



# Professional Development Newsletter

Summer 2020 - Winter 2021

## New Online Courses

The Illinois Education Association is now offering online professional development courses. All courses are asynchronous online courses. This means that members are provided with meaningful content, and are given a time frame to complete assignments. Interactions with other members from across the state takes place through discussion boards and videos. These courses are built for members with time constraints and busy schedules. As usual, all courses are a benefit of membership to IEA so there is no additional cost.



## Ed Leaders Network

The IEA has partnered with the Ed Leaders Network (ELN) to provide members with quality on-demand professional development within a community of peers and experts. You can access the ELN by going to [www.edleadersnetwork.org](http://www.edleadersnetwork.org). Additional information and a list of courses can be found on page 3.

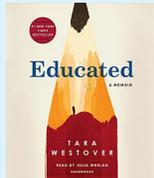


## Summer Online Book Study and Courses (Beginning June 8, 2020)

### Book Study | 8 clock hours

#### **Educated: A Memoir by Tara Westover**

Born to survivalists in the mountains of Idaho, Tara Westover was seventeen the first time she set foot in a classroom. Her quest for knowledge transformed her, taking her over oceans and across continents, to Harvard and to Cambridge University. Only then would she wonder if she'd traveled too far, if there was still a way home. A great summer reading experience. [Instructions for joining book study.](#)



### Introduction to Restorative Practices | 8 clock hours

Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. This four-week course will introduce the continuum of restorative practices as a straightforward problem-solving framework that can be used as an alternative to exclusionary discipline. [Register now.](#) [Share flier.](#)

### Restorative Practices Training of Trainers | 24 clock hours

This eight-week course will examine restorative practices in action – exploring the potential, as well as the limitations, risks, and obstacles to restorative practices through books, articles, online videos, interactive online discussions, and projects. This course will prepare members to facilitate restorative practices workshops for their local associations. The purchase of two books is required for this course. *Prerequisite: Introduction to Restorative Practices (In-person workshop or online course).* [Register now.](#) [Share flier.](#)

### Prosocial Skills Training | 8 clock hours

An intervention designed to promote prosocial behavior in adolescents using techniques to develop social skills, emotional control, and moral reasoning. This intervention aligns well with restorative practices and can be used as a targeted or universal intervention for adolescents struggling to regulate their behavior. *Prerequisite: Introduction to Restorative Practices (In-person workshop or online course).* [Register now.](#) [Share flier.](#)

## Summer Virtual Workshops and Webinars (Continued on page 2)

### Leveraging Rubrics to Increase Student Ownership of Learning June 22, 10 - 11:30 p.m. | 3 clock hours

This virtual workshop will provide members with an opportunity to explore new methods of rubric design and implementation. The workshop will start with a brief summary of current research on the strengths and pitfalls of rubrics. Then members will examine a variety of rubric models and apply these principles to existing assessments in order to improve assessment practices and

increase student ownership of learning. This workshop is presented by Dr. Meghan A. Kessler, Assistant Professor of teacher education at the University of Illinois Springfield.

[Register now.](#) [Share flier.](#)



**If you have questions or need assistance, please contact:**

Instructional Resource and Professional Development Director [Diana Zaleski, Ph.D](#)  
Field Associate Staff [Amanda Plunkett](#)

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## (Continued from page 1) Summer Virtual Workshops and Webinars

### Cultivating Future Historians, Part I July 16, 10 a.m. - 12 p.m.

Engage in hands-on activities to explore your positionality, consider the challenges of traditional methods of history instruction, and examine effective strategies to make the process of history visible in your classroom, and develop a plan to teach students how to think and act like historians.

[Register now.](#) [Share flier.](#)

(Two-part webinar series: Please register separately for Parts I and II)



### Uncovering History's Mysteries: Creating Exciting, Hands-On, Primary Source Analysis Activities, Part 2 July 23, 10 a.m. - 12 p.m.

*"You know my methods, Watson. There was not one of them which I did not apply to the inquiry."* –Sherlock Holmes

Working with the Abraham Lincoln Presidential Library and Museum's collection and a variety of primary source analysis methods, discover how to create exciting hands-on analysis activities for your students to facilitate the development of disciplinary literacy, learner-led inquiry, and higher-level thinking skills.

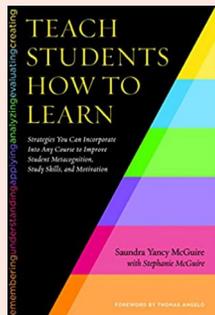
*Prerequisite: Cultivating Future Historians, Part I.*

[Register now.](#) [Share flier.](#)

## Fall Online Book Study and Courses (Beginning October 5, 2020)

### Book Study | 8 clock hours

#### **Teach Students How to Learn: Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation by Sandra Yancy McGuire**



What is preventing your students from performing according to expectations? Sandra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple, straightforward strategies to use, they can significantly increase their learning and performance. Written from the perspective of a college professor, this book provides a unique insight into how we prepare our students for success after high school.

[Instructions for joining book study.](#)

### Educator Well-Being | 8 clock hours

This four-week course focuses on increasing educator well-being through research-based strategies rooted in the field of positive psychology. Positive psychology is the scientific study of the strengths that enable individuals and communities to thrive. Members will learn how to increase their well-being through the principles of positive psychology. [Register now.](#)

### Understanding Adverse Childhood Experiences | 8 clock hours

This four-week course will introduce members to the concept of adverse childhood experiences and explore the psychological and behavioral impact of traumatic stress on preschool, elementary, middle, and high school students. Members will learn what can be done at school to help traumatized children and how members can prevent secondary traumatic stress that may develop from exposure to trauma through the students with whom they work.

[Register now.](#)

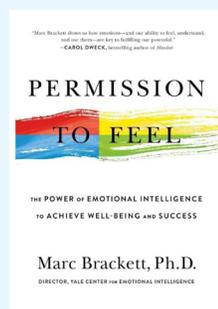
## Winter Online Book Study and Courses (Beginning January 4, 2021)

### Book Study | 8 clock hours

#### **Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive by Marc Brackett**

Marc Brackett is a professor in Yale University's Child Study Center and founding director of the Yale Center for Emotional Intelligence. This book combines rigor, science, passion and inspiration in equal parts. Too many children and adults are suffering; they are ashamed of their feelings and emotionally unskilled, but they don't have to be. Marc Brackett's life mission is to reverse this course, and this book can show you how.

[Instructions for joining book study.](#)



### Educator Well-Being | 8 clock hours

This four-week course focuses on increasing educator well-being through research-based strategies rooted in the field of positive psychology. Positive psychology is the scientific study of the strengths that enable individuals and communities to thrive. Members will learn how to increase their well-being through the principles of positive psychology. [Register now.](#)

### Introduction to Positive Education | 8 clock hours

Positive education is defined as education for both traditional skills and for happiness. The high prevalence worldwide of depression among young people, the small rise in life satisfaction, and the synergy between learning and positive emotion all argue that the skills for happiness should be taught in school. This four-week course introduces members to the principles of positive education that are used to increase students' resilience and positive emotion. *Prerequisite: Educator Well-Being.* [Register now.](#)

## Ed Leaders Network

**All educators in Illinois have free unlimited access to the ELN.** If you have not been registered by your school, you may register yourself by going online to [www.edleadersnetwork.org/subscribe/illinois](http://www.edleadersnetwork.org/subscribe/illinois) or by contacting Arlin Peebles at [arlin@ilprincipals.org](mailto:arlin@ilprincipals.org) and requesting assistance. To date, we have collaboratively developed the following courses:



### Attendance and Student Engagement

This course is designed to help educators understand the implications of the 2018 amendments to Illinois Senate Bill 3466 or Public Act 100-0810 related to student attendance, engagement, and discipline. This course will also discuss strategies to encourage student attendance and engagement.

### Understanding Chronic Absenteeism

This course is designed to help educators understand the accountability requirements concerning chronic absenteeism, and will discuss resources and strategies to improve student attendance and engagement.

### Understanding Adverse Childhood Experiences

This course: 1) Introduces educators to Adverse Childhood Experiences (ACEs); 2) Explains the impact traumatic experiences have on health and behavioral outcomes for children; and 3) Identifies appropriate health and behavioral interventions educators might advocate within their schools and community.

### Understanding Mindset

This course is designed to help educators understand the concept of mindset and how it relates to student achievement. In addition, this course will discuss strategies to support students' adoption of a growth mindset.

### Understanding SB100 and Student Discipline

This is an introductory course designed to help educators understand the implications of Illinois Senate Bill 100 (Public Act 099-0456) on local discipline policy and practices. This course describes non-exclusionary alternatives to out-of-school suspension and expulsion.

### Introduction to Cultural Competency

This course is designed as an introduction to cultural competency. Cultural competency involves learning, communicating, and connecting respectfully with others regardless of differences. Culture can refer to an individual's race, class, gender, sexual orientation, religion, immigration status, or age. All of these factors strongly influence people's lives and experiences. Educators, regardless of background or identity, must bring both cultural understanding and self-awareness to their work.

### Measuring Student Growth

The purpose of measuring student's academic growth is to immediately inform the instructional process in order to increase student learning and close achievement gaps. This course helps educators understand the process of using formative assessment to measure student growth and close achievement gaps.

**If you have questions or need assistance, please contact:**

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