



The IEA Online Learning Portal is a benefit of your IEA membership and is available to all members FREE of charge through IEA Members Only.

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Online Learning Portal Catalog

Featured courses for
Summer/Fall 2019

A complete list of course offerings can be found on the IEA Online Learning Portal on Members Only.



www.ieanea.org/members-only

Work at your own pace!

A bit about the IEA Online Learning Portal

The IEA Online Learning Portal is a benefit of your IEA membership and is available to all members FREE of charge through IEA Members Only. This catalog features new courses and will be updated twice a year. A complete list of course offerings can be found on the IEA Online Learning Portal. You can earn clock hours on demand at your own pace. Login or create an account on IEA Members Only to gain easy access to the portal. New courses are always being added. Login to [Members Only](#) to get started!

Our Mission

The Illinois Education Association-NEA's mission is to effect excellence and equity in public education and to be THE advocacy organization for all public education employees.

IEA believes that educators provide the stable, nurturing, inspiring environment that makes it possible to teach each student and provide individual attention to each student's learning needs. To this end, we work to ensure that every student has a qualified, caring educator.

We believe that we must change the way educators are recruited, trained, evaluated, supported, and held accountable. We believe we must raise the bar for what it means to be a quality educator by focusing on preparing new educators for the classroom, attracting and retaining educators, providing continuous, high quality professional development for all educators, and promoting effective teachers and quality educators.

Frequently Asked Questions (FAQs)

How do I sign up for an IEA Online Course?

To take an IEA Online Learning Course, visit www.ieanea.org, at the top of the page choose Member Login. Please register or log in if you already have an IEA Members Only account. This easy process takes no more than 30 seconds! If you have any issues or questions, please contact [IEA Connect](#) at 1-844-IEA-1800. We are here for you!

How much time does a class take?

IEA online courses vary in time from 15 minutes to six hours. Each course has the time estimation listed on its descriptor.

Can I earn PD clock hours?

The answer is a resounding "Yes!" As IEA is an ISBE Approved Provider, nearly all of the courses on the IEA Online Learning Portal qualify for PD clock hours. Each course is identified if PD clock hours are provided. The amount of PD clock hours is listed on the course description. At the conclusion of each course, you will need to complete the ISBE Evaluation for Course, certify you've completed all parts of the course, and enter your IEIN. You then will be able to download the ISBE Evidence of Completion for your records.

Does IEA have professional development?

Yes. IEA offers professional development opportunities both online and face to face. IEA is your gateway to becoming the best educator you can be and your ally in Illinois educational reform. Together, we are building the best learning environments for Illinois students.

Additional Resources

Request a PD Training

The IEA supports IEA staff, members and local associations by providing professional development opportunities to improve teaching and learning, technology, communications and legal through online and face to face trainings. **Interested in a local training?** You can request training at ieanea.org/resources/iea-teaching-and-learning/professional-development-request-form. Please complete the form to indicate your interest in professional development for your local association, school or district. Remember, it is helpful if this form is submitted at least one month in advance to allow enough time for IEA staff to assist you in meeting your professional development goals. For more information and to meet the IEA Teaching and Learning staff, [download the IEA Teaching and Learning brochure](#).

We welcome suggestions and feedback.

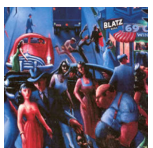
Contact us at [IEA Connect!](#)



An Introduction to Culturally Responsive Teaching

In this course, Professor Kara Mitchell Viesca of the University of Nebraska Lincoln guides us as we explore our own cultures and the dominant cultural narratives, or majoritarian stories, which may affect our perceptions of students, families, and school. By starting with our own cultures, we may develop culturally responsive and relevant pedagogy to meaningfully support our diverse learners.

Global Education: 1 clock hour



Black Chicago: History, Race and Renaissance

The history of Chicago is one of stockyards, immigrants, and machine politics. For African Americans, it's also one of vast opportunity, rigid exclusions, and community building. In this online seminar, Dr. Davarian Baldwin, historian and professor of American studies at Trinity College, explores the history of black Chicago in the 20th century, from the Great Migration through the Civil Rights Movement. Along the way, he discusses the mechanisms of segregation and Jim Crow in the North but also the means by which African Americans in Chicago built institutions to effect change in their neighborhoods and city.

Global Education: 1 clock hour



Building Rep: Organizer and Communicator

This course will focus on two of the most crucial roles of the building representative: Organizer and Communicator. Topics include types of organizing, one on one conversations, communication strategies, 10 minute building meetings and active listening.

Advocacy: No clock hours



Conducting an Elections Campaign

This course is part of the Board Elections Campaign Series and will focus on "Conducting a School Board or Trustee Elections Campaign." Each course in the Board Election Campaign Series has been designed to help local associations through the campaign process. If associations follow the steps outlined in this series, they have an excellent chance of receiving more votes than their opponent on Election Day and reaching the goal of winning at the local level. Conducting a School Board or Trustee Campaign can be a difficult, but rewarding experience for your association. By using these guidelines to plan and prepare, the local association will achieve success.

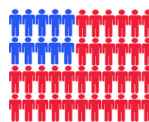
Advocacy: No clock hours



Creating a Culture for Learning with Cafe and Daily 5

The foundation of any good lesson starts at the planning stages. Educators who are successful at meeting all students' needs or implementing differentiated instruction rely on targeted planning. This module provides participants with the key foundations for ensuring student engagement.

Classroom Culture: 0.5 clock hour



Engaging the Electorate

This course is part of the Board Elections Campaign Series and will provide the local association with information on Engaging the Electorate. This includes contacting voters with the local association message with person-to-person contact by the candidate and campaign volunteers. Each course in the Board Election Campaign Series has been designed to help local associations through the campaign process. If associations follow the steps outlined in this series, they have an excellent chance of receiving more votes than their opponent on Election Day and reaching the goal of winning at the local level. Conducting a School Board or Trustee Campaign can be a difficult, but rewarding experience for your association. By using these guidelines to plan and prepare, the local association will achieve success.

Advocacy: No clock hours



Enhancing Instruction through Targeted Planning (Domain 1)

The foundation of any good lesson starts at the planning stages. Educators who are successful at meet all students' needs or implementing differentiated instruction rely on targeted planning. This short module will provide participants with the key foundations for ensuring engagement for students in daily lessons. Connections to Danielson's Framework for Teaching will be made throughout and participants will finish with creating a Teaching Cycle Map for relevant classroom application.

Teaching & Learning: 0.75 clock hour



Global Books as Windows and Mirrors

The foundation of any good lesson starts at the planning stages. Educators who are successful at meet all students' needs or implementing differentiated instruction rely on targeted planning. This short module will provide participants with the key foundations for ensuring engagement for students in daily lessons. Connections to Danielson's Framework for Teaching will be made throughout and participants will finish with creating a Teaching Cycle Map for relevant classroom application.

Global Education: 1.25 clock hours



Importance of Board Elections

This course is an introduction to the Board Elections Campaign Series and will focus on “The Importance of School Board or Trustee Elections.” All elections are important, but for educators in a school district, university or community college, local school boards or trustees have a direct impact on schools and employment. Each module in the Board Election Campaign Series has been designed to help local associations through the campaign process.

Advocacy: *No clock hours*



Introduction to Applied Behavior Analysis

This course introduces educators to the characteristics and principles of applied behavior analysis. Rachel Brandt, special education teacher and board certified behavior analyst candidate identifies the four requirements of a useful behavioral theory and explains the connections between behavior and environmental factors that affect behavior. The six characteristics of applied behavior analysis will be identified as well as the basic components of ABA.

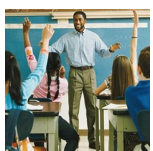
Teaching & Learning: *1 clock hour*



Japanese Culture: Animism to Anime

What do Spirited Away, Japanese gardens, sumo wrestling and Godzilla have in common? In this course, Professor Charles Inouye of Tufts University will explain how these distinctly Japanese cultural phenomena--so engaging to young people--reflect the important concept of animism. He will introduce animism as manifest in Japan, discuss its historical evolution (particularly in relationship to Shinto and Zen Buddhism), and show how it has survived and is thriving, using examples from traditional, modern, and postmodern Japanese culture. The course will also highlight resources for the classroom.

Global Education: *1.25 clock hours*



Managing Student Behavior - Using the Danielson Framework

This is the first course of the series, Managing Student Behavior. In order for students to be able to engage deeply with content, the classroom environment must be orderly. Successfully managing student behavior involves three areas of focus. Expectations for student conduct must be established and implemented. Teachers must learn to monitor student behavior and move subtly to help students re-engage. And, a teacher’s response to student misbehavior must respect the dignity of the student and should address the misbehavior early in an episode.

Classroom Culture: *0.5 clock hour*



Opening the School Year – The First Day

This is the first course of the series, Opening the School Year. In part 1, participants will examine the research on effective ways to begin the school year. By examining the work of Drs. Rosemary & Harry Wong, participants will develop an understanding of what the research shows that effective teachers do on the first day of the school year. Participants will apply the research to their specific situation and create a detailed plan to begin the school year.

Classroom Culture: *0.5 clock hour*



Opening the School Year – The First Week

Prerequisite: *Opening the School Year – The First Day*

This course is Part 2 of the series, Opening the School Year. Participants will examine the research on effective ways to open the classroom for the school year during the first week of school. By examining the work of Drs. Rosemary & Harry Wong and Charlotte Danielson, participants will develop an understanding of the research on teaching procedures and routines. Participants will prepare specific lesson plans to implement the research and create an action plan to guide their overall planning for their classroom lessons during the first week of school.

Classroom Culture: *0.75 clock hour*



Opening the School Year – The Second Week and Beyond

Prerequisite: *Opening the School Year – The First Week*

In part 3, participants will examine the research on effective ways to begin the school year. By examining the work of Drs. Rosemary and Harry Wong, and Charlotte Danielson, participants will develop an understanding of the research on developing respect and rapport in the classroom. Participants will develop specific lessons to implement the research and create an action plan to guide their overall planning for their classroom lessons during the second week of school.

Classroom Culture: *0.75 clock hour*



RtI: An Introduction to Classroom Interventions

Response to Intervention is a support process that is often misunderstood. While many educators view RtI as a pull-out remediation process, it is actually a powerful classroom value system that places student success as the highest priority. This course will explore classroom-level processes to ensure all students receive the time and support needed to learn at high levels and be successful.

Teaching & Learning: *1 clock hour*



Social Emotional Learning (SEL) Foundations

Everyone seems to be talking about SEL! What exactly is SEL and how is it different than supporting the whole child. Learn about the foundations of supporting all needs in the classroom. Resources with links to tools will be provided to take what is learned and apply right in the classroom.

Social Emotional: 0.5 clock hour



Student Mindset & Grit, Part 2 - The SEL Standards

Pre-Requisite: Student Mindset & Grit, Part 1 - Understanding Mindset & Grit

This is the second course in the series, Student Mindset and Grit. In part 2, participants will be introduced to the social emotional learning standards. By examining the components of grit, participants will learn how to help students develop a growth mindset. Participants will also gain an understanding of how to help students take responsibility for their own learning.

Classroom Culture: 0.5 clock hour



Student Mindset & Grit, Part 3 - Classroom Strategies

Pre-Requisite: Student Mindset & Grit, Part 2 - The SEL Standards

This is the final course in the series, Student Mindset and Grit. In part 3, participants will be introduced to classroom strategies designed to influence student mindset and develop student grit. By examining these strategies, participants will learn to teach a growth mindset in their own classroom and positively influence student grit.

Classroom Culture: 0.5 clock hour



Student Motivation, Part 3 - Classroom Strategies

Pre-Requisite: Student Motivation, Part 2 - Intrinsic Factors

This is the final course in the series, Student Mindset and Grit. In part 3, participants will be introduced to classroom strategies designed to influence student mindset and develop student grit. By examining these strategies, participants will learn to teach a growth mindset in their own classroom and positively influence student grit.

Classroom Culture: 0.5 clock hour



Suicide Prevention

This course is designed to help educators recognize the signs that indicate a student may be considering suicide, understanding the necessary supports to offer students, and understanding proactive strategies towards suicide prevention. This course includes facts, statistics and a valuable resources.

Social Emotional: 0.75 clock hour



Teach Students to Ask Their Own Questions

Students who learn to ask their own questions are more engaged, take greater ownership of their learning and learn more. The Question Formulation Technique (QFT) provides a step-by-step process for engaging all age learners, across all content areas, in the art of question asking.

Teaching & Learning: 1 clock hour



Teacher Powered Schools

There are a variety of educational reform efforts in the nation. This module explores the basic information of a K-12 improvement strategy called Teacher-Powered Schools. In 30 mins, you will discover how schools across the country are use teacher autonomy as a strategy for impacting student performance. Participants will learn about the different autonomies, how the autonomies are secured and used in the school setting, and consider any next steps in research on this reform effort.

Teaching & Learning: 0.75 clock hour



The Diversity of Mexico: History, Geography, Culture

There are a variety of educational reform efforts in the nation. This module explores the basic information of a K-12 improvement strategy called Teacher-Powered Schools. In 30 mins, you will discover how schools across the country are use teacher autonomy as a strategy for impacting student performance. Participants will learn about the different autonomies, how the autonomies are secured and used in the school setting, and consider any next steps in research on this reform effort.

Global Education: 1 clock hour



Using Data to Improve Instruction

This is an introductory course designed to help educators work collaboratively and use multiple data sources to improve instruction, student behavior, and local policy. Dr. Diana Zaleski, IEA Instructional Resource and Professional Development Director, will describe a five step data analysis process that includes: (1) Identifying Your Data Team, (2) Conducting a Data Inventory, (3) Identifying Issues to Investigate, (4) Collecting and Displaying Data, and (5) Analyzing Data.

Education Policy: 2 clock hours