



NHSTE
Bow Brook Place
46 Donovan Street
Suite 3
Concord, NH 03301

Toll free:
866.753.4479
Phone:
603.225.3230
Fax:
603.225.3225

info@nhste.org
www.nhste.org

A Newsletter for
Technology Using
Educators



JANE MURRAY

by Meghan McCarthy
mmccarthy@fcgnetworks.net

When Jane Murray learned she would receive the Pat Keyes Technology-Using Educator award at the Christa McAuliffe Technology Conference in December, she invited six of her students to go to the conference with her.

“Having to stand on stage, I was a nervous wreck,” Murray said later. Her students provided a bit of moral support to calm their teacher. But Murray said they were also there as testament to what the award is all about.

“I couldn’t have gone (to the conference) without them,” she said. Nor would she have been acknowledged for her use of technology in the classroom if her students did not continue to so successfully demonstrate their own technological prowess.

“What is a teacher without a class?” Murray mused.

Murray’s colleagues exude praise for the veteran educator, an English teacher who instructs mainly special education students at Nashua High School North. With a new school full of the latest in educational technology, “no one has taken advantage of these opportunities to the extent Jane has in her instruction,” Principal Patrick Corbin wrote in his letter recommending Murray for the award.

“Jane is a colleague, a mentor, and a great inspiration to her students and many of our faculty,” said Nicole DeCalogero, the school’s technology integrator. “She... continually improves her lessons and methodologies by incorporating technology that is appropriate and engaging for her students.”

Murray regularly enrolls in professional development courses to learn more about the latest innovations, then works to incorporate what she’s learned into her own classroom, as well as sharing her new knowledge with other teachers. Her next course will involve clay animation, and Murray said she’s excited to use that with her students.

“I always try to find new things that I don’t know how to do,” she said, to keep her teaching

KATHRYN HANSON

by Meghan McCarthy
mmccarthy@fcgnetworks.net

Her colleagues describe Kathryn Hanson – the recipient of the 2004 Susan Janosz Technology Impact Award – as a technology-using super teacher.

From designing a desktop publishing course at Newport Middle High School and writing grants to improve the technology available in the school to continuously carving time from a busy schedule to help other teachers incorporate technology into their lessons, Hanson has – in the words of former Newport Principal Lawrence Wight – “been a most significant force propelling Newport Middle High into the twenty-first century.”

Hanson said students have become more and more comfortable with computers and other technology in recent years, so it’s important to use technology in schools. And in order to use technology effectively for educational purposes, teachers need to be comfortable with the programs they are asking their students to use.

“It’s used across the curriculum,” Hanson said of technology in the modern classroom. “It’s a tool (students) expect now. It’s no longer out of reach.”

Hanson is relatively immersed in educational technology. Beyond teaching the high school yearbook class and her desktop publishing course – which is always full – Hanson also helped develop the district’s technology mentoring program for teachers and is both the technology integrator and Virtual High School coordinator at Newport Middle High. She is also the person both students and staff approach when they have a computer problem or question.

“She is one of those rare individuals who relates to and works well with students of all ages and abilities, as well as her peers,” wrote Barbara Kvetcovsky, the school’s media specialist, in a letter recommending Hanson for the award. “She takes the time in her hectic schedule to always help any student or staff member that asks.”

Time is the factor Hanson identified as the biggest challenge to getting other educators comfortable with new technology. Although for

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Get in touch with NHSTE via email:

info@nhste.org
president@nhste.org
membership@nhste.org
treasurer@nhste.org
webmaster@nhste.org

OFFICERS

PRESIDENT

Deb Boisvert
boisvert@sau53.org

VICE PRESIDENT

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sadamsrjh@rcn.com

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sonjag@comcast.net

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SECRETARY

Steve Thissell
stevethissell@pinkertonacademy.org

TREASURER

Sue Johnson
suej@orcsd.org

CHAIRPERSONS

MCAULIFFE CONFERENCE

Cyndi Dunlap
cdunlap@celtcorp.com

MEMBERSHIP

Maria Knee
mknee@sau53.org

PR/PUBLICATIONS

Sonja Gonzalez
sonjag@comcast.net

PARTNERSHIPS & SIGS

Steve Rothenberg
sroth@csd.k12.nh.us

PROFESSIONAL DEVELOPMENT

Kathy Malsbenden
kmalsbenden@mv.k2.nh.us

TECH COORDINATORS

Jeffrey Kessler
JKessler@newport.k12.nh.us

TECHNOLOGY AWARDS

& MINI GRANTS

Andrea O'Neil
aoneil@sau15.net

WEB SITE

Steve Thissell
stevethissell@pinkertonacademy.org

LIAISON

NHDOE

Cathy Higgins
chiggins@ed.state.nh.us

Letter from the President

Deb Boisvert
President
dboisvert@sau53.org

Convergence, coming together, this is the word in technology and has been for a number of years. According to Newsweek's Bard Stone this year's annual Consumer Electronics Show was all about convergence and crossover. The telephone companies plan to offer TV with IPTV. The cable companies want to offer telephone service with voice over Internet. Televisions are getting bigger and cell phones are getting smaller. Cameras have WiFi so you can send your pictures directly to your refrigerator's digital screen. These are all examples of bring together aspects of different devices to provide, hopefully, greater service and value.

Optimally, convergence means bringing together for the better, better may mean more effective, more efficient, or more enjoyable. This is how I see NHSTE, as a forum for convergence of people, technology and ideas. That is notably the case at the Christa McAuliffe Technology. NHSTE and the New Hampshire School Administrators come to together to bring NH educators nationally known speakers, outstanding classroom practitioners and cutting edge vendors. As this conference has grown over many years it has become a regional favorite.

The NHSTE board is very excited about other upcoming prospects for convergence. We are working with the Regional Centers in Keene, Manchester, Penacook, and Exeter to bring noted educator Jamie McKenzie to New Hampshire for a series of eight half-day workshops across the state. Read on in this edition of Connections for details on this event April 4th-7th.

Often convergence happens because the right people are in the right place at the right time. Cyndi Currier is an expert at making it happen. This fall she has been working to revitalize the Tech Integrators SIG. As part of this effort, on January 18th she hosted an Adaptive & Assistive Technology Session. Over 100 people came together to review software and hardware with vendors. The response was overwhelming. Special Educators from my district were ecstatic. It created common ground and opened lines of dialogue between us. This event touched a real need in New Hampshire schools today, and NHSTE plans to respond to this need. We are creating an Adaptive & Assistive Technology listserv, an increased focus at McAuliffe, *Connections* and hands-on Super Thursday sessions. If you would like to be part of the listserv email our secretary Yvette at office@nhste.org. If you have ideas about how to make this happen or would like to help the process please email me.



GRANTS

by Meghan McCarthy
mmccarthy@fcgnetworks.net

Note: This is part 2 of a three part series focused on grant writing. Have some ideas or questions you'd like answered? Drop Meghan a line

Writing clearly about a project's goals and defining how those will positively affect other people are two keys funders seek in a grant proposal. "The secret to good grant writing is to really have a good idea and to communicate it clearly," says Ellen Koenig, the senior program officer for the Walker Fund, part of the New Hampshire Charitable Foundation. "Simple language communicates well."

Koenig, who reads a flurry of grant proposals during the Walker Fund's two annual rounds of giving, says grant writers sometimes get bogged down in the details of a project rather than clearly articulating what the project's goals are. The three basic traits Koenig says she looks for in grant applications are clarity in the grant writer's idea for a project, the importance of that project in the larger scheme of things, and how awarding a grant will affect other people.

"Tell me how it's going to make someone's life better," she says. "Clarity is important, but so is the compelling aspect of it."

Considering the competition for grant dollars, that compelling aspect is vital. The Walker Fund, for example awards about \$250,000 annually in two rounds of grant giving. Last fall, Koenig says, the fund received requests for a total of \$400,000 and had only \$100,000 to give. In essence, grant writers are "making a case" for why funders should help finance a specific project or goal.

To make sure that case is being made clearly, Koenig suggests that grant writers ask a friend or colleague – someone who is unfamiliar with the writer's proposal – to review the application before submitting it to potential funders. If an outside reader can get through the proposal and understand its goals and needs, Koenig says, chances are the request is written clearly and well. If the reader is confused or unclear about the grant writer's goals, however, the proposal probably needs some tweaking.

Avoiding pitfalls

Beyond not clearly demonstrating a project's goals, other common grant-writing pitfalls include not outlining a clear budget in the application and not showing the larger picture of a project.

The Walker Fund offers a sample budget for grant writers to review before submitting their proposals. Koenig says grant seekers should make sure they are familiar not only with the funder's criteria for awarding grants, but also with the organization's goals and the types of projects it has funded in the past. Grant writers should address specific principles in their proposal that the funder is seeking.

The Walker Fund, for example, focuses on providing financial assistance to "under resourced schools" in the state. Koenig says using statistics or specific examples to demonstrate limited financial resources – for instance that a certain percentage of

your school's student body receives free or reduced lunch – is helpful to the folks reading the grant applications.

And if there is a certain aspect of your project that meets a criterion of the funder particularly well, Koenig says, make sure that is clearly identified in your proposal.

"If you have something really important to say, don't hesitate to say it more than once," she says.

It's also important to show how a grant would fit into a larger project. "Think of the totality of the project," Koenig says. Have you received funding for your project from the school district, local businesses, other organizations or grants? Will there be in-kind donations from school staff or community members? How will the project fit into other school activities – is it part of a larger district or school goal?

Make a note of past success

Koenig says it also makes sense for grant writers to demonstrate past professional accomplishments in applications. "It's a good idea to convey past success... It's important to establish credibility," she says. And while the tone used in noting that success is important, it's tough to brag too much in a grant application. "If you have a top-notch person doing the work," she says, "It's going to be a top-notch project."

Koenig recommends grant writers seeking funding for technology-related projects visit www.techsoup.org, the self-identified "technology place for nonprofits." The Web site offers tips from how to bridge the digital divide and take advantage of the latest software innovations to conducting online fundraising and developing a comprehensive technology plan.

Techsoup also suggests letting grant givers know about past success – and about prior failure. "Most funders appreciate when you share lessons you've learned – good and bad – from previous attempts to implement technology in your organization," reads a techsoup article titled Beyond the Case Statement: Your Grant Proposal. "Your proposal should discuss how you will take advantage of these lessons. Openly identify the risks of the proposal and how you will mitigate them."

If at first you don't succeed...

Koenig encourages grant seekers to continue trying if they are not awarded a grant with their initial attempt. "Don't feel that you're a failure if you don't get funded the first time out," she says.

Although funders vary in their methods of awarding grants, Koenig says she takes detailed notes on every application she reviews, and she welcomes calls from folks who have unsuccessfully applied for a Walker Fund grant. That way she can relay what contributed to the grant making decision and offer applicants advice for how to improve in future grant writing efforts.

Most often, that advice consists mainly of the basics: be detailed, but keep it simple and use language that "not fancy, just clever." After all, Koenig says, "Grant writing is not science. It is art."

ONLINE PD

Online Learning~Are you ready to take the leap?

by Kathy Malbenden,
Merrimack Valley School District Technology Coordinator,
Capital Area Center for Educational Support,
Penacook, NH 03303

In my capacity as technology coordinator and co-director of the Capital Area Center for Educational Support in Penacook, NH I promote online professional development opportunities. Most educators are very intrigued by this concept of learning but feel it “isn’t for me.” This is usually because they feel this format lacks the intimacy of being in a physical classroom discussing topics “face to face.” Having taken four online classes towards my Master’s degree and technology certification I was surprisingly pleased to find the course content and class spirit was of a quality equal to if not better than some classes I attended on campus.

Online classes are convenient. Educators’ time is precious. Traveling to and from a campus location adds extra hours to a long day. Imagine being able to plan the time you will “attend” class during a given week. Depending on your schedule, you can go home or stay at school, slip into comfortable clothes, share a meal and have time with your family and/or friends, then login to your class. Other than having a set time to post your week’s assignment or meet online as determined by your online facilitator, the time you attend your class is determined by your schedule. No one cares if you are in your casual or formal clothes, if you have the radio or TV on in the background, or if you are in a quiet room with only the light of your monitor illuminating your room.

Online classes cost less than campus courses. You can take courses for a number of reasons. You may need one more grad course for that master’s degree or hours to meet your certification requirements. There are online classes that will help you meet these needs at a reduce rate. Plymouth State University offers graduate credit for online classes through Connected University and Teacherline at a substantially lower cost. Please contact Plymouth for updated costs.

Online classes offer a diversified offering. Looking for that reading class to meet your k-3 needs? Or that middle school course focused on adolescent behavior? Are you a high school teacher who needs a special science class? Teacherline, <http://www.nhptv.org/teacherline/default.htm>, Connected University, <http://www.cu.classroom.com>, Heinemann, <http://www.heinemannu.com/> or classes developed by New Hampshire educators for LESCEN online, <http://nheon.org/centers/LescnCatalog.htm> may have just what you need. Check out the New Hampshire Local Educational Support Center Network Course Catalog 2004 – 05 at <http://nheon.org/centers/LescnCatalog.htm> for a complete overview.

Online classrooms are unique, global, and close. My online classmates came from New Hampshire, California, Minnesota, Texas, Arizona, and Canada to name only a few

locations. Our conversations centered on common concerns that face all of us. I found that my dilemma on how to offer quality technology support on a limited budget was no different than my counterpart in Texas. Many times I found that my situation was much better than many others. Discussing our common concerns during the course of a six week course brought a sense of camaraderie that I missed once the class was over.

Online classes are not instant messaging. Often time’s educators tell me they don’t want to have to be “chatting” with many people all at the same time. I find this is a common misconception. Online class discussions use threaded discussions. A threaded discussion is like replying to an email, except that everyone can read your post and all the responses to it. It is done asynchronously as opposed to synchronously. This means everyone posts at their convenience, replying to each other when they have made the time in their schedule. Synchronous posting is when everyone is online at the same time. This is not done very often as it can be stressful and confusing.

The following is an outline of online professional development opportunities created by New Hampshire educators. If you want more information on Connected University, Teacherline, or the six NH local education support centers, visit <http://nheon.org/centers/index.htm> or email me at kmalsbenden@mv.k12.nh.us.

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MCKENZIE IN APRIL

Mark your Calendars, Jamie McKenzie is coming to New Hampshire Professional Development centers in April 2005!!!

NHSTE and four of the LESCEN (Local Educational Support Centers Network) professional development centers have partnered to bring nationally renown speaker, writer, and consultant, Jamie McKenzie back to New Hampshire the first week in April to conduct eight workshops.

Mr. McKenzie has been highlighted as a Christa McAuliffe keynote speaker at least twice, spoken to other NH groups over the years, and is always welcome back! His workshops are action packed, thought provoking, and full of ideas you can use in your schools and classrooms tomorrow! Details are still being refined, but dates and locations have been confirmed.

Monday, April 4th

Host - gmpdc

Greater Manchester Professional Development Center
www.gmpdc.org

Location: Currier Gallery of Art, Manchester
AM Session: Cultivating Exceptional Talents

with Digital Resources

PM Session: Learning to Question, to Wonder, to Learn

Contact: Chris Nelson - 603.624.6300

Ext.166 - cnelson@mansd.org

Tuesday, April 5th

Host - swnhesc

Southwest NH Educational Support Center

www.sau29.org/SWPDC/SWPDCweb.html

Location: 438 Washington Street, Keene NH 03431

AM Session: Six Types of Slam Dunk Digital Lessons

PM Session: Learning to Question, to Wonder, to Learn

Contact: Beverly Straneva - 603.357.0101

bstraneva@sau29.org

Wednesday, April 6th

Host - CASES

Capital Area Center for Educational Support

www.nheon.org/centers/caces/

Location: 12 Cross Street, Penacook NH 03301

AM Session: Six Types of Slam Dunk Digital Lessons

PM Session: Learning to Question, to Wonder, to Learn

Contact: Kathy Malsbenden - 603.848.4647

kmalsbenden@mv.k12.nh.us

Thursday, April 7th

Host - spdc

Seacoast Professional Development Center

<http://spdcor.fatcow.com/index.php>

Location: 24 Front Street, Exeter NH 03833-2744

AM Session: Cultivating Exceptional Talents
with Digital Resources

PM Session: Six Types of Slam Dunk Digital Lessons

Contact: Bob Haurand - 603.775.8693 -

bhaurand@sau16.org

Potential session topics include:

- Six Types of Slam Dunk Digital Lessons
- Cultivating Exceptional Talents with Digital Resources
- Learning to Question to Wonder to Learn
- We've done the Internet. Now what?
- Powerful Questions and Powerful Thinking
- Comprehension and Literacies Go Hand in Hand
- Blending the Art and Magic of Teaching with the Craft and Science of Teaching
- Enhancing Classroom Moves, Tactics, Decisions and Strategies to Promote Learning
- Beating the Tests with Power Reading, Questions and Questioning

For more information about Jamie McKenzie and his workshop offerings can be found at his website: www.fno.org.

If you are interested in attending one of the New Hampshire events, contact the Center Director closest to you! Session specifics and schedules will be posted on

the NHSTE and pd center websites on Monday, February 14th. Sessions will be first-come, first-served and they will fill up fast, so stay tuned for more information!

SERESC/NHSTE Partnership a Huge Success!

by Cyndi Dunlap

cdunlap@celtcorp.com

Little did we anticipate the popularity of the January 18th workshop on Adaptive and Assistive Technologies! Instead of the thirty or so participants we generally host at most of our workshops, Cyndy Currier, and the SERESC facility, was able to accommodate nearly 130 interested educators. In a fast moving flow that shifted from one exhibitor to the next every 20 minutes, each participant visited all of the nine stations by lunchtime. The exhibitors presenting information during these sessions include the following:

- Don Johnston Products
- Eye Gaze LC Technologies
- Dynavox Technologies
- Wizcom Technologies
- Simulations Plus
- AlphaSmart
- ATECH
- Apple Computer
- Gateway Computer

Apple and Gateway both demonstrated the many features currently included within the existing the operating systems of their respective platforms to address specific access strategies. ATECH Services described the offerings and displayed some of the many products that are available through their facility in Concord. The remainder of the exhibitors demonstrated specific devices and/or software applications with the potential to meet the unique needs of students with a variety of learning challenges.

SERESC served a wonderful luncheon buffet and the remainder of the time together was spent offering questions and sharing advice within the group. The message was loud and clear that this collection of educators wants and needs a listserv to help make their jobs easier. The room was full of knowledgeable professionals willing to share their expertise and experiences with their colleagues. NHSTE will move forward on this process in the very near future. If you are interested in joining this listserv, please contact Yvette Munroe (office@nhste.org).

We want to thank SERESC for hosting this event and Cyndy Currier for serving as the facilitator for the day. It was an information filled and rewarding day for all who attended.

NECC HOUSING

Housing Registration for NECC 2005 in Philly!!!

by Cyndi Dunlap
cdunlap@celtcorp.com

Now is the time to think about your housing arrangements for NECC 2005 in Philly.

NHSTE has secured a block of 40 rooms at the Hampton Inn beside the Convention Center in Philadelphia for the nights of 6/27, 6/28, 6/29, and 6/30. The conference runs from Tuesday (6/28) to Thursday (6/30) this year. We have reserved a fewer number of rooms both before and after the conference as well. You select only the nights in which you are interested.

Make your reservations now, you have until April 20th to reserve rooms in the NHSTE housing block at the Hampton without financial penalty. All reservations NOT cancelled by April 20th will be subject to the standard fees and penalties.

Here are the room rates for the Hampton Inn through the conference housing bureau: (cost for the room, not per person):

- single	\$159
- double	\$159
- triple	\$179
- quad	\$179

You can check the other housing options on the conference website if you are interested.

<http://center.uoregon.edu/ISTE/NECC2005/>

You can also reach the NECC website from the Christa McAuliffe Conference site at www.nhcmc.org.

Here are some FAQs regarding the process for accessing the NHSTE housing block at the Hampton Inn:

Q: What is the deadline for NHSTE members to register for the NHSTE housing block at the Hampton Inn?

A: The deadline for group block housing reservations is April 20, 2005 or until we fill all the rooms in our block, which ever comes first. Unused rooms will be released to general housing inventory for public sale on April 20, 2005.

Q: What is the registration process for NHSTE members to register for the NHSTE housing block at the Hampton Inn?

A: Fax and regular mail are the ONLY accepted methods for submitting the NHSTE Special Group Housing Registration Form. The fax number and address are indicated on the NHSTE housing form. The .pdf form indicates "NHSTE" in red text at the top of the form—this indication is what the housing bureau references to place your individual reservation against our NHSTE housing block. **YOU CANNOT TO USE THE ONLINE HOUSING SYSTEM TO ACCESS THE NHSTE HOUSING BLOCK!!!**

Here are the steps for reserving a room on the NHSTE housing block at the Hampton Inn:

1) Download the NHSTE Special Group Housing Registration Form from the NHSTE (www.nhste.org) or NECC websites (www.???). From the NECC 2005 Housing and Travel page, click on Special Groups in the box on the right-hand side of the page and select NHSTE from the list.

2) Complete all the requested items on the form including dates of arrival and departure, guests staying with you, your payment information, and any special requests.

3) Mail or fax the completed form to the housing bureau by April 20th.

Q: Is there a way for NHSTE members who may have booked a room through the housing system to change their reservation to the NHSTE block at the Hampton Inn?

A: Yes, if this situation arises and there are still rooms available in the NHSTE housing block, they can contact Cyndi Dunlap (cdunlap@celtcorp.com) to discuss the process to switch to the NHSTE housing block.

Q: Do NHSTE members have to stay at the Hampton Inn?

A: No, this is only a convenience offered to ISTE affiliates. NHSTE members have the option of selecting any other housing location they desire.

PLEASE NOTE:

- The housing reservation website opened to the general public on Wednesday, November 3, 2004.
- **YOU CANNOT TO USE THE ONLINE HOUSING SYSTEM TO ACCESS THE NHSTE HOUSING BLOCK.**
- NHSTE has until April 20th to fill our rooms or give them back to the general pool.
- Review all the NECC payment, cancellation, confirmation, and ADA requirements information on the NECC website. You are still bound by all the existing NECC housing policies and requirements.
- Registration for the conference is separate from reserving your housing arrangements. I Information about NECC conference registration follows:

ONE MORE BENEFIT for NHSTE MEMBERS: NHSTE members receive the Early-bird conference rates (\$199 General Public or \$145 ISTE member) no matter when you register, even if you register onsite! Please note that ISTE membership is only \$65 for the year and you receive 10 issues of Learning and Leading with Technology as part of your membership. If you are planning to go to NECC, ISTE members save \$54, this just about pays for your ISTE membership for a year. This would be a great time to invest the extra \$11 and see if you benefit from ISTE membership.

Questions??? Feel free to contact Cyndi Dunlap.

NHSTE BOOKLIST

Looking for a good read? Try out one of these recommendations from your NHSTE Board!

***Redefining Literacy for the 21st Century* by David Warlick**
ISBN 1-58683-130-5

The goal of this book is to examine the ways that the nature of information is changing and to expand our notions of literacy in a way that reflects these changes.

Redefining Literacy... will not replace the three Rs, but expand them, answering the questions:

- What does it mean to be able to read in an information-driven, technology rich world?
- What does it mean to be able to process information logically in a world where almost all practical information will be digital?
- How will we express our ideas with convenient access to word processors, image editing programs, free video production software, and \$300 digital video cameras?
- Finally, what are the changing ethics of the information age?

Beyond Hardware--Using Existing Technology to Promote Higher-Level

Thinking by Chris Moersch

Chris has recently published this book through the International Society for Technology in Education (ISTE) describing the New Technology Infrastructure, a blueprint for instructional technology reform in the nation's schools. This book provides a systematic approach for educators eager to promote higher-order thinking skills in the face of limited technology budgets. The author demonstrates why decision makers should invest technology dollars in teachers rather than in fancy new hardware.

He provides a framework for using existing technology to develop and revise lesson plans that promote critical thinking skills. Includes the author's empirically validated assessment tool, and a detailed vision for future applications of instructional technology.

The Monster Under the Bed
by Stan Davis and Jim Botkin

Millennials Rising: The Next Great Generation
by Neil Howe and William Strauss 2000

Digital Game-Based Learning
by Marc Prensky

NANOTECHNOLOGY

Nanotechnology Course for Teachers

This fall, the University of New Hampshire, as part of a consortia of New England schools including the University of Massachusetts Lowell and Northeastern University, opened a National Science Foundation sponsored center to study nanomanufacturing. This Nanoscale Science and Engineering Center (NSEC) will work to produce a set of

nano-tools that enable the high-rate manipulation of nanoscale objects. It is our vision that these tools will form the basis of several nanomanufacturing processes. In addition to developing nano-tools, the Center will build on already existing partnerships with industry, universities, and K-12 teachers and students to deliver the education needed in nanomanufacturing to the current and future workforce. As part of our commitment to deliver this needed education, UNH will be providing outreach activities to K-12 teachers.

The first outreach activity will be a Nanotechnology Conference for K-12 Teachers, on Wednesday, April 6, 2005 at Holloway Commons on the Campus of the University of New Hampshire, Durham, NH. It is an opportunity for teachers to learn about this new and exciting technology. The conference is FREE and open to all interested New Hampshire teachers.

Susan J. Greenberg
(Coordinator of K-12 Outreach Programs)
Susan.Greenberg@unh.edu
NSEC- Center for High-rate Nanomanufacturing
Parsons Hall, rm. 222
23 College Rd., Durham, NH 03824
phone: (603) 862-3325 fax: (603) 862-4278

STLI #1 TECHNOLOGY LEADERSHIP PREPARATION PROGRAM NOW SOLICITING APPLICATIONS

The University of Minnesota School Technology Leadership Initiative (STLI) is now accepting applicants for its third nationwide cohort. The STLI is the only academic program in the nation that comprehensively addresses the breadth and depth of the National Educational Technology Standards for Administrators (NETS-A) and has been proven to have statistically significant effects on participants' technology leadership knowledge, skills, and abilities. Cohort participants include superintendents, principals, technology coordinators, media specialists, and teachers from around the country. More information is available at www.schooltechleadership.org.

Scott McLeod, J.D., Ph.D.
University of Minnesota
Assistant Professor,
Department of Educational Policy and Administration
Project Director, School Technology Leadership Initiative
Affiliate Faculty, Law School
Attorney at Law
330 Wulling Hall, 86 Pleasant Street SE
Minneapolis, MN 55455-0221
(612) 626-0768 (office)
(612) 624-3377 (fax)
mcleod@umn.edu
www.umn.edu/~mcleod
www.schooltechleadership.org
www.schooltechleadershipblog.org

Jane Murray - from page 1

from getting stale. “I find technology allows me to be an excellent teacher.” Part of that is introducing new skills and new subject matter to her students, many of whom have not used computers before entering Murray’s classroom. Because of the learning level of some of her special education students, many also have not been introduced to traditional high school topics like Shakespeare.

“Technology is like this big suction,” she said. “It just sucks kids in.”

It also makes learning less mundane and more fun for students, she said. Learning technology skills from simple to complex – while at the same time becoming familiar with, say, the plot and vocabulary words in stories like Shakespeare’s “Julius Caesar” – boosts both their knowledge and their self-esteem.

In her 25 years as a teacher – the last five have been at her Nashua alma mater – Murray has taught students who have MS and Downs Syndrome, who are blind, who have any number of learning challenges. No matter what a student’s learning level or personal challenges, however, everyone in Murray’s classes regularly uses technology.

“If it’s good enough for Harold to learn, it’s good enough for Joey to learn,” Murray said.

“Jane insists on using technology with all of her students... to prepare them for the realities of communication, research, and presentation for their life after high school,” DeCalogero said. “The technologies we use in our personal lives and at work will always be changing. Jane has provided her students with the opportunity to see what IS possible.”

Murray’s students regularly submit assignments electronically to a shared folder. They have learned how to insert their own voices into computer documents, how to conduct research using the Internet, and how to create Web sites. Sometimes Murray asks her students to do their homework on Blog sites

“Her passion for challenging learners, despite their limitations... is supreme,” DeCalogero said. “Jane is an effective evaluator who knows the difference between constructive lessons and ‘functionality fluff’... She is a sparkler, a sharer, a true teacher.”

Perhaps it is the true teacher in Murray that causes her to shy away from the spotlight in an “I’m nobody special” attitude. The best thing about receiving the Pat Keyes award, she said, is the recognition it will bring to the whole school district. She said she feels lucky to teach in a district where there is such ready access to technology and hopes someday to be able to instruct online courses and reach students at other schools. “I love my job,” Murray said. “I can not think of another job that I’d rather be doing.”

Kathryn Hanson - from page 1

many teachers the interest is there, committing time to learning new programs – let alone how to incorporate those into teaching – is hard for nearly any teacher.

“They’re so stretched as it is,” Hanson said of her colleagues.

For the past four years Hanson has worked as the technology integrator in addition to her teaching duties. She’s held workshops after school to help train other faculty and worked with teachers to develop lesson plans using technology. From the integrator position, Hanson helped develop a technology mentoring program, which involves techno-savvy teachers throughout the district who work with other educators to help them to appropriately integrate technology into their classrooms.

Kvetcovsky said Hanson is a great source of help to her peers, finding Web sites that may be helpful to their lessons, meeting with teachers individually, and working in their classrooms to ensure they know how to use new technology. To make sure all students and teachers have access to technology, Hanson wrote a grant two years ago that paid for two mobile computer labs, each containing 16 lap top computers.

“Many people are knowledgeable about the use of computers in the classroom,” Newport Principal Barry Cornell wrote. “What makes Kathryn a leader in this area is her ability to translate that knowledge into meaningful education experiences and training for both the students and staff.”

Hanson seems to be a hit with both her peers and the school’s students. There is regularly a wait list to get into her desktop publishing courses. And local businesspeople and civic leaders vie for the work produced by the students in those courses.

“She has soared with this course and the work that this class produces is fantastic,” Kvetcovsky said. “It’s unusual to find someone, I think, that is so superb all around... She’s fabulous.”

The class has designed and produced a variety of goods, from school publications like the student and staff handbooks to professional jobs like business cards, event posters, and flyers.

Hanson said she was overwhelmed when she learned she would receive the Technology Impact Award at the Christa McAuliffe Technology Conference in December. When they submitted the nomination forms last fall, her colleagues were so confident that Hanson would win the award that they told her not to make plans for the week of the conference.

“To have such absolutely amazing things said by your colleagues is just amazing,” she said. “They let me know that what I do makes a difference.”



MCAULIFFE REFLECTIONS

by Cyndi Dunlap
cdunlap@celtcorp.com

Planning for the 2005 Christa McAuliffe Technology Conference has begun. One of the first things the steering committee

does is to review the feedback provided on the evaluation forms submitted by our conference participants. This process causes us to reflect on what works, guides us in directions where we can improve, and helps us to focus on the themes, topics, and new ideas for the next conference.

By all indicators the Christa McAuliffe Technology Conference was another successful event. The number of attendees over the 2003 conference was up, the weather cooperated, the PSDC sessions were well attended, and there was lots of talk among participants of new ideas and things to try back in their classrooms/schools.

Our most exciting addition to the conference was the MITI, Master It and Take It sessions offered for Palm OS and Pocket PC handheld computers, a digital camera, and a GPS device. The follow-up sessions offered in January on each of the MITI devices have also proven to be very popular. We are thrilled by the participation in these sessions and will continue to investigate ways to bring effective professional development experiences to our New England educators.

Please, keep your ideas and feedback coming! Now is the time to let us know what topics you want us to make available in December 2005. Feel free to email any thoughts, suggestions, requests, and ideas to Cyndi Dunlap at cdunlap@celtcorp.com. My role as McAuliffe Conference Chair is to serve our membership in bringing the information that you need to the conference each and every year. I seek to bring fresh ideas to the event while retaining the tried and true topics that continue to interest and engage.

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Made to School Bus	Made Home Bus	AM Bus #	AM Stop	PM Bus #	PM Stop	Driver Privileges	License Plate #
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10 Technology Integration

Continued from page 1

ONLINE PROFESSIONAL DEVELOPMENT OPPORTUNITIES!!!

These courses were developed by NH Teachers and are free this time around to full-time teachers currently employed in New Hampshire. Courses vary from 6 to 8 weeks, and all include a face-to-face for the first session, and online for the remainder.

The initial face to face meeting will be held at the home Center of the presenter, and potentially will be videoconferenced to local professional development Centers. Registration for videoconferencing requires a 2 week notice, and all Centers may not be able to videoconference.

TO REGISTER: Contact Ceil Scranton at 357-0101 or email cscranton@sau29.org

Making Literature Inclusive

Participants will learn how to effectively teach literature in heterogeneously grouped classrooms. This practical course will walk participants through the design of an inclusive literature unit through which they will design their own literature unit for their classroom. Strategies that participants will explore include storyboarding, readers' theater, and alternative assessments.

Date: February 28, 2005, 4:00 - 6:00 PM
Instructors: Jim Doherty & Kara Coggeshall
Initial meeting location: Seacoast Professional Development Center, Exeter
Subject/Grade: English Language Arts / 6-9
Course Credit: 30 hours

Strategies for Teaching Content Area Reading

This course will provide participants with specific strategies to enhance reading comprehension in the content area. Through readings and surveys, participants will have a working knowledge of their learning style and a basic understanding of the importance of the relationship between learning through learning styles and student achievement. Building upon this we will closely examine basic reading and study strategies used in content area reading to enhance comprehension.

Date: March 3, 2005, 4:00 - 6:00 PM
Instructors: Pat Glennon & Michaela Walker
Initial meeting location: Seacoast Professional Development Center, Exeter
Subject/Grade: All / 6-8
Course Credit: 30 hours

Art 'N Fact the Past

Explore new strategies for teaching American heritage. Develop lesson plans which incorporate history, literature, writing, and crafts to help students gain an appreciation and understanding of our past.

Date: February 14, 2005, 3:30 - 5:15 PM
Instructors: Mary LaValley & Karen Durling
Initial meeting location: Southwestern NH Educational Support Center, Keene
Subject/Grade: All / 3-8
Course Credit: 30 hours

Reading, A Job? Or a Joy?: Teaching the Struggling Reader in the Classroom

This course will take you on a journey of discovery as you explore different Internet sites that will help you help your students to become better readers. Components of reading researched will be phonemic awareness, and instruction in phonics, fluency, vocabulary, and text comprehension. As a culminating activity you will prepare a series of lesson plans that address these key components of reading.

Date: January 26, 2005, 6:00 - 8:00 PM
Instructors: Margaret Saunders & Maurine Henry
Initial meeting location: Southwestern NH Educational Support Center, Keene
Subject/Grade: Reading / 1-6
Course Credit: 30 hours

Teaching Early American History, European Explorers Through the Revolutionary War

Making history come alive through interactive technological resources. This course will cover American History from Early Exploration of the New World through and including the American Revolutionary War. Detailed lesson plans will be provided for participants to implement in their classes to engage students in early American History. Participants will also be able to explore, reflect and expand upon these ideas.

Date: February 9, 2005, 4:00 - 6:00 PM
 Instructors: Maureen Meyer & Joni Mastronardi
 Initial meeting location: Southwestern NH Educational Support Center, Keene
 Subject/Grade: History / 6-8
 Course Credit: 30 hours

Accommodating Your English Language Learners (ELLs) in the K-12 Classroom

Every year New Hampshire teachers find themselves with more and more ELLs (English Language Learners) in their classrooms. This course is designed to help K-12 teachers better understand the issues faced by these students and how to make the appropriate accommodations.

Date: March 9, 2005, 4:00 - 6:00 PM
 Instructors: herry Marrotte & Jack Timmons
 Initial meeting location: Southwestern NH Educational Support Center, Keene
 Subject/Grade: All / K-12
 Course Credit: 30 hours

Economics for an Electronic Age

This course will examine the wide array of online activities that are available for educators that seek to breathe life into the teaching of economic concepts. The course will be helpful to history, business and economics teachers who seek authentic real world lessons to intrigue and inspire their students. Participants will accumulate a library of online lesson that have been evaluated by their peers as well as constructing their own lesson plans suitable for whatever classes they choose. An emphasis on Good Models for Teaching with Technology will occur throughout the six week course.

Date: March 2, 2005, 4:00 - 6:00 PM
 Instructors: Jeremy Robinson & Kenneth Mullen
 Initial meeting location: Southwestern NH Educational Support Center, Keene
 Subject/Grade: Economics / 6-10
 Course Credit: 30 hours

Inclusion Tools and Strategies for General Ed Teachers

This course will focus on building a classroom community based on group sharing, games and projects. We will also gear towards inclusion strategies that have worked for us in the classroom and sharing those insights along with participants.

Date: TBD, 4:00 - 6:00 PM
 Instructors: Jane Twomey & Kelly St. Cyr
 Initial meeting location: Greater Manchester Professional Development Center, Manchester
 Subject/Grade: All / 5-8
 Course Credit: 30 hours

Intro to Teaching ESL Students in Elementary Classrooms

Learn best practices for working with English Language Learners. Participants will learn to modify their favorite lesson plans and identify internet lesson plans that incorporate these best practices. Weekly assignments are practical and are directed at Elementary and Middle School teachers.

Date: March 11, 2005, 3:30 - 5:30 PM
 Instructors: Lynn Cade & Kimberly Warren
 Subject/Grade: All / 1-5
 Initial meeting location: Greater Manchester Professional Development Centre, Manchester
 Course Credit: 30 hours



Information and descriptions of
these events can be found at:
www.nhste.org

PAGES 4 & 5:
JAMIE MCKENZIE AT OUR LESNs
April 4th- 7th

PAGE 6:
NECC 2005 IN PHILADELPHIA
June 27th - 30th

PAGE 7:
NANOTECHNOLOGY
April 6th

PAGE 7:
NETS-A
Summer '05

PAGES 10 & 11:
ONLINE PD
January - March '05

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