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

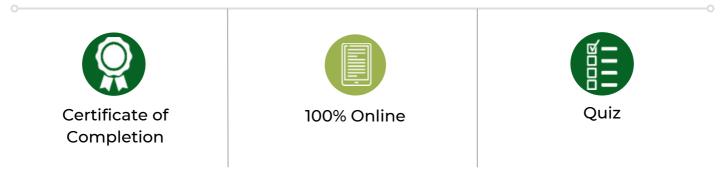
Standards:

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.





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





Cultural Competency and Reflective Teaching



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.



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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



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Convenient Access: Start Right Away



Resources & Tools for Professional Learning Plans



English Language Learners in the Classroom



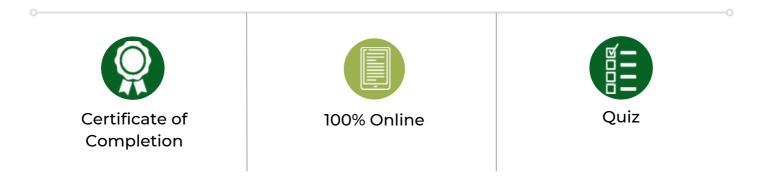
ELL Requirement

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.





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





Reading Across the Curriculum



Reading Instruction Requirement

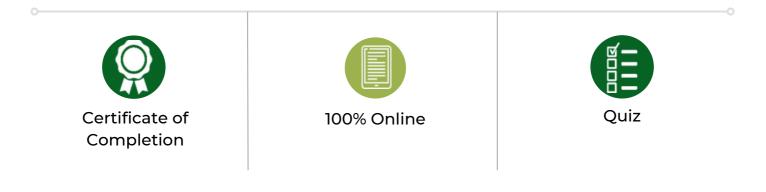
Standards:

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.





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

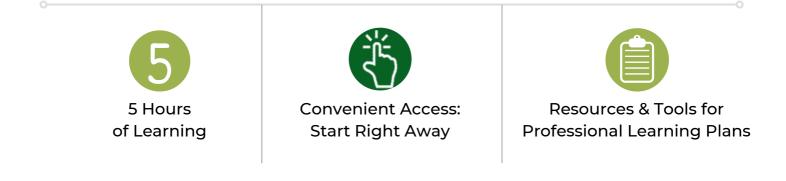
- Diversity of students' reading abilities
- The purpose of reading assessments and components
- Common reading assessments and their usage
- Cloze and CARI to measure reading performance

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





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.



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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





Suicide Prevention



Suicide Prevention Requirement

Standards:

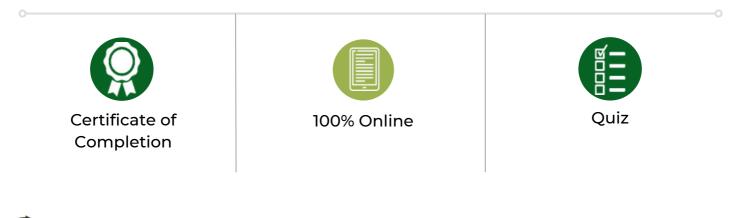
This course aligns to the INTASC Standards including Learner Development, Learning Differences and Learning Environments.

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.



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



