

Applying the Iowa Professional Development Model.

This course provides an overview of the Iowa Professional Development Model and highlights its role in the Iowa's Teacher Quality Program. It focuses on the operating principles of the model and the cycle of professional development. Participants will better understand its role and be able to advocate for high-quality professional development..

Ethics in Education—This course reviews Ethics as defined by the Iowa board of educational Examiners. The course includes the examination of a variety of actual cases that the Board has addressed and a method to use when making decisions. It is very interactive. Each participant writes his/her own statement of ethics.

The following training is available for no credit:

Real Colors - This workshop examines temperament theory and explores in depth its many uses and implications for teachers. Participants will learn to recognize their own strengths and the strengths of others; to build instant and lasting rapport with others; to communicate with students, parents, and co-workers more effectively; to enhance their ability to understand and identify how others process information; to appreciate the views of others, and they'll learn techniques and strategies on how to develop positive relationships as well as lead others based on their style of learning. Materials for this training: \$7.50 per person, which covers the cost of the participant assessment packet. Any other attributable meeting costs would be additional. (This training will require a minimum of 3 hours.) Not available for graduate credit.

Cost for Courses

The actual cost for the course can vary depending on the costs for supportive services and the number of sessions. It has become our practice to provide a light meal with a session that is held during a normal meal time.

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Type of Credit	Member	Non-Member
Audit	\$50	\$100
License Renewal	\$80	\$130
Graduate	\$145	\$195

Each course has a minimum number of participants that are necessary in order for the course to be offered. If your local association is interested in hosting a course contact your UniServ office.



ISEA Professional Development Academy

777 Third Street
Des Moines, IA

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ISEA Professional Development Academy

The Academy offers courses that can be audited or taken for license renewal or graduate credit. Each course is 15 contact hours in length and worth one credit. Graduate credit is available through Morningside College and Viterbo University (accredited by NCATE).

All courses are interactive and use the wisdom of the participants as they interrelate with the information presented.

The following courses are currently available to be taken for graduate credit (15 contract hrs = one credit):

I CAN DO IT Plus Classroom Management Techniques

– This course focuses on issues, techniques, and strategies for effective classroom management. The course includes a 200-plus page manual and the opportunity for teachers to examine successful practices and theories about classroom management and share practical strategies. The course is very interactive. It is based on a workshop created by the California Teachers Association and distributed nationally by NEA. Originally designed for teachers in their first five years of teaching, many veteran teachers have found this course very helpful.

Using the Iowa Teaching Standards – Using the ISEA book, *A Framework for Understanding the Iowa Teaching Standards and Criteria*, this course takes participants into a deep study of each of the eight Iowa Teaching Standards. Each standard is explored using a variety of interactive strategies that tie the purpose of the standard to real-life practicalities of teaching. This course was developed by ISEA staff. .

Increasing Student Effort and Responsibility – This course examines motivational theory and practical ideas, as well as providing the opportunity for participants to discuss elements of this seemingly easy, but complicated issue. Each participant will acquire knowledge and skills that will have a positive impact on student effort and responsibility by: understanding how teachers' goals, values, beliefs, and behavior affect students in the classroom; understanding how to frame

teaching to affect students; acquiring knowledge of research-based theories on motivation; self-assessing own teaching practices and effect on students; designing and analyzing lesson(s) which affect students; using motivational theories, and being aware of additional strategies, approaches, and resources which will help to increase the efforts and responsibilities of students in all areas

Learning Strategies that address childhood obesity through physical activity & nutrition education: Childhood obesity is addressed by providing a comprehensive understanding of health-related physical fitness using multiple learning strategies that stress the importance of teaching both physical activity and nutrition education within the same curriculum.

It is an ideal course for:

Teachers/instructors elementary classroom, physical education, science, and health; (preschool, daycare) searching for learning strategies that teach both physical activity and nutrition education; Local wellness coordinators and panel members searching for programs to meet their local wellness policy goals.

Understanding Real Colors.—This course replaces Using Real Colors. Participants will gain an in-depth understanding of the four temperaments & will see how each of the temperaments impacts their personal & professional lives.

Applying Real Colors—Participants will bring their experiences, share their insights, develop strategies, & recognize how the four temperaments can be applied in their personal & professional lives.

Mentoring Matters: Module Training – This course prepares educators to serve as potential mentors of the Journey to Excellence mentoring and induction model. Mentoring Matters uses learning modules that are taken directly from the Mentoring Matters: A Practical Guide to Learning-Focused Relationships text.

The focus of the course will be the Learning-Focused Mentoring. Participants will learn the skills and knowledge needed by mentors to help beginning teachers.

The course offers practical tools, focused templates and technical tips for educators who support others in improving instructional practice. Participants will explore a continuum of interaction, for consulting (sharing expertise and providing technical assistance) to collaboration (shared planning and problem-solving) to coaching (non-judgmental interaction which supports reflection and develops professional capacities).

Exploring National Board Certification: Pre-Candidacy

– This course is designed for teachers who are either interested in learning more about the National Board or plan to seek certification and would like to get a head start.

Improving Teaching through Reflection on National Standards

– This course is designed for teachers seeking National Board Certification and provides an information and support system as teachers respond to expectations of National Board for Professional Teaching Standards and develop supporting materials. Here are some highlights of the course: understanding the NBPTS standards; understanding the Architecture of Learning; identifying how to analyze, evaluate, and reflect on one's current practice; create a rubric for Entry 4; and candidates will evaluate their entries; and review the Assessment Center process and preparation.

Assessing Portfolio Entries – This course is a follow-up to the *Improving Teaching Through Reflection on National Standards* course. It provides an opportunity for candidates for National Board Certification to meet with current NBCTs and other students to design portfolio entries, receive feedback, and have an opportunity to use the scoring rubric in analyzing entries. The class can be taken for graduate credit, license renewal, or it may be audited. It will meet on Saturdays once a month in January, February, and March in Des Moines and Cedar Rapids.