

# MN Requirements Package #1 (35 Hours)



The MN Requirements Package #1 includes 6 self-study courses (5 or 10 hours each) for a total 35 hours of PD. This package includes the requirements for cultural competency, mental health, PBIS, reading instruction, suicide prevention, and ELL.

- Classroom Management for Positive Behaviors
- Cultural Competency and Reflective Teaching
- English Language Learners in the Classroom
- Reading Across the Curriculum
- Recognition of Early-onset Mental Health Illness in Children & Adolescents
- Suicide Prevention

# Classroom Management for Positive Behaviors



## *Positive Behavior Intervention Strategies (PBIS) Requirement*

### Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Environments, Content Knowledge, Application of Content, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Students from all backgrounds, temperaments, and abilities should have access to a classroom ambience that is conducive to their learning. Positive Behavior Management helps educators transform challenging behavior, systemically and individually, to create such an environment.

Learn evidence-based Positive Behavior Intervention Solutions (PBIS) practices to identify and eliminate triggers in the classroom, encourage positive behaviors, and give students individualized care and support.

This proactive PBIS approach, with three tiers of interventions, can strengthen students' relationships, improve their communication skill, and circumvent conflict.



Certificate of  
Completion



100% Online



Quiz



**Renew a Teaching License**

by Professional Learning Board®

**RenewTeachingLicense.com**

© Professional Learning Board®, a service of The Learning Factory LLC

# Classroom Management for Positive Behaviors

## Course Outline

### LESSON 1: A Positive Classroom Climate

- What is PBIS and why teach positive behaviors?
- Behavior management and social skills
- Instructional and environmental management
- Parent support and the three-tier framework

### LESSON 2: Primary Prevention

- What is primary prevention?
- Guidelines
- Behavior management strategies
- Basic teaching approach

### LESSON 3: Secondary Prevention

- Eligibility
- Features
- Identifying students
- Secondary interventions

### LESSON 4: Tertiary Prevention

- Selection of students
- Implementation strategies
- Parental involvement



5 Hours  
of Learning



Convenient Access:  
Start Right Away



Resources & Tools for  
Professional Learning Plans



**Renew a Teaching License**  
by Professional Learning Board®

**RenewTeachingLicense.com**

© Professional Learning Board®, a service of The Learning Factory LLC



# Cultural Competency and Reflective Teaching



## *Cultural Competency Requirement*

### Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Differences, Learning Environments and Planning for Instruction.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, and Diverse Learners.

This course demonstrates responsive teaching in the classroom by helping teachers consider and build competence in meeting the many learning needs of all students. Learn how to build culturally diverse classrooms that are sensitive and equitable to learners across languages, genders, religions, cultural backgrounds, and special needs.

Teachers will also reflect on their teaching practice and interactions while considering ways they can grow.



Certificate of  
Completion



100% Online



Quizzes

# Cultural Competency and Reflective Teaching

## Course Outline

### SECTION A: Cultural Competency and Responsive Teaching

#### LESSON 1: Cultural Competency

- Defining culture and cultural competency
- Cultural beliefs and values
- Impact of culture on behavior

#### LESSON 2: Bias

- Definition, types, and identification of bias
- Assumptions, perspectives, and self-perceptions

#### LESSON 3: Culturally Responsive Classrooms

- Impact of culture on teaching and learning
- Brain roles in learning
- Teaching styles and student impact
- Building rapport with students

#### LESSON 4: Culturally Responsive Teaching

- Diversity in the classroom
- Understanding diversity: origin, religion, gender, language, special needs, and mental health
- Cohesive classrooms and school communities
- Collaborating with families

*Designed to meet state requirements for cultural competency and responsiveness training. 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 while deepening 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.*

# Cultural Competency and Reflective Teaching

## Course Outline

### SECTION B: Reflective Teaching Practices

#### LESSON 1: Introduction

- Need for reflection
- Critical attributes and attitudes of a reflective teacher
- Types of reflection
- Circle of reflection
- Levels of reflective thinking
- Are you a reflective teacher?

#### LESSON 2: Reflective Thinking and Application

- Developing reflective practice
- Factors that influence reflection
- Applying reflection in practice using strategies such as reframing classroom situations, action research, learning journals, logs, diaries, teaching portfolios, autobiographical narratives, storytelling, critical incident analysis, and self-observation

#### LESSON 3: Opportunities for Professional Growth

- Characteristics and types of job-embedded professional development
- Practicing collaborative learning using various strategies like mentoring, peer observation, coaching, and so on
- Building effective Professional Learning Communities (PLCs)
- Enhancing traditional professional development through classroom visitation, conferences, learning study, examining student work, and workshops

#### LESSON 4: Professional Development Plan

- Principles of PDP
- Professional development cycle
- Elements of PDP
- Step-by-step guide to write a PDP



10 Hours  
of Learning



Convenient Access:  
Start Right Away



Resources & Tools for  
Professional Learning Plans

# English Language Learners in the Classroom



## ELL Requirement

### Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Facilitate optimal learning in the classroom by helping English Language Learners feel validated. This course includes a range of strategies and activities that lead to interactions which benefit the four language skill areas of listening, speaking, reading, and writing.

The Sheltered Instruction (SI) model is presented along with ways to apply this model when teaching English Language Learners. The importance of working collaboratively and ensuring the involvement of parents to enhance learning is emphasized with corresponding strategies. Through a range of research-based findings, teachers are equipped to engage students in “higher order thinking skills” and design a sufficiently challenging curriculum.



Certificate of  
Completion



100% Online



Quiz



**Renew a Teaching License**

by Professional Learning Board®

**RenewTeachingLicense.com**

© Professional Learning Board®, a service of The Learning Factory LLC

# English Language Learners in the Classroom

## Course Outline

### LESSON 1: Welcoming English Language Learners

- Create an environment of acceptance
- Understand the backgrounds of English Language Learners
- Establishing an open channel of communication with parents

### LESSON 2: Accommodating a New Culture

- Identify the educational needs of English Language Learners
- Avoiding assumptions
- Conversational and cross-cultural skills
- Comparing cultures and value systems

### LESSON 3: Collaboration and Connection

- Approaches for mainstream teachers to effectively serve English Language Learners
- The Sheltered Instruction (SI) model
- Four language skill areas

### LESSON 4: Curriculum and Lessons

- Engaging students in “higher order thinking skills” (HOTS)
- Methods of simplification and expansion



5 Hours  
of Learning



Convenient Access:  
Start Right Away



Resources & Tools for  
Professional Learning Plans



**Renew a Teaching License**

by Professional Learning Board®

**RenewaTeachingLicense.com**

© Professional Learning Board®, a service of The Learning Factory LLC



# Reading Across the Curriculum



## Reading Instruction Requirement

### Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Reading is an essential component of learning. Often, when students struggle with a specific subject matter it is because of poor reading instruction and underdeveloped reading skills.

Full of research-based reading instruction techniques, this course can be used across all content areas and grade levels to improve student achievement. Teacher learn new ideas for motivating students to read more and improve reading comprehension.

This course provides tools, exercises, and additional resources that you can use to practice new skills. Dive into the world of reading instruction and get geared up to make your students proficient readers.



Certificate of  
Completion



100% Online



Quiz



**Renew a Teaching License**

by Professional Learning Board®

**RenewTeachingLicense.com**

© Professional Learning Board®, a service of The Learning Factory LLC

# Reading Across the Curriculum

## Course Outline

### LESSON 1: Research

- The importance and nature of the 'reading' skill
- Language development in the early years
- Implications of different levels of daily language exposure
- How the brain processes what we already know and have experienced to develop reading skills

### LESSON 2: Reading Assessments

- Diversity of students' reading abilities
- The purpose of reading assessments and components
- Common reading assessments and their usage
- Cloze and CARL to measure reading performance

### LESSON 3: Basic Reading Strategies

- Basic reading strategies and accessing results
- Essential elements and traditional lesson formats
- Pre-reading, the reading process, and post-reading
- Effective ways to extend the life of the text beyond the lesson

### LESSON 4: Reading Across Content Areas

- Scaffolding a common textbook to support varying reading levels using four steps
- Using different books on a common topic or learning objective to meet differing needs
- Question-Answer Relationships (QARS)
- Effectively approaching different structures of texts



5 Hours  
of Learning



Convenient Access:  
Start Right Away



Resources & Tools for  
Professional Learning Plans



**Renew a Teaching License**  
by Professional Learning Board®

**RenewTeachingLicense.com**

© Professional Learning Board®, a service of The Learning Factory LLC

# Recognition of Early-onset Mental Health Illness in Children & Adolescents



## *Mental Health Requirement*

### Standards:

This course aligns to the INTASC Standards including Learning Differences, Learning Environments, Content Knowledge, Planning for Instruction and Instructional Strategies.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners and Teachers Know Content.

As educators, we are often the first to notice that a child may be experiencing problems.

Through this course, teachers develop a basic understanding of key warning signs of early-onset mental illness in children and adolescents. This knowledge strengthens teacher-parent communications and supports professional teaching and learning.



Certificate of  
Completion



100% Online



Quiz



**Renew a Teaching License**

by Professional Learning Board®

**RenewTeachingLicense.com**

© Professional Learning Board®, a service of The Learning Factory LLC

# Recognition of Early-onset Mental Health Illness in Children & Adolescents

## Course Outline

### LESSON 1: Introduction to Mental Illnesses

- An overview of the prevalence, nature, causes, and experience of mental illnesses
- Understanding effective treatments and the role and limitations of medication
- The application of behavioral therapy and other creative therapies under the umbrella of Cognitive Behavior Therapy to target the root of the problem
- The stigma associated with mental illnesses and ways to combat it
- The educational implications of the evaluation and treatment of mental illnesses

### LESSON 2: ADHD, ODD, and Anxiety in the Classroom

- Understanding the manifestations of ADHD (Attention Deficit Hyperactive Disorder) in the classroom and ways to manage behavior effectively in this context
- The common signs, treatments, and classroom strategies to deal with ODD (Oppositional Defiant Disorder) and CD (Conduct Disorder)
- The various subtypes within Anxiety Disorders, their treatment, and classroom applications

### LESSON 3: Other Mental Health Conditions in Children

- Symptoms and warning signs of OCD, Schizophrenia, Bipolar Disorder, PTSD, etc.
- Treatments
- Classroom applications and strategies

### LESSON 4: The Team

- Working with parents
- The role of mental health professionals
- The IEP process
- Understanding assessments and assignments



5 Hours  
of Learning



Convenient Access:  
Start Right Away



Resources & Tools for  
Professional Learning Plans



# Suicide Prevention



## Suicide Prevention Requirement

### Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Differences and Learning Environments.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership and Diverse Learners

This course looks at the important role teachers play in suicide prevention.

Learning the warning signs of suicide may help teachers recognize which students could be at risk for suicide.

Discover how teachers can collaborate with the school and the greater community to help create and maintain safer environments.

*This course integrates the Suicide Prevention Resource Center's research and materials in collaboration with the American Foundation for Suicide Prevention.*



Certificate of  
Completion



100% Online



Quiz



**Renew a Teaching License**

by Professional Learning Board®

**RenewaTeachingLicense.com**

© Professional Learning Board®, a service of The Learning Factory LLC

# Suicide Prevention

## Course Outline

### LESSON 1: Introduction

- Suicide: myths and truths
- Role of mental health
- Suicide warning signs
- Interventions & treatments

### LESSON 2: Resilience

- Adolescent stressors
- Responsibility and self-esteem
- Social and emotional learning
- Connections and relationships

### LESSON 3: Helping Students at Risk

- Response protocol
- Dealing with suicide
- Healthy response to grief
- Non-fatal suicide attempts

### LESSON 4: Schools & Communities

- Need for school involvement
- Suicide prevention programs
- Crisis response teams
- Family partnerships



5 Hours  
of Learning



Convenient Access:  
Start Right Away



Resources & Tools for  
Professional Learning Plans