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- ▶ Progress Monitoring Materials
 - Assessment Scoring Booklets, FSF, PSF, NWF and DORF Levels 1-6
 - Student Materials, NWF and DORF Levels 1-6
 - Daze Worksheets, Levels 3-6
 - Daze Scoring Keys, Levels 3-6
 - Daze Graph

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Creative Services has four components that offer you the resources to design and create a multitude of materials to support teaching and learning. These four components consist of Printing, Graphic Design, the Teacher Work Center, and Photocopier Support.

We serve AEA staff along with Area 10 schools and their staff. We also provide services to other groups and organizations that are non-profit or tax-supported.



For questions or more information, contact Tara Johannsen at 319-399-6740 or tjohannsen@gwaea.org.

The **LINKER**
30 YEARS



Celebrating 30 years of linking educators with resources • A Resource for Educators in Area 10 – Published by Grant Wood AEA

Spring 2011 | Vol. 31 • Issue 3

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*Our mission statement:
To ensure success for
all learners*

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The LINKER

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The Grant Wood AEA Mentoring and Induction Program Support for new teachers, mentors

The Grant Wood AEA Mentoring and Induction Program partners with school districts to assist in the development of comprehensive mentoring and induction systems for new teachers.

For the last four years, the program has offered evidence-based professional development in cooperation with the New Teacher Center in Santa Cruz to mentors, district administrators, and instructional coaches. This training provides participants with the knowledge, skills, and tools to support the beginning teacher's growth and development.

The program has expanded from 12 participants four years ago to approximately 450 participants this year.

Research indicates the most important factor that impacts student achievement is teacher quality. Future plans include the active exploration of a pilot program to support a full-release model, which allows a teacher to work as a full-time mentor providing support for 10-15 new teachers.

Turn inside to learn more about the leadership and learning opportunities supported by Grant Wood AEA, which enhance our agency's mission, "To ensure success for all learners."

The Grant Wood AEA Mentoring and Induction Program: Providing support for new and veteran teachers

More than 50 percent of Iowa's current teaching force is eligible to retire in the next few years, and while that is good news for new graduates, it challenges all of us to focus on accelerating beginning teacher effectiveness to contribute to better outcomes for our students. Research indicates that the most important factor that impacts student achievement is teacher quality.

The Grant Wood AEA Mentoring and Induction Program partners with school districts to assist in the development of comprehensive mentoring and induction systems for new teachers.

For the last four years, the program has offered evidence-based professional development in cooperation with the New Teacher Center in Santa Cruz to mentors, district administrators, and instructional coaches. This training provides participants with the knowledge, skills, and tools to support the beginning teacher's growth and devel-

opment.

"The 'instructionally focused mentoring' program is aligned with Prairie's mentoring practice and philosophy," explained Ying Ying Chen, executive director of Learning Services with the College Community Schools. "The mentor training program from Grant Wood AEA supports us in many different ways. It helps our mentors build relationships with new teachers while developing their professional knowledge and skills. Our trained mentors continue to participate in the Mentor Forum, a maintenance program offered by GWAEA, to sharpen their coaching skills. We believe a quality mentor and induction program is critical to student success, and it will require long term commitment and a systemic approach. GWAEA's ongoing support has been an integral and vital component of Prairie's mentor and induction system."

"I think the most powerful piece of training the



New Teacher Center offers is the analyzing of student work," explained Gretchen Kriegel, Curriculum, Assessment & Grant Writing director with the Monticello Schools. "The more focus we can put on student products and learning the better we become at meeting each student's educational needs. We know that our teachers are better prepared to act in the role of a mentor than what they were in the past. It has assisted us in the training and retention of new teachers to our district."

While the professional development provided

through New Teacher Center was initially designed for mentors of beginning teachers, over the last two years, many districts have found that the training has been valuable to teachers who hold other leadership roles in their buildings or districts.

Cindy Diouf, a mentor facilitator with the Marion Independent Schools, said, "The veteran teachers are looking at their own practices and evaluating their own teaching, which is very powerful. The mentors and new teachers are learning from each other. Everyone is focused on what good instruction looks like."

"Instructional coaches who have participated in this training indicate that the tools and strategies have been valuable in increasing teacher effectiveness with veteran teachers as well. The training encourages the teacher to focus on the Iowa teaching standards and best practice, which leads to self-reflection and ultimately to improvement in their own teaching," said Mary

Andres, Mentoring and Induction co-lead.

"As a new instructional coach in the Cedar Rapids district this year, the New Teacher Center has provided high quality professional development that has assisted me in improving my profession and has provided a guide for me as I began working to assist other teachers," said Carla Riley, instructional coach at Johnson Elementary, Cedar Rapids Schools. "The district has provided this training for all instructional coaches, which has allowed us to have a common language and process we use when working with teachers to collaborate, problem solve and focus on student learning and needs."

"It is evident that our district leaders recognize and value the importance of supporting their teachers. When we started working with NTC four years ago we had 12 participants. This year we have close to 450 participants," states Dr. Emily Thomson, Mentoring and Induction co-lead.

Future plans for the Grant Wood AEA Mentoring and Induction Program include the active exploration of a pilot program to support a full-release model, which allows a teacher to work as a full-time mentor providing support for 10-15 new teachers. Evidence from New Teacher Center has demonstrated an impact on accelerating beginning teacher effectiveness and student growth and achievement. Information about the full-release model is available on the New Teacher Center website at <http://www.newteachercenter.org>.

For information about the Grant Wood AEA Mentoring and Induction Program, contact co-leads Mary Andres or Emily Thomson, or Kim Owen, regional administrator, 319-399-6700, 1-800-332-8488.

For a video about the Grant Wood AEA Mentoring and Induction Program, visit <https://gwaea.eduvision.tv/Default.aspx>.

Authentic Intellectual Work

Brad Colton, GWAEA School Improvement Consultant

The goal of this professional development initiative is to increase student learning by engaging students in authentic intellectual work. Authentic Intellectual Work (AIW) is defined by three criteria: *construction of knowledge*, through *disciplined inquiry*, to produce discourse, products, and performance that have *value beyond school*.

The AIW framework establishes criteria for teaching that:

- maximize expectations of intellectual challenge for all students
- increase student interest in academic work
- supports teachers' taking time to teach

for in-depth understanding, rather than superficial coverage of materials

- provide a common conception of student intellectual work that promotes professional community among teachers of different grade levels and subjects, and
- most important, equip students to address the complex intellectual challenges of work, civic participation, and managing personal affairs in the contemporary world.

Significant features of AIW include the following:

- Teachers, administrators, liaisons and coaches form professional learning communities focused on the successful

implementation of AIW.

- Leadership is provided with additional support through leadership meetings that focus on expansion within a school, appropriate allocation of resources, and deep understanding of the AIW framework.
- Instructional personnel develop a common vision of quality instruction that is supported by research and aimed at improving student achievement.
- Teachers apply AIW to everyday classroom practices.
- Teachers become more introspective and reflective of their instructional practices. While there are scores of AIW schools



around the state of Iowa, there is only one in Area 10. Monticello High School started an AIW team for the 2010-2011 school year. For more information, contact Brad Colton, GWAEA school improvement consultant, at Grant Wood AEA, 319-399-6778 or bcolton@gwaea.org.

The Creek Squad provides support for technology

Students at Clear Creek Amana Middle School are providing ongoing technology support at their school as members of the Creek Squad.

These 11 middle school students share an interest in technology and problem solving, providing support to their peers, teachers and the administrative staff.

Brad Fox, principal of Clear Creek Amana Middle School, explained that the Creek Squad evolved through the use of technology in the classroom.

"We were doing things in one of our classes with technology and saw the tremendous impact on students," he explained. "The students love technology."

"This year students were handpicked for the program," Fox continued. "The future Creek Squad students will go through an application and interview process."

During the first year of the program, the students completed technology research, which culminated in a presentation by the

students to the Clear Creek Amana School Board. The school board approved the purchase of 100 Apple laptop computers in support of the program.

Once the computers arrived, Andy Crozier, GWAEA coordinator of digital learning, and Stacy Behmer, GWAEA technology consultant, facilitated training for the students and teachers. Behmer provided the teachers and students with instruction in the use of Google Apps.

Sandi Zimmerman, who teaches 8th grade 21st century writing, provides support for the Creek Squad. Zimmerman explained, "The members of the Creek Squad meet regularly to discuss different ways to help the students, secretaries, teachers. The students provide technology assistance with Google Apps, Google Docs, multimedia projects, and Gmail."

During December, the Creek Squad visited with students at College Community's Prairie Point Middle School and 9th Grade

Academy. During their visit, they showed the College Community students how they could use Google Apps as a tool to support what they are learning and how they can use the apps for various projects.

"I haven't found anything that hasn't excited these students about technology," said Zimmerman. "What people learn from the students is powerful. Parents are very supportive of the program."

And, the students agree. These are just a few of their thoughts about participating as a member of the Creek Squad:

"It's nice to be a part of something as a group and have people you can go to."

"It brought us closer together as friends."

"I think it is cool because we get to learn about technology."

"There's always something new we can learn."

"If you don't know something, we can teach each other."

"The cool thing about the program is that we let the kids take the reins and go," said Fox. "We don't give a lot of guidelines. There is definitely ownership in the project."

"We are so happy to have a great partnership with Grant Wood AEA," Fox said. "Grant Wood AEA offers the Creek Squad, and our school, excellent support. The leadership Andy and Stacy have offered CCA is much appreciated."

The Creek Squad is now on Twitter and blogging. Follow the Creek Squad through the following:

Twitter- www.twitter.com/CreekSquad

Blog- creeksquad.blogspot.com

Email- ccacreeksquad@gmail.com

For more information about the Creek Squad, contact Brad Fox or Sandi Zimmerman at Clear Creek Amana Middle School, bfox@cca.k12.ia.us, szimmerman@cca.k12.ia.us, or (319) 545-4490.

Crozier honored as technology leader



Andy Crozier, GWAEA coordinator of digital learning technology, has been recognized by *Tech & Learning* magazine as one

of the top 100 technology leaders in the country.

To celebrate its 30th anniversary, the organization highlighted 100 technology leaders – past, present and future- in its “100@30” series. The article recognizing Crozier and future technology leaders is available at <http://www.techlearning.com/article/32466>

“I like to think that Grant Wood AEA is innovative around the way we use technology to improve student learning” said Crozier. “Through Google Apps, the statewide AEA

Google Apps agreement, the Grant Wood AEA 21st Century Learning Institute, and our webinars, we provide support that our schools can rely on.”

“We want to provide an infrastructure where educators can collaborate and create in a 21st century learning environment that isn’t within the walls of a classroom or require schools to go to a specific classroom. The goal for students and teachers is anytime, anywhere, anyplace learning.”

Crozier envisions a future where interactive technology will be enhanced through mobility and touch-screen interfaces. “It will be beyond what we see on the screen,” Crozier continued. “The Virtual Reality Education Pathfinders (VREP) applications will become more infused as part of us. We are moving into a world of touch sensitive, online formats with classrooms as full scale, virtual environments.”

“I hope future classrooms aren’t bound by four walls,” Crozier said. “Student learning will occur through collaborative environments, face to face or digital, to foster individual student interest areas. The goal will be to motivate students to become life-long learners through personalized instruction, not bound by brick and mortar.”

“Educators are starting to see that their students do learn differently,” he concluded. “As educators, we need to become digitally involved and teach differently. The use of technology in the classroom should become a part of daily instruction, not an addition. It’s not about the tool, it’s about student learning in the classroom and how the use of technology provides support for student learning.”

For more information, contact Andy Crozier at 319-399-6866 or acrozier@gwaea.org.

Sarah Brown Wessling presents at Grant Wood AEA



Sarah Brown Wessling, 2010 National Teacher of the Year, presented three professional development sessions at Grant Wood AEA on Dec. 14-15. With the Iowa Core as the focus of her presentations, Brown Wessling challenged participants to become the lead learners in their classrooms, to shift paradigms, change language, and encourage students to become life-long learners.

STEM grants benefit students in Area 10

by Jim Thornton
CSI Coordinator

During the 2010-11 school year, 11 schools are offering fun, exciting hands on after-school opportunities for literally hundreds of area students.

Since 2006, state grants administered through Grant Wood AEA and the Corridor STEM Initiative partners have provided area schools in grades 3 thru 9 the opportunity to participate in science, technology, math and engineering in an after-school setting. Grants have provided opportunities for over 1,000 students in the past four years.

Students have had the chance for science, mathematics, technology and engineering to come alive through a variety of activities like working with robotics, bridge building, energy and windmills, flight and structures, Rube Goldberg contraptions, EiE kits, water filtration systems, the study of water shed areas and the physics of roller coasters to name a few.

Students and teachers have been able to work side-by-side with engineers and other STEM professionals learning about careers and getting a helping

hand on a project or investigation. Students have been able to visit businesses like Rockwell Collins, hospitals, the Iowa Children’s Museum, the Science Station, the Ice Arena, colleges and universities, and many other community resources as they have researched and investigated their many STEM projects.

Mini-grants, ranging from \$1,500 to \$8,000, were awarded to 11 schools this school year based on RFP’s describing the emphasis of their program, the theme(s) that would be developed and a description of how they would evaluate the program to see if it made a difference.

The following schools are participating in the STEM After-School Program this year:

First-Year Sites (\$8,000)

Hiawatha Elementary, Cedar Rapids Schools
HLV Elementary, HLV Schools
Vernon Middle School, Marion Independent Schools

Second-Year Sites (\$8,000)

Mount Vernon Middle School, Mount Vernon Schools

Third-Year Sites (\$6,000)

Clear Creek Amana Middle School, Clear Creek Amana Schools
Lemme and Grant Wood elementaries, Iowa City Schools
Lincoln Elementary, Washington Schools

Fourth-Year Sites (\$1,500)

Prairie Creek Intermediate Schools, College Community Schools
Prairie Point Middle School, College Community Schools
Hills Elementary, Iowa City Schools
Novak Elementary, Linn-Mar Schools

Funding is not guaranteed from year-to-year, but the Corridor STEM Initiative has received approximately \$162,000 from the Iowa Mathematics Science Education Partnership Grant, administered through the University of Northern Iowa, the past two years.

All schools benefit through the help, guidance and support of a teacher-in-residence (TIR). The TIR is a local teacher on loan from a local school district, who helps provide resources, professional development, and support for all of the after-school teachers participating in the pro-

gram. This year that teacher is Nannette Gunn from the Mount Vernon Community School District.

“As I look at the STEM-Grant (Science, Technology, Engineering and Mathematics) activities that have taken place in various schools, I can appreciate what amazing teachers we have in our area giving extra effort in extraordinary ways to ensure that our children have engaging activities to do in these fields,” said Gunn.

For more information, please contact Nannette Gunn, STEM teacher-in-residence, ngunn@gwaea.org, 319-399-6471, or Jim Thornton, CSI coordinator, jdthornton1@msn.com, 319-373-1084.

College 4 KiDS

A GRANT WOOD AEA INITIATIVE SINCE 1987

Mark your calendars!
Grant Wood AEA opportunities for students

College for Kids

Session A: June 13-24, 2011
Session B: July 11-22, 2011

The 2011 sessions will be held per the following schedule:
College for Kids Summer Enrichment

College for Kids Summer Art

Monday – Friday, 8:30 - 11:50 a.m.
Coe College, 1220 1st Ave., Cedar Rapids

C4K Science Academy

Monday – Friday, 1:00-3:00 p.m.
Mt. Mercy University, 1330 Elmhurst Dr. NE, Cedar Rapids

Grant Wood AEA’s College for Kids is a summer program offering advanced level academic and fine arts courses in the college setting to eligible talented and gifted students who have completed 6th, 7th or 8th grade.

Through the College for Kids experience, students are offered advanced or specialized curricula, and have the opportunity to further explore a hobby or a topic of interest not typically available in middle school general education.

Registration materials are sent home through area middle schools. Registration begins March 1. For more information, visit www.gwaea.org/curr/c4k.html.

The Herbert Hoover Uncommon Student Award

Application deadline: March 31, 2011

The Herbert Hoover Uncommon Student Award, a \$5,000 scholarship program for Iowa high school juniors, does not evaluate grades, test scores, or essays. Applicants propose a project they want to accomplish. Approximately 15 juniors are chosen in April to participate and then complete their projects.

In the fall of their senior year, the students make presentations about their projects at the Hoover Presidential Library-Mu-

seum in West Branch near Iowa City. Each student receives a \$1,000 stipend. Three are chosen to win \$5,000 scholarships for a two or four-year school anywhere in the nation.

The application deadline is March 31, 2011. For more information, contact the Hoover Presidential Library-Museum at www.hooverassociation.org, (319) 643-5327, 1-800-828-0475 or scholarship@hooverassociation.org.

MARK YOUR CALENDARS, MARCH 17-18, 2011!
Kirkwood Continuing Education presents

beyond rubies
Women’s Conference

For more information or to register, call 319-398-1022 or visit www.kirkwood.edu/rubies.
Register four from your company, get the fifth free!

Herbert Hoover Presidential Museum
West Branch, Iowa

School House to White House
April 23 - October 30, 2011
Schedule a guided tour now!

This traveling exhibit focuses on the early education of American Presidents from Herbert Hoover through George W. Bush and features documents and artifacts from all of the National Archives’ Presidential Libraries.

319-643-5301 or www.hoover.archives.gov



New Books In The PEP Library

The PEP Library has several new books on the topics of behavior and mental health.

Books on ADHD/Difficult behavior:

Empower ADHD Kids-Practical Strategies to Assist ADHD Children in Developing Learning and Social Competencies by Becky White

Transforming the Difficult Child-The Nurtured Heart Approach by Howard Glasser and Jennifer Easley

Transforming the Difficult Child Workbook-An Interactive Guide to The Nurtured Heart Approach For Parents, Teachers, Practitioners, and All Other Caregivers by Howard Glasser, Joann Bowdidge, and Lisa Bravo

Mental Health:

The Borderline Personality Disorder Survival Guide-Everything You Needed To Know About Living With PPD by Alexander Chapman, Ph.D., and Kim Gratz, Ph.D.

Addressing Suicidal Thoughts and Behaviors in Substance Abuse Treatment-A Treatment Improvement Protocol (TIP)-U.S. Dept. of Health and Human Services Substance Abuse and Mental Health Services Administration.

Social Skills for Persons with ASD:

Preparing For Life-The Complete Guide For Transitioning to Adulthood for those with Autism and Asperger's Syndrome by Dr. Jed Baker

Building Social Relationships-A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with ASD and other Social Difficulties by Scott Bellini, Ph.D.

To check out any of these books, call Liz Hooley, 319-399-6719 or e-mail your request to Lhooley@aea10.k12.ia.us.

Parent Education Consortium (PEC) provides parenting classes

The Parent Education Consortium (PEC) is available to guide and support parents as they journey along the ever-changing landscape of parenthood.

The PEC offers:

- Parenting classes
- Group presentations
- Parenting resources
- Professional development inservices



For more information, contact Jennifer Cira, parent education outreach specialist, at 319-399- 6809, e-mail to jcira@gwaea.org, or visit www.aea10.k12.ia.us/pec for information and a list of current classes.

Courses for paraeducator certification

by Daryl Hanneman
GWAEA School Psychologist

Paraeducators provide essential support services for children from preschool through high school. They work in both general education and special education settings under the supervision of teachers or other licensed personnel.

Paraeducators provide a wide range of services to individuals, small and large groups of students. For example, some paraeducators are assigned to one student with special needs, and provide the necessary assistance to help that student meet his or her potential in physical, emotional, and academic areas of development.

Other paraeducators provide supplemental instruction temporarily for small groups of students who need an additional "boost" to help them improve skills.

Still other paraeducators provide support for large groups during lunch or recess. These and many other support services are provided by paraprofessionals in schools throughout AEA 10.

Kalyn Solberg is a paraeducator at Viola Gibson Elementary in Cedar Rapids. She recently completed the first of three courses required for her paraeducator certification. "I provide instructional support by working closely with my classroom teacher to help carry out the curriculum plan she has developed for our students," Solberg said. "I help reinforce the instruction given by the classroom teacher and help the students reach their goals. I work with our classroom teacher as well as the other paraeducators in our classroom, making sure we are all



Students participate in a recent Instructional Strategies class learning the components of providing instruction to children by being students themselves.

working together so our students are benefiting and learning the most from our help."

Grant Wood AEA and Kirkwood Community College provide courses, which are required for the Generalist Paraeducator Certification by the Iowa Board of Educational Examiners. The certification program requires 90 contact hours of instruction, which Grant

Wood AEA offers through three 30-hour courses: Professional Strategies, Instructional Strategies, and Behavior Strategies.

For more information about training opportunities or certification requirements, contact the Grant Wood AEA Professional Development Program at (319) 399-6767 or visit the website at www.gwaea.org/prof/paras/index.html.

Iowa's AEA's are on Facebook, Twitter and "Impacting Lives" blog

Many of you are on Facebook and Twitter, but did you know that Iowa's AEA's are too? Follow our tweets or posts by logging on:

Follow Iowa's Area Education Agencies at http://twitter.com/iowa_aea

Like Iowa's Area Education Agencies at <http://www.facebook.com/pages/Iowas-Area-Education-/159921140698329>

The AEA's are also sharing success stories through the "AEAs Impacting Lives" blog. Success stories are added monthly. Visit <http://aeas4iowa.wordpress.com/>.



Child Check screening schedule available online

The 2010-2011 Child Check Developmental Screening schedule is available on the Grant Wood AEA website at www.aea10.k12.ia.us/divlearn/childcheck.html.

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What is Play and Learn of East Central Iowa?



Play and Learn of East Central Iowa offers organized play groups for young children and the people who care for them – their parents, grandparents, aunts, uncles, other family members, and family friends.

Each group has a facilitator that plans and sets up activities for the children and their caregivers to play together. The play groups are free to attend and pre-registration is not required. Just drop-in for the learning and fun! For a schedule of play dates, visit www.playandlearniowa.org.

For information about Play and Learn of East Central Iowa, contact:

Jennifer Cira, Parent Education Outreach Specialist
Grant Wood AEA, 1120 33rd Avenue SW, Cedar Rapids, IA 52404
319-399-6809, 800-798-9771, ext. 6809

Belin-Blank Center for Gifted Education

University of Iowa College of Education
www.education.uiowa.edu/belinblank

Belin-Blank Exceptional Student Talent Search (BESTS)

BESTS is above-level testing for high-scoring students in grades 4–9.

- EXPLORE® test (grades 4–6); SAT® or ACT® tests (grades 7–9)*
- *Financial Aid is available to qualifying families

How do gifted students benefit by undertaking above-level testing?

- Testing determines what the high-scoring student is ready to learn
- Test scores help in adapting coursework to maximize a student's potential
- BESTS students may participate in Belin-Blank Center student programs
- Students scoring high on the BESTS tests may qualify for scholarships

Belin-Blank Center for Gifted Education and Talent Development
600 Blank Honors Center, The University of Iowa, Iowa City, Iowa 52242
Phone: 800/336-6463; 319/335-6148; Email: belinblank@uiowa.edu

Belin-Blank Center for Gifted Education

University of Iowa College of Education
www.education.uiowa.edu/belinblank

Weekend INstitute for Gifted Students (WINGS)

Inquisitive students in grades 3–8 are invited to attend WINGS classes!

- Three-hour classes on Saturdays; \$65 per class.*
- *Financial Aid is available to qualifying families
- Classes are in **Iowa City (March 5, April 2, and April 30)** and in **Council Bluffs (April 16)**; morning classes are 9:00 am–12:00 pm; afternoon classes are 1:00–4:00 pm.
- Class subjects run the gamut of student interests and are designed for talented students. Visit our Website to learn more and to register online!
- Students need not be part of a TAG program but should have a unique interest or ability in a particular subject area.

Belin-Blank Center for Gifted Education and Talent Development
600 Blank Honors Center, The University of Iowa, Iowa City, Iowa 52242
Phone: 800/336-6463; 319/335-6148; Email: belinblank@uiowa.edu

Grant Wood Area Education Agency Professional Development Courses

Complete course information including course and workshop descriptions, fees, and payment/refund policies can be accessed on our web site www.aea10.k12.ia.us. Courses may be cancelled if minimum enrollments are not met. Register early to avoid class closings or cancellations.

Credit types:

R	Renewal	SA	Substitute Authorization
D	Drake Graduate	SAR	Substitute Authorization Renewal
M	Morningside Graduate	PR	Paraeducator Certification Renewal
P	Paraeducator Certification	CDA	Child Development Associate

Contacts:

Sherry Sines Professional Development Coordinator (319) 399-6517 1-800-798-9771, Ext. 6517 ssines@aea10.k12.ia.us	Tammy Carolan Secretary/Registrar (319) 399-6771 1-800-798-9771, Ext. 6771 tcarolan@aea10.k12.ia.us	Connie Russell Secretary/Registrar (319) 399-6767 1-800-798-9771, Ext. 6767 crussell@aea10.k12.ia.us
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NUM.	TITLE	INSTRUCTOR(S)	BEGIN	END	TIME	CREDIT
4260-10-01	Using the Abacus to Teach Mathematics Concepts	Larkin	2/10/11	5/5/11	4:30-6 pm	R, D, M, PR
4343-10-03	Understanding and Supporting Grieving Children and Teens	Klug	2/12/11	2/19/11	8 am-4 pm	R
2115-10-04	Action Research for the Classroom Online	PLS	2/15/11	4/11/11	Online	D
4462-10-01	Advanced Effective Transition Planning for Secondary Students with IEPs	Ries, Crandall	2/15/11	3/11/11	8:30 am-3:30 pm	R, D, M
2119-10-03	Blended & Synchronous Learning Design Online	PLS	2/15/11	4/11/11	Online	D
2120-10-04	Building Online Collaborative Environments Online	PLS	2/15/11	4/11/11	Online	D
2113-10-04	Classroom Management: Orchestrating a Community of Learners Online	PLS	2/15/11	4/11/11	Online	D
2136-10-01	Creating Professional Learning Communities Online	PLS	2/15/11	4/11/11	Online	D
2122-10-04	Cultural Competence: A Transformative Journey Online	PLS	2/15/11	4/11/11	Online	D
2125-10-04	Developing 21 st Century Literacy Skills Online	PLS	2/15/11	4/11/11	Online	D
2116-10-04	Differentiated Instruction for Today's Classroom Online	PLS	2/15/11	4/11/11	Online	D
2126-10-04	Educating the Net-Generation Online	PLS	2/15/11	4/11/11	Online	D
2130-10-04	Facilitating Online Learning Communities Online	PLS	2/15/11	4/11/11	Online	D
2123-10-04	Geometry for Middle School Educators Online	PLS	2/15/11	4/11/11	Online	D
2124-10-04	Infusing Arts into the Curriculum Online	PLS	2/15/11	4/11/11	Online	D
2118-10-04	Instructional Design for Online Educators Online	PLS	2/15/11	4/11/11	Online	D
2132-10-04	Merging Educational Goals & Interactive Multimedia Projects Online	PLS	2/15/11	4/11/11	Online	D
2133-10-04	Purposeful Learning through Multiple Intelligences Online	PLS	2/15/11	4/11/11	Online	D
2128-10-04	Simulations & Gaming Technologies for the Classroom Online	PLS	2/15/11	4/11/11	Online	D
2117-10-04	Successful Teaching for Acceptance of Responsibility Online	PLS	2/15/11	4/11/11	Online	D
2121-10-04	Teaching Algebra to Middle School Students Online	PLS	2/15/11	4/11/11	Online	D
2134-10-04	Teaching the English Language Learners Online	PLS	2/15/11	4/11/11	Online	D
2112-10-04	Teaching through Learning Channels Online	PLS	2/15/11	4/11/11	Online	D
2131-10-04	Thinking Mathematically: Elementary Edition Online	PLS	2/15/11	4/11/11	Online	D
2114-10-04	Using Online Resources to Bring Primary Sources to the Classroom Online	PLS	2/15/11	4/11/11	Online	D
2129-10-04	Writing Across the Curriculum Online	PLS	2/15/11	4/11/11	Online	D
3604-10-01	Evaluator Approval Level III: Assessing Academic Rigor	Grotewold, Delagardelle	2/17/11	4/1/11	8 am-4:30 pm	R
9648-10-01	Early Childhood Mental Health	Troutman	2/18/11	2/18/11	8:30 am-4 pm	
3605-10-01	Evaluator Approval Level III: Fierce Conversations	Haverkamp, Howell	2/21/11	6/8/11	8:30 am-3:30 pm	R
19000-10-01	Five Keys to Supporting a Student with Autism	Beytien	2/21/11	2/21/11	1-4 pm	
5603-10-01	Iowa Leadership Academy-GWAEA Learning Sessions	Haverkamp, Donnelly	2/23/11	4/27/11	8:30-11:30 am	
9129-10-02	Analyzing Student Work	New Teacher Center Staff, Andres, Thomson	2/24/11	2/25/11	8:30 am-4 pm	
5602-10-01	Designing ELL Instruction for ELL Teachers	Miner, Wymore	2/28/11	2/28/11	9 am-3 pm	
8007-10-02	Para Certification-Behavioral Strategies	Andres	3/5/11	4/2/11	8:30 am-4:30 pm	P
2115-10-05	Action Research for the Classroom Online	PLS	3/8/11	5/2/11	Online	D
2119-10-04	Blended & Synchronous Learning Design Online	PLS	3/8/11	5/2/11	Online	D
2120-10-05	Building Online Collaborative Environments Online	PLS	3/8/11	5/2/11	Online	D
2113-10-05	Classroom Management: Orchestrating A Community of Learners Online	PLS	3/8/11	5/2/11	Online	D
2136-10-02	Creating Professional Learning Communities Online	PLS	3/8/11	5/2/11	Online	D
2122-10-05	Cultural Competence: A Transformative Journey Online	PLS	3/8/11	5/2/11	Online	D
2125-10-05	Developing 21 st Century Literacy Skills Online	PLS	3/8/11	5/2/11	Online	D
2116-10-05	Differentiated Instruction for Today's Classroom Online	PLS	3/8/11	5/2/11	Online	D
2126-10-05	Educating the Net-Generation Online	PLS	3/8/11	5/2/11	Online	D
2130-10-05	Facilitating Online Learning Communities Online	PLS	3/8/11	5/2/11	Online	D
2123-10-05	Geometry for Middle School Educators Online	PLS	3/8/11	5/2/11	Online	D
2124-10-05	Infusing Arts into the Curriculum Online	PLS	3/8/11	5/2/11	Online	D
2118-10-05	Instructional Design for Online Educators Online	PLS	3/8/11	5/2/11	Online	D
2132-10-05	Merging Educational Goals & Interactive Multimedia Projects Online	PLS	3/8/11	5/2/11	Online	D
2133-10-05	Purposeful Learning through Multiple Intelligences Online	PLS	3/8/11	5/2/11	Online	D
2127-10-01	Reading Across the Curriculum Online	PLS	3/8/11	5/2/11	Online	D
2128-10-05	Simulations & Gaming Technologies for the Classroom Online	PLS	3/8/11	5/2/11	Online	D
2117-10-05	Successful Teaching for Acceptance of Responsibility Online	PLS	3/8/11	5/2/11	Online	D
9649-10-01	Sustaining System Change for the Iowa Core	Leddick	3/8/11	3/8/11	8:30 am-4 pm	
2121-10-05	Teaching Algebra to Middle School Students Online	PLS	3/8/11	5/2/11	Online	D
2134-10-05	Teaching the English Language learners Online	PLS	3/8/11	5/2/11	Online	D
2112-10-05	Teaching through Learning Channels Online	PLS	3/8/11	5/2/11	Online	D
2131-10-05	Thinking Mathematically: Elementary Edition Online	PLS	3/8/11	5/2/11	Online	D
2114-10-05	Using Online Resources to Bring Primary Sources to the Classroom Online	PLS	3/8/11	5/2/11	Online	D
2129-10-05	Writing Across the Curriculum Online	PLS	3/8/11	5/2/11	Online	D
9609-10-01	Free Audio and Video Content for the Classroom Using iTunes Webinar	Amsler	3/9/11	3/9/11	3:45-4:45 pm	
4481-10-01	Conservation Overview	Barels	3/10/11	4/30/11	Varies	R
4341-10-04	Strategic Teaching for Online Learning I	Mitchell	3/21/11	4/20/11	Online	R
4474-10-01	Exploring Intaglio Printmaking	Kellenberger	3/26/11	3/27/11	9 am-5 pm	R, D, M
4343-10-04	Understanding and Supporting Grieving Children and Teens	Klug	3/26/11	4/2/11	8 am- 4 pm	R
9652-10-01	Positive Interventions and Effective Strategies for Behavior	Riffel	3/31/11	3/31/11	8:30 am-4 pm	
3268-10-03	Substitute Authorization	Colton	4/4/11	4/18/11	4:30-8:30 pm	SA, PR
3058-10-04	Habits of Mind: Preparing Students for Success	Williams	4/5/11	5/3/11	5:30-8:30 pm	R, D, SAR
9616-10-01	Tips to Keep Kids Safe Online! Webinar	Behmer	4/6/11	4/6/11	3:45-4:45 pm	
4274-10-04	Cognitive Strategies for High Functioning Autism and Asperger's Syndrome Disorders	Sunner, Trier	4/7/11	5/12/11	5-8 pm	R, M, PR
4082-10-03	Visual Supports for Individuals with Autism Spectrum Disorders	Grolmus, Delsandro	4/7/11	5/5/11	5-8 pm	R, M, PR
9653-10-01	The Comprehensive Autism Planning System: Meeting the Complex Needs of Students with ASD	Smith Myles	4/8/11	4/8/11	8:30 am-4 pm	
4475-10-01	Exploring Monotype Printmaking	Kellenberger	4/9/11	4/10/11	9 am-5 pm	R, D, M
9678-10-03	Crisis Prevention Intervention Re-Certification (Autism)	McSweeney, Cope	4/11/11	4/11/11	9 am-3 pm	

NUM.	TITLE	INSTRUCTOR(S)	BEGIN	END	TIME	CREDIT
5610-10-01	Entrepreneurship Workshop	McCarty, Bowlus	4/13/11	4/14/11	8:30 am-3:30 pm	
9678-10-04	Crisis Prevention Intervention Re-Certification	McSweeney, Cope	4/19/11	4/19/11	8 am-12 pm	
9290-10-01	The Write Tools 101: Early Elementary	Swanson	4/20/11	4/21/11	8:30 am-4 pm	
9618-10-01	Being a 21 st Century Learner-RSS Feeds, Social Bookmarking, Twitter and More Webinar	Crozier	5/4/11	5/4/11	3:45-4:45 pm	
9290-10-02	The Write Tools 101: Upper Elementary	Greiner	5/11/11	5/12/11	8:30 am-4 pm	
0839-10-01	Teacher @ Work 2011	Highland	5/26/11	8/11/11	4:30-6 pm	R, M
4362-10-04	Differentiated Instruction: Teacher Teams	Brockmeyer, Langenfeld	6/13/11	6/15/11	8:30 am-3:30 pm	R, D
4131-10-01	Exploring Diversity	Highland	6/13/11	6/15/11	8 am-1 pm	R, D, SAR, PR
4478-10-01	The Spirit of Sumi-e	Kellenberger	6/13/11	6/17/11	9 am-5 pm	R, D
----	Behavioral, Academic, and Social Interventions for the Classroom	Slattery	6/20/11	6/24/11	8 am-5 pm	D
4479-10-01	Clay Work: Firing Raku	Kellenberger	6/20/11	6/24/11	9 am-5 pm	R, D
0133-10-01	Human Relations Training	Highland	6/20/11	6/24/11	8 am-5 pm	R, SAR, PR
8009-10-02	Para Certification-Instructional Strategies	Hanneman	6/20/11	6/24/11	8:30 am-3:30 pm	P
4190-10-01	Career Awareness	Stamp, Hall	6/21/11	6/23/11	8:30 am-4 pm	R, D
4480-10-01	Using Teaching Strategies GOLD Assessment	Airy, Reese, Lovik	6/21/11	6/23/11	8:30 am-3:30 pm	R, D, PR, CDA
0942-10-01	Art Studio: Landscape in Pastel	Kellenberger	6/27/11	7/1/11	9 am-5 pm	R, D
4454-10-02	Goal Writing and Aligning Progress Monitoring Tools for Data Interpretation: How Do We Know Our Specialized Instruction is Improving Student Learning?	Crandall, Ries, Tandy, Breiffelder	6/27/11	6/29/11	Varies	R, D
4406-10-02	The Creative Curriculum for Preschool Mathematics	Airy, Lovik	6/28/11	6/30/11	8:30 am-3:30 pm	R, D, PR, CDA
8008-11-01	Para Certification-Professional Strategies	Andres	7/11/11	7/14/11	8:30 am-4:30 pm	P
----	Meaningful Activities to Generate Interesting Classrooms	Slattery	7/13/11	7/19/11	8 am-5 pm	D
4273-11-01	Classroom Management That Works	Colton	7/15/11	7/25/11	Varies	R, D, PR, SAR
8007-11-01	Para Certification-Behavioral Strategies	Andres	7/18/11	7/21/11	8:30 am-4:30 pm	P
4420-11-01	Successful Substitute Teaching	Colton	7/18/11	7/26/11	1:30-5:15 pm	R, SAR
4383-11-01	Implementing the Creative Curriculum for Preschool	Airy, Lovik, Reese	8/8/11	8/10/11	8:30 am-3:30 pm	R, D, PR, CDA

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Dr. Tom Buckmiller
Thomas.buckmiller@drake.edu
1-515-271-4989

New Login to Professional Development Registration

by Sherry Sines, GWAEA Professional Development Coord.

Beginning Jan. 4, the GWAEA Professional Development registration system has a new login screen for user ease. If you have not logged into your account since January 4, you will log in the first time using your first and last name and your driver's license or social security number – whichever you have used in the past.

If you have previously had an account, you will NOT need to create a new profile. The first time you access the system through this new log in screen, you will need to create a username and password. You will log in with the username and password that you create.

You will also be asked to update your user profile. This will provide us with up-to-date demographic information, agency of employment, and current emails. Confirm this information by

clicking on the "update profile" button.

If you have inadvertently created accounts under both your social security and driver's license numbers in the past, the system will indicate

that it cannot find your account because it will see two people with your name. For assistance, contact either Connie Russell at (319) 399-6767 or Tammy Carolan at (319) 399-6771.

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Contact Judy Chapman 319-399-6845

Interactive Whiteboards: A classroom tool

Interactive whiteboards provide new ways of classroom learning for students and teachers. Christine Bangsund and Margaret Jacobson, second-grade teachers at Van Allen Elementary, Iowa City Schools, are advocates for the use of interactive whiteboards in classrooms.

What began as a pilot project culminated in the school's PTO providing financial support for the purchase of SmartBoards for each classroom at Van Allen Elementary.

Bangsund and Jacobson explained that whiteboards provide power in the classroom. As a tactile, hands-on learning tool, most everything that a child uses in the classroom to support his or her learning can be replicated using the touch screen of an interactive whiteboard.

The teachers have facilitated a monthly professional development and book study with their colleagues on how interactive whiteboards provide

support for student achievement.

"Last year, the teachers in the building met every month to share the basics and learn about the software of SmartBoards," she said. "For the second year, Margaret and I have developed a professional development book study examining how can we use strategies with SmartBoards to enhance instruction."

"We want to create a learning community that shares strategies and lesson plans with the group," Jacobson said. "We are seeing a lot of different lessons developed for the curriculum, as well as how student learning is impacted using the SmartBoards."

Bangsund and Jacobson gathered their own research regarding the use of SmartBoards. The teachers shared their findings with the principal and PTO before the acquisition of the SmartBoards. They continue to research the impact of interactive whiteboards on student achievement.

"A lot of things must happen to raise student achievement," Bangsund said. "Ongoing, collaborative professional development is needed for the interactive whiteboards to be successful."

"The research indicated that an impact is made on student achievement when there is higher levels of interactivity," Jacobson said, "One of the best ways to see the impact of the boards on teachers and students is for parents to see students using the boards in the classroom, during PTO meetings and at school events."

"Student knowledge of the SmartBoard is amazing," she continued. "When student learning is made more concrete, that is student achievement."

For more information, contact Bangsund and Jacobson at Van Allen Elementary, (319) 688-1185 or email to Bangsund.Christine@iccsd.k12.ia.us or Jacobson.Margaret@iccsd.k12.ia.us.

The following titles are from the Grant Wood AEA Media Center and can be used in conjunction with whiteboards. If you have questions or need help ordering the titles, please contact customer service at 319-399-6754 or 1-800-642-4107.

Please check our online catalog in the upcoming months for new titles related to whiteboards at <http://medianet.aea10.k12.ia.us>.

Algebra I: variables, balancing equations, dimensional analysis and linear equations – interactive whiteboard version. (DVD)
Walt Disney Educational, 2009. Shelf # M 4G (185264)

The American presidents: the 12th – 25th presidents – interactive whiteboard version. (DVD)
Walt Disney Educational, 2010. Shelf # SS 4D (185262)

The American presidents: the first eleven presidents – interactive whiteboard version. (DVD)
Walt Disney Educational, 2010. Shelf # SS 4D (185261)

Anatomy of a puff – interactive whiteboard version. (DVD)
Human Relations Media, 2010. Shelf # S 7D (183672)

B careful when u text: the dangers of texting and sexting – interactive whiteboard version. (DVD)

Human Relations Media, 2010. Shelf # LA 9G (183673)

Drugged driving: the road to disaster – interactive whiteboard version. (DVD)
Human Relations Media, 2009. Shelf # S 7D (183671)

Electricity – interactive whiteboard version. (DVD)
Disney, 2010. IJ (185806)

Friction – interactive whiteboard version. (DVD)
Disney, 2010. IJ (185807)

The New marijuana: higher potency, greater dangers – interactive whiteboard version. (DVD)
Human Relations Media, 2010. Shelf # S 7D (183670)

Nobody's perfect: learning self-acceptance – interactive whiteboard version. (DVD)
Human Relations Media, 2009. Shelf # VE 1E (183668)

Pre-algebra: infinite fractions, exponents, signed numbers and proportional reasoning – interactive whiteboard version. (DVD)
Walt Disney Educational, 2009. Shelf # M 4G (185263)

Smart Board lessons: capitalization and punctuation. (Resource/Activity Book/CD-ROM)
Scholastic, 2010. Shelf # PM 4D (185300)

Smart Board lessons: math word problems. (Resource/Activity Book/CD-ROM)
Scholastic, 2010. Shelf # PM 4D (185305)

Smart Board lessons: narrative writing. (Resource/Activity Book/CD-ROM)
Scholastic, 2010. Shelf # PM 4D (185307)

This is your brain on tobacco: a research update – interactive whiteboard version. (DVD)
Human Relations Media, 2009. Shelf # S 7D (183669)

Using benchmark papers to teach writing with the traits, grades 3-5. (Resource/Activity Book/CD-ROM)
Scholastic, 2009. Shelf # LA 14G (185571)

Using benchmark papers to teach writing with the traits, grades K-2. (Resource/Activity Book/CD-ROM)
Scholastic, 2010. Shelf # LA 14G (185570)

Writing lessons for the interactive whiteboard. (Resource/Activity Book/CD-ROM)
Scholastic, 2009. Shelf # PM 4D (185304)

New IEC Products and Services for 2011



The Iowa Educators Consortium (IEC) is proud to announce that 2011 has allowed us to bring on new contracts from a wide variety of vendors.

NEW vendors/contracts for 2011 include:

- Janitorial Supplies – Martin Brothers, Paper Corp./First Choice Distribution, Staples
- Office Supplies – Point Nationwide, Staples
- Classroom Supplies – School Specialty, Quill
- Website Content Management – Edline, Global Reach, SchoolinSites, SOCS
- Modular Buildings – Modern Building Systems, Williams Scotsman
- Utility Vehicles – Polaris
- Clay – Continental Clay

Just like all our company partners, each vendor listed above has their own online IEC profile detailing who they are, what they do and the type of contract/discount that's available. Visit our web site at www.iec-ia.org, check out our contracts and discover the savings!

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Grant Wood AEA Media & Technology Center Hours

School Year: 7:30 a.m. - 4:30 p.m.
Monday - Friday
Summer Hours: 7:30 a.m. - 4:00 p.m.
Monday - Friday

New Materials in the Classroom Collection

Behavior Issues/Discipline/Student Issues

Animal related guidance: teaching social skills using pets or puppets.

Patty Stang-Erickson and Val Rae Boe. Youth Light, 2009. Shelf # VE 2B (185367)

101 activities to help children get on together.

Jenny Mosley and Helen Sonnet. LDA, 2010. Shelf # VE 2B (185374)

101 games for social skills.

Jenny Mosley and Helen Sonnet. LDA, 2010. Shelf # VE 2B (185373)

The Social skills program: inventories, activities and educational handouts.

Guidance Group, 2004. Shelf # VE 2B (185265)

Understanding and counseling the misbehaving student.

John F. Taylor. MarCo, 2010. Shelf # VE 2D (185043)

Early Childhood Education

Unplugged play: no batteries, no plugs, pure fun.

Bobbi Conner. Workman Publishing, 2007. Shelf # EC 1B (185620)

General

Comic book design.

Gary Spencer Millidge. Watson-Guptill Publications, 2009. Shelf # FA 3D (185624)

A Concise history of American music education.

Michael L. Mark. Rowman & Littlefield, 2008. Shelf # FA 2F (185617)

Economic literacy: a simplified method for teaching economic concepts.

Schyrlet Cameron and others. Mark Twain Media, 2008. Shelf # M 4D (185348)

Kindergarten: helping children succeed!

Carson-Dellosa, 2006. Shelf # EC 1A (185347)

The Magic of middle school musicals: inspire your students to learn, grow, and succeed.

Victor V. Bobetsky. Rowman & Littlefield, 2009. Shelf # FA 2F (185623)

Painting the impressionist landscape: lessons in interpreting light and color.

Lois Griffel. Watson-Guptill Publications, 2008. Shelf # FA 3C (185618)

Seven wonders of architecture.

Ann Kerns. Twenty-First Century Books, 2010. Shelf # FA 3E (185626)

The Ultimate middle school counseling handbook.

Tim Handrich and Deb Schroeder. MarCo, 2010. Shelf # VE 1C (185042)

Whose tale is true?: readers theatre to introduce and research 49 amazing American women.

Nancy Polette. Teacher Ideas Press, 2009. Shelf # LA 14A (185622)

Who stays with me!

Nancy Coffelt. Little, Brown and Company, 2007. Shelf # VE 1A (185059)

Peaceful school bus program.

Hazelden Publishing, 2008. Shelf # VE 2C (185029)

Language Arts

Getting started with the traits, grades K-2: writing lessons, activities, scoring guides, and more for successfully launching trait-based instruction in your classroom.

Ruth Culham and Raymond Coutu. Scholastic, 2009. Shelf # LA 14G (185574)

Getting started with the traits, grades 3-5: writing lessons, activities, scoring guides, and more for successfully launching trait-based instruction in your classroom.

Ruth Culham and Raymond Coutu. Scholastic, 2009. Shelf # LA 14G (185572)

Great grammar poems: 25 fun rhyming poems with reproducible activity pages that help kids master the rules of grammar.

Bobbi Katz. Scholastic, 2010. Shelf # LA 13C (185301)

Quick nonfiction writing activities that really work!

Marc Tyler Nobleman. Scholastic, 2009. Shelf # LA 14E (185319)

Smart Board lessons: capitalization and punctuation.

Karen Kellaheer and Diana Mai. Scholastic, 2010. Shelf # LA 13A (185300)

Using benchmark papers to teach writing with the traits, grades K-2.

Ruth Culham. Scholastic, 2010. Shelf # LA 14G (185570)

Using benchmark papers to teach writing with the traits, grades 3-5.

Ruth Culham. Scholastic, 2009. Shelf # LA 14G (185571)

Math

The Math of food.

Susan Guengerich. J. Weston Walch, 1999. Shelf # M 2L (185345)

The Math of homes and other buildings.

Hope Martin. J. Weston Walch, 1999. Shelf # M 2L (185344)

The Math of sports.

Hope Martin and Susan J. Weston Walch, 1999. Shelf # M 2L (185343)

Math warm-ups, grade 2: developing fluency in math.

Sheri Disbrow. Prufrock Press, 2005. Shelf # M 2C (185302)

Math warm-ups, grade 4: developing fluency in math.

Sheri Disbrow. Prufrock Press, 2005. Shelf # M 2C (185303)

Smart Board lessons: math word problems.

Bob Krech and others. Scholastic, 2010. Shelf # M 2I (185305)

Reading

Phonics bingo ladders.

Violet Findley. Scholastic, 2010. Shelf # LA 2A (185369)

Sight word bingo ladders.

Violet Findley. Scholastic, 2010. Shelf # LA 3D (185370)

25 fun phonics plays for beginning readers: engaging, reproducible plays that target and teach key phonics skills—and get kids eager to read!

Pamela Chanko. Scholastic, 2009. Shelf # LA 14A (185317)

Using name walls to teach reading and writing: dozens of classroom-tested ideas for using this motivating tool to teach phonological awareness, letter recognition, decoding, spelling, and more.

Janiel M. Wagstaff. Scholastic, 2009. Shelf # LA 2A (185314)

Vocabulary games for any word list.

Jane Sullivan and Midge Madden. Scholastic, 2010. Shelf # LA 13L (185368)

Science

Frog flip chart.

Learning Resources, 2010. Shelf # S 2F (184629)

It's spit-acular!: the secrets of saliva.

Melissa Stewart. Marshall Cavendish, 2010. Shelf # S 6A (185616)

Social Studies

Primary sources: immigration.

Teacher Created Materials, 2003. Shelf # SS 3G (185379)

Primary sources: industrial revolution.

Teacher Created Materials, 2003. Shelf # SS 4D (185384)

Primary sources: the great depression.

Teacher Created Materials, 2003. Shelf # SS 6C (185383)

Primary sources: World War I era.

Teacher Created Materials, 2003. Shelf # SS 6C (185381)

Primary sources: World War II, 1939-1945.

Teacher Created Materials, 2003. Shelf # SS 6C (185380)

25 totally terrific social studies activities: step-by-step directions for motivating projects that students can do independently.

Kathy Pike and others. Scholastic, 2009. Shelf # SS 2C (185315)

Special Needs and Challenges

You are a social detective!: explaining social thinking to kids.

Michelle Garcia Winner and Pamela Crooke. Think Social Publishing, 2008. Shelf # VE 1C (185041)

Rotating Reads: A new adventure in classroom reading



The Grant Wood AEA Media Center launched the Rotating Reads program in September 2010.

The program supports reading and supplements the school library resources by providing sets of books for the individual classroom on a rotating basis every four weeks.

Each Rotating Reads set contains 25 informational text and fiction books. Grant Wood AEA Media Specialist Melva Starr completed the book selection process. Starr explained that materials for the sets are based on student reading and interest levels.

“Ordering books for Rotating Reads began with using various book jobbers, or wholesalers, to assemble possible title lists,” Starr said. “Books were selected from the lists and checked in Wilson Core Collection and Lexile.com. The titles chosen required a minimum of two book reviews as well as a durable binding. Prior experience with children’s publishers and knowing children’s

interests were a big help in making the final selections.”

Currently, 76 first grade and 102 second-grade teachers in the Grant Wood AEA service area are participating in the program. This translates into 123 first-grade boxes and 109 second-grade boxes, or approximately 9,100 individual Rotating Reads books.

Karen Collins, a first-grade teacher at Hiawatha Elementary, Cedar Rapids Community Schools, explained that students in her class use the Rotating Reads books as a free choice for reading.

“The students go to the green Rotating Reads box one at a time to select their books,” Collins said. “Sometimes they are looking for a special book to read by themselves and sometimes they share with others. If they find a book they would like me to read, they put it on my easel.”

Collins incorporates the books into the Treasures curriculum using them with comprehension strategies. She has also used books to tie into a math and literacy unit.

“The Rotating Reads selection is really awesome, and I like that there are fiction and nonfiction books in every set,” she said.

The students had the following to say when asked what they like about the Rotat-



ing Reads books:
 “The books are very nice.”
 “I like reading the books.”
 “I like how they tell the story.”
 “I like the details.”
 “I like them because they are new.”

Rotating Reads is modeled after similar programs at Keystone and Heartland AEAs. For questions about Rotating Reads, contact Hope Runge, GWAEA Team Leader: Media, 319-399-6435 or hrunge@gwaea.org.

“Martha Speaks” Reading Buddies Program

Iowa Public Television is promoting a Reading Buddies Program developed to accompany the “MARTHA SPEAKS” television series. “MARTHA SPEAKS” is an animated series based on books by Susan Meddaugh that are designed to enrich the vocabulary of 4-7-year-olds. Martha is a dog

who can talk because she ate alphabet soup. The Iowa AEAs are helping with the promotion. The Grant Wood AEA Media Center has multiple copies of the DVD, which has eight sessions of “MARTHA SPEAKS.” We also have accompanying boxed book sets in multiples of 20 copies that coincide

with each “Martha Speaks” session. You can watch “Reading Buddies in Action,” a video on IPTV featuring two teacher partners talking about their experiences with the program. The website to access more information and classroom ideas is <http://pbskids.org/martha/parentsteachers/>

readingbuddies/index.html To locate all of the materials available in the Grant Wood AEA Media Center use the Key Word, Martha Speaks. If you have questions, contact Melva Starr at 319-399-6454, 1-800-332-8488, ext. 6454 or mstarr@aea10.k12.ia.us.



New and improved media centers

Linn-Mar’s Novak Elementary opened for the 2010-2011 school year. Cynde Kessler, teacher librarian, said, “We love that the space gives us the ability to have multiple activities happening in the library at once. The windows bring in great light and we love knowing what is happening outside our doors. The library being located in the heart of the building has increased the amount of students who visit us each day. Our circulation compared to last year has increased by 1,500 books!”

New Materials for Art, Music and Physical Education

Art

- Art works for kids.** Lori VanKirk Schue. Evan-Moor, 2001. (185033)
- Incredible art.** Sue Nicholson and others. Silver Dolphin, 2008. (185063)
- Objects and meanings.** Susan Ogier. Cherrytree Books, 2009. (186048)
- Painting the impressionist landscape: lessons in interpreting light and color.** Lois Griffel. Watson-Guipill Publications, 2008. (185618)
- People in action.** Susan Ogier. Cherrytree Books, 2009. (186044)
- A Sense of place.** Susan Ogier. Cherrytree Books, 2009. (186049)
- Talking Textiles.** Susan Ogier. Cherrytree Books, 2009. (186047)

Music

- Building strong music programs: a handbook for preservice and novice music teachers.** Charlene Ryan. Rowman & Littlefield, 2009. (185784)

- Getting started with middle school chorus, 2nd. Ed.** Patrick K. Freer. Rowman & Littlefield, 2009. (185785)
- Middle school general music: the best part of your day.** Elizabeth Ann McAnally. Rowman & Littlefield, 2009. (185781)
- Minds on music: composition for creative and critical thinking.** Michele Kaschub and Janice Smith. Rowman & Littlefield, 2009. (185782)
- Musi-matics!: music and arts integrated math enrichment lessons.** Karin K. Nolan. Rowman & Littlefield, 2009. (185787)
- Music education at a crossroads: realizing the goal of music for all.** Janet R. Barrett. Rowman & Littlefield, 2009. (185783)
- Singin’, sweatin’, and storytime: literature-based movement and music for the young child.** Rebecca E. Hamik and Catherine M. Wilson. Rowman & Littlefield, 2009. (185779)

- Teaching classroom guitar.** Steve Eckels. Rowman & Littlefield, 2009. (185786)
- Tips: the first weeks of middle school chorus.** Patrick K. Freer. Rowman & Littlefield, 2009. (185780)
- Physical Education**
- Achieving fitness: an adventure activity guide.** Jane Panicucci. Project Adventure, Inc. 2008. (185420)
- Action based learning lab manual.** Jean Blaydes Madigan. Action Based Learning, 2010. (185419)
- Make it take it (fitness games).** Hal Cramer. Great Activities Publishing, 2007. (185422)
- Performance-based assessment for middle and high school physical education.** Jacalyn Lea Lund and Mary Fortman Kirk. Human Kinetics, 2010. (185399)
- Physical education assessment toolkit.** Liz Giles-Brown, 2006. (185357)

New Materials in the Professional Library

- Assessment**
- Formative assessment: making it happen in the classroom.** Margaret Heritage. Corwin Press, 2010. R 371.264 HER (185551)
- Behavioral Issues/Discipline/Student Issues**
- No more meltdowns: positive strategies for managing and preventing out-of-control behavior.** Jed Baker. Future Horizons, 2008. R 649.64 BAK (185562)
- Curriculum and Instructional Strategies**
- Critical thinking and formative assessments: increasing the rigor in your classroom.** Betsy Moore and Todd Stanley. Eye on Education, 2010. R 370.15 MOO (185253)

- Early Childhood Education**
- Little kids, big worries: stress-busting tips for early childhood classrooms.** Alice S. Honig. Paul H. Brookes, 2010. R 372.181 HON (185554)
- General**
- The Eleven commandments of good teaching.** Vickie Gill. Corwin Press, 2009. R 371.102 GIL (185559)
- Learning by doing: a handbook for professional learning communities at work.** Richard DuFour. Solution Tree, 2010. R 371.2 DUF (185249)
- Plagiarism: a how-not-to guide for students.** Barry Gilmore. Heinmann, 2009. R 371.58 GIL (185561)

- Simply room tours: inspiring design for literacy learning.** Gail Boushey and Joan Mosher. Choice Literacy, 2009. R 372.6 BOU (185603)
- Spark: the revolutionary new science of exercise and the brain.** John J. Ratey. Little, Brown and Company, 2008. R 613.7 RAT (185252)
- What every teacher should know about diverse learners.** Donna Walker Tileston. Corwin Press, 2010. R 371.102 TIL (185563)
- Language Arts**
- Traits of writing: the complete guide for middle school.** Ruth Culham. Scholastic, 2010. R 808.042 CUL (185552)

- Learning Strategies**
- Ants in their pants: teaching children who must move to learn.** Aerial Cross. Redleaf Press, 2010. R 371.94 CRO (185553)
- Math**
- Styles and strategies for teaching high school mathematics: 21 techniques for differentiating instruction and assessment.** Edward J. Thomas and others. Corwin Press, 2010. R 510.71 THO (185251)
- Reading**
- Inside leadership: daily 5 and CAFE coaching and collaboration in schools.** Gail Boushey and Joan Moser. Choice Literacy, 2010. R 372.6 BOU (185602)

- Joyful reading: differentiation and enrichment for successful literacy learning, grades K-8.** Sally M. Reis. Jossey-Bass, 2009. R 372.417 REI (185558)
- Literacy 2.0: reading and writing in 21st century classrooms.** Nancy Frey and others. Solution Tree, 2010. R 025.524 FRE (185250)
- Special Needs and Challenges**
- Alphabet kids: from ADD to Zellweger syndrome: a guide to developmental, neurobiological and psychological disorders for parents and professionals.** Robbie Wolvier. Jessica Kingsley Publishers, 2010. R 618.92 WOL (185556)
- Come and play: sensory-integration strategies for children with**

- play challenges.** Aerial Cross. Redleaf Press, 2010. R 155.423 CRO (185565)
- Practical classroom strategies for making inclusion more successful, grades 6-12.** Bureau of Education and Research, 2010. R 371.9 PRA (185248)
- Setting up classroom spaces that support students with autism spectrum disorders.** Susan Kabot and Christine Reeve. AAPC, 2010. R 371.62 KAB (185597)
- Smart but scattered: the revolutionary “executive skills” approach to helping kids reach their potential.** Peg Dawson and Richard Guare. Guilford Press, 2009. R 649.152 DAW (185560)