods to introduce the content to students and enhance their questioning techniques to help students make predictions about electricity and circuits.

**Course level:** II (See introduction for definitions of levels.)

**Start and end dates** June 18, 2008 through August 12, 2008

**Contact person:** John Gomes, New Bedford Public Schools  
508.997.4511 ext 3455  
[jgomes@newbedford.k12.ma.us](mailto:jgomes@newbedford.k12.ma.us)

**Application procedure:** Enrollment into the online course will ONLY be available via an interactive form will be posted at: <http://www.newbedford.k12.ma.us/online.htm>. In order to apply, potential participants need their MassONE user name and password (<http://massone.mass.edu/teachers/register.html>).

**Optional graduate credits:** 3 graduate credits are available from Salem State College for a cost of \$200.

## Summer Online Courses (continued)

### *Assistive Technology and Universal Design for Learning Strategies to Support Middle School Students in Science*

**Curriculum area:** Science and Technology/Engineering

**Grade levels:** Science teachers and special education teachers in grades 6-8

**Instructors:** Michael Robinson and Chris Doherty

**8 openings**

**About the course:** This course was developed with the Brockton Public Schools and the Massachusetts Elementary School Principals' Association (MESPA) as part of a professional development grant and will be facilitated by Brockton Public School Science teachers. Michael teaches at South Middle School in Brockton and Chris teaches at East Middle School in Brockton. These dynamic educators look forward to working with teachers online to facilitate the use of AT/UDL supports with Middle School students.

**Description:** This online course will address the skills, strategies and devices necessary to create a universally designed classroom that maximizes every student's ability to achieve at high levels. This 45 hour, five week online course, following the model of the successful AT Summer Content Institute, targets general and special educators in grades 6-8 and will focus on the development and integration of universally-designed supports for reading and writing skills in science. Every student will be viewed in the context of having unique strengths and learning need supports. Teachers will learn to employ varied strategies in working with students (whole class, small group, peer to peer, individual) in order to address the needs of their students as well as to provide multiple options for students' expression of their understanding of skills and concepts.

**Course level:** I (See introduction for definitions of levels.)

**Start and end:** dates June 24 through July 30, 2008

**Application procedure:** There is an online registration form on the Brockton Public Schools website: <http://www.brocktonpublicschools.com/page.cfm?p=1446> .(Or click on the Teachers & Staff tab and then select Professional Development). The form can be emailed to: [helenvirga@bpsma.org](mailto:helenvirga@bpsma.org). In order to apply, potential participants need their MassONE user name and password (<http://massone.mass.edu/teachers/register.html>).

**Contact person:** Helen Virga, Brockton Public Schools  
508-894-4203  
[helenvirga@bpsma.org](mailto:helenvirga@bpsma.org)

**Optional graduate credits:** Three (3) graduate credits will be available optionally through Fitchburg State College for \$225.

## Summer Online Courses (continued)

### *Developing Number Sense*

# 8 openings

**Curriculum area:** Mathematics

**Grade levels:** 3-8

**Instructors:** Jennifer DuLong, Charles Easley, Karen McCartney, Patricia White, Jacqueline Berman and Audrey Peck

**Description:** Course participants will consider basic principles of Universal Design for Learning (UDL) within the context of students' number sense. We will also address number sense standards, effective approaches to assessing number sense, and the role of vocabulary and discussion in the mathematics classroom. The course will include one face-to-face session, as well as ongoing online discussions, independent activities, relevant readings, and a final project.

**Course level:** I (See introduction for definitions of levels.)

**Start and end dates:** June 14 – August 15 2008, face-to-face meeting on Saturday, June 14 at the Community Group headquarters, 190 Hampshire Street in Lawrence.

**Application procedure:** In order to apply, potential participants need their MassONE user name and password (<http://massone.mass.edu/teachers/register.html>).

**Contact person:** [registrar@cpieducate.org](mailto:registrar@cpieducate.org)

**How to register:** Apply online at <http://cpieducate.org/numbersenseapplication.asp>. In order to apply, the application requires educators to provide their MassONE username, along with other relevant information. Educators will be notified as to their acceptance on or before May 30.

**Optional graduate credits:** TBD

## Summer Online Courses (continued)

### *Fractions for Elementary School Teachers*

**Curriculum area:** Mathematics

**Grade levels:** K-6 Math Teachers

**Instructors:** Jackie Bedinelli, Pamela Lyons, Sharon E. Campio, Ginsberg Catherine, and Katja Spongberg all of the Springfield Public School System

**9 openings**

**About the course:** This course was developed with Springfield Public Schools and Virtual High School Global Consortium. Virtual High School Global Consortium is a collaborative of over 450 high and middle schools in 28 states and 35 international schools working together to offer online courses to students. VHS offers online professional development to prepare classroom teachers to teach online, and provides the administrative, management, technical and training support needed to design and deliver high-quality, innovative core, technical and elective courses over the Internet. VHS is proud to have worked with the Springfield School district to bring Massachusetts elementary school teachers an online class whose purpose is to increase teachers' knowledge and understanding of fractions.

**Description:** This course is designed to promote the understanding of fractions for elementary school teachers both from a conceptual as well as a mechanical perspective. Each participant will create a standards-based portfolio of lessons specific to their own grade level, to teach fractions to their own students.

**Course level:** III (See introduction for definitions of levels.)

**Start and end dates:** June 9<sup>th</sup>-August 10<sup>th</sup>, 2008

**Application procedure:** In order to apply, potential participants need their MassONE user name and password (<http://massone.mass.edu/teachers/register.html>). They will then go to the application site (<http://www.govhs.org/MassONE>) to complete the application.

**Contact person:** Tracy Sheehan, Virtual High School Global Consortium  
978-897-1900  
tsheehan@goVHS.org

**Optional graduate credits:** 2 credits available from Framingham State College for \$200

## Summer Online Courses (continued)

### *Using Real Math Data in the Mathematics Classroom*

# 28 openings

**Curriculum area:** Mathematics

**Grade levels:** Middle and high school science, math and social studies teachers

**Instructors:** Peter Mili and Julie Ward (Cambridge Public Schools); Elysha Rice and Margery Waldron (Newton Public Schools)

**About the course:** This course was developed with Cambridge and Newton Public Schools and Education Development Corporation (EDC). Two sections of the course will be offered. One section will be facilitated by Peter Mili, a mathematics coach/teacher at Cambridge Rindge and Latin School, and Julie Ward, a district mathematics coach in Cambridge. The other section will be facilitated by Elysha Rice, a teacher at Day Middle School in Newton, and Margery Waldron, a teacher at Newton South High School. All of the instructors have extensive experience integrating technology into the curriculum.

**Description:** Technology tools and web-based materials provide new ways for math educators to meet key math and technology standards that emphasize data analysis, problem solving and making connections between mathematics, other disciplines and the real world. This workshop will explore a range of web-based resources which utilize technology to support these goals. Participants will learn how to find sources of real data on the Web, and will learn the importance of using authentic data sets to teach students how to analyze, visualize and make sense of data.

**Course level:** II (See introduction for definitions of levels.)

**Start and end dates:** June 18 - August 19, 2008

**Application procedure:** Potential participants can apply for either section of the course. In order to apply, potential participants need their MassONE user name and password (<http://massone.mass.edu/teachers/register.html>).

For the Cambridge course - Email Joanne Krepelka at [jkrepelka@cpsd.us](mailto:jkrepelka@cpsd.us) and include in the email the name of the course (Using Real Math Data in the Mathematics Classroom), teacher's name: teacher's district, preferred email address and teacher's phone number during the summer.

For the Newton course - Email Susan Luchette [susan\\_luchette@newton.k12.ma.us](mailto:susan_luchette@newton.k12.ma.us) and include in the email the name of the course (Using Real Math Data in the Mathematics Classroom), teacher's name: teacher's district, grade/subject taught, preferred email address, and school phone number, and teacher's phone number during the summer.

**Optional graduate credits:** Participants may choose to register for 3 graduate credits from Framingham State for a cost of \$195.

## Summer Online Courses (continued)

### *Algebraic Thinking: Differentiating for All Learners*

**20 openings**

**Curriculum area:** Mathematics

**Grade levels:** Grades 5 - 10 Teachers

**Instructors:** Christina Ricard (Winchendon Public Schools) and Katherine Goguen (Gardner Public Schools)

**Description:** Algebraic thinking is more than solving a wide variety of algebra problems; it encompasses a set of mathematical “habits of mind” that are particular to Algebra. This course will introduce participants to a framework for describing algebraic thinking, seeing and creating opportunities for algebraic thinking in classroom activities, and identifying evidence of algebraic thinking in students’ work. Participants will also learn ways to apply principles of differentiated instruction specifically to mathematics teaching. Technology is central to this effort, both as a tool for reaching a wide variety of learners and for focusing students on the underlying larger conceptual ideas that form the foundation of sound algebraic thinking. Technology tools and web-based materials provide important ways for math educators to meet key NCTM standards and Massachusetts Frameworks that emphasize problem solving and making connections between mathematics, other disciplines and the real world. This course will provide participants with a variety of activities and problems that promote algebraic thinking introduce them to some online tools and guide them in learning ways to use principles of differentiated instruction to adapt existing lessons to promote richer algebraic thinking in their classrooms

**Course level:** II (See introduction for definitions of levels.)

**Start and end dates:** June 25 - August 20, 2008

**Application procedure:** For more information and to register, please contact Valorie Miller, Director of Instructional Services, Winchendon Public Schools, 175 Grove Street, Winchendon, MA, 978-297-0261, vmiller@winchendonk12.org. In order to apply, potential participants need their MassONE user name and password (<http://massone.mass.edu/teachers/register.html>).

**Optional graduate credits:** contact [vmiller@winchendonk12.org](mailto:vmiller@winchendonk12.org) for more information.

## Summer Online Courses (continued)

### *Universal Design for Learning and Reading Comprehension Strategies for the Middle and High School Student*

**Curriculum area:** English Language Arts, social studies, science

**Grade levels:** Middle and High School Teachers in all subjects, 6–12

**Instructors:** Matt Gilbert and Elizabeth Skelley with help from CAST

**About the course:** This course was developed with Smith Vocational and Agricultural School, Northampton High School and CAST (the Center for Applied Special Technology) as part of a professional development grant. The course will be facilitated by two teachers from Smith Vocational and Agricultural High School. Matt is an English teacher at the school and working on a Masters in Technology. Elizabeth is a SPED teacher at the school. Both have extensive experience integrating technology into the curriculum and using UDL techniques in the classroom.

**Description:** Building on CAST's three principles of UDL—that multiple representations of information, multiple means of action and expression, and multiple means of engagement greatly enhance student achievement—this course will concretize the principles, applications, and research background of UDL by exploring how instructional technologies can be used effectively, how digital media can increase the accessibility of core instructional materials and textbooks, and how these tools and supports can support middle and high school students in developing reading comprehension and vocabulary skills.

**Course level:** II (See introduction for definitions of levels.)

**Start and end dates:** June 23 - August 8, 2008

**Application procedure:** To register for the course please contact Beth Dichter at [popdreg@northampton-k12.us](mailto:popdreg@northampton-k12.us) or call and leave a message at 413-587-1365. Please make sure to leave clear contact information, including your name, phone number and an email address. In order to apply, potential participants need their MassONE user name and password (<http://massone.mass.edu/teachers/register.html>).

**Optional graduate credits:** 3 credits available from Salem State College for \$195

**11 openings**