



Professional Development 2019-2020

All trainings take place at the
Education Minnesota Apple Valley Field Office
6950 West 146th Street, Suite 112
Apple Valley, MN 55124

[Click here to register!](#)

Teacher Relicensing Requirement Sessions

***NEW* Cultural Competency - Six Sessions Available**

- 8 Hour Saturday Sessions - October 26, February 22, or May 2 (8:00 am - 4:30 pm)
- 4 Hour Evening Sessions - November 4 & 11, January 7 & 21, or April 6 & 13 (5:00 - 9:00 pm)

The Minnesota State Legislature has required at least eight hours of cultural competency training as part of the renewal condition for teacher licensing starting in January of 2020. Cultural competency training means a training program that promotes self-reflection and discussion including but not limited to all of the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns. This training is designed to deepen teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school communities. (8 hours)

English Language Learners - Three Sessions Available

October 21, December 16, February 3 (5:00 - 6:30 pm)

Learn to tap into the strengths English language learners bring to your class. Discover strategies for differentiation and scaffolding to support their work as they progress through stages of language acquisition. (1.5 hours)

Positive Behavior Intervention Strategies - Three Sessions Available

October 29, January 6, March 3 (5:00 - 6:30 pm)

This session focuses on effective group management strategies that lead to increased student engagement and learning. (1.5 hours)

Reading Seminar - Three Sessions Available

October 22, December 3, February 25 (5:00 - 6:30 pm)

Participants will review the research and exemplary practices that help students acquire strong reading comprehension skills. (1.5 hours)

Suicide Prevention - Three Sessions Available

October 14, December 9, April 9 (5:00 - 6:30 pm)

This session will focus on best practices in the area of suicide prevention. (1.5 hours)

Student Mental Health - Three Sessions Available

November 18, January 13, March 2 (5:00 - 6:30 pm)

This session raises awareness of key warning signs for early-onset mental illness in children and adolescents, and includes strategies for addressing learning challenges faced by students with particular mental health challenges. (1.5 hours)

Professional Practice - Using Best Practice in the Classroom

FIRE I-IV Series (Facing Inequities and Racism in Education) - Four Part Series

October 10, November 14, January 23, **AND** March 4 (5:00 - 7:00 pm)

Talking about race is tough – and frankly, cannot be done with fidelity in a single professional development session. The FIRE (Facing Inequities and Racism in Education) program is a sequential progression of professional development that asks members to invest time in creating a brave and safe space to talk about race, self-reflect on where they are on their racial equity journey, to be mindful of language, and to brainstorm with others, about possible next steps toward an action plan. Registrants **MUST** attend all four sessions. (2 hours each session - 8 total hours)

Foundations of Effective Teaching - Three Sessions Available

December 5, February 6, April 2 (5:00 - 7:00 pm)

This core course addresses the fundamental aspects of teaching and learning that are relevant for teachers in all grade levels and subject areas. It examines proven practices for establishing and maintaining classroom management, maximizing use of learning time, questioning and feedback skills, homework, interactive guided instruction strategies, and scaffolding techniques. Covering core topics critical to successful classroom practice, Foundations of Effective Teaching I is recommended for all new teachers. Registrants may attend one, two, or all three sessions. (2 hours)

Introduction to Restorative Practices - Three Sessions Available

November 5, January 30, February 24 (5:00 - 6:30 pm)

Educators will learn the history and seven guiding principles of restorative practices. Participants will have the opportunity to learn about the circle process and reflect on the benefits of restorative practices in learning communities. Participants will also be given time to reflect on their own classroom, site and district's capacity to adopt restorative practices. (1.5 hours)

Introduction to Trauma-Informed Practices - Three Sessions Available

October 7, November 25, February 10 (5:00 - 6:30 pm)

The Minnesota Adverse Childhood Experiences (ACEs) study has offered valuable data on the prevalence of toxic stress among Minnesota's student population. Participants will learn general information from the ACEs study, how toxic stress alters student's brains and its impact on learning. Participants will also be given time to reflect on their own school's and district's response to trauma. (1.5 hours)

Managing Behaviors in the School Community - Three Sessions Available

December 19, February 27, April 16 (5:00 - 7:00 pm)

Managing Behavior in the School Community is designed to aid educators in understanding behaviors that disrupt classrooms and to share strategies that promote learning. Practical applications of research-based strategies to address the full continuum of behavioral interventions and/or supports will be presented. Defining behavior, effective classroom management, using instruction to manage behavior, social competence, and behavior enhancement/reduction techniques will be explored and discussed. Strategies to de-escalate extreme acting-out behaviors and to address bullying are also subtopics of this course. Registrants may attend one, two, or all three sessions. (2 hours)

Self-Care for Educators - Three Sessions Available

October 28, January 8, March 9 (5:00 - 6:30 pm)

When working in helping professions, we tend to focus most of our professional time on our students and families. Focusing on taking care of ourselves as professionals and humans is an equally important piece of serving the individuals in our care. This presentation will help you to reflect on your professional and personal self-care practices. We will explore a variety of simple and approachable self-care strategies that you can put into action. If you have had previous training in trauma informed practices, this is an important follow-up to that work. (1.5 hours)

Strategies for Student Success - Three Sessions Available

December 12, February 20, April 9 (5:00 - 7:00 pm)

This high-quality, research-based professional development program consists of modules that address teaching and learning in a way that benefits both new and veteran teachers. Strategies for Student Success approaches professional development and learning from an issues-based perspective. Whether the need is created by policy, mandates, feedback on evaluations or professional inquiry, Strategies for Student Success responds. Content is taught with activities that require reflection on daily practice, debate over research and current practices, utilizing modeling and experiential learning approaches. Engaged discussions augment the relevance of the research-based classroom strategies, and instruction is designed to facilitate immediate use. Registrants may attend one, two, or all three sessions. (2 hours)