

# MN Tier 3 Relicensure Package (75 Hours)



The MN Tier 3 Relicensure Package includes 14 self-study courses (5 or 10 hours each) for a total 75 hours of PD. This package includes the requirements for cultural competency, mental health, PBIS, reading instruction, suicide prevention, ELL, and accommodation, modification, and adaption.

- Accommodating All Learners
- Cognitive Skills – Understanding Learning Challenges
- Cultural Competency and Reflective Teaching
- Early Reading Skills
- English Language Learners in the Classroom
- Ethical Conduct in Education
- Formative Assessment
- Introduction to Autism
- Introduction to Technology
- Raising Academic Achievement through Standards
- Recognition of Early-onset Mental Health Illness in Children & Adolescents
- Suicide Prevention
- Transformative Classroom Management
- Understanding ADHD

# Accommodating All Learners



## *Accommodation, Modification, and Adaption 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.

Reach and teach all learners by examining 21st century student and educator strengths in this research-based course packed with strategies, resources, and tools. Participants will gain insight into both their own learning and teaching preferences as well as the learning styles of students.

Closely aligned with national standards and pedagogical goals, this course addresses accommodation, modification, and adaptation of curriculum, materials, and instruction to appropriately meet the needs of varied students in achieving graduation standards (i.e., differentiated instruction).



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# Accommodating All Learners

## Course Outline

### LESSON 1: Every Learner Learning

- Teaching and learning
- Accommodating all learners
- About the brain
- Introduction to learning styles
- Teacher as a learner
- The Paragon Learning Style Inventory (PLSI)

### LESSON 2: Who Are Our Students? Teaching Across Types

- Characteristics of today's youth
- Aspects of physical and cognitive access to the general curriculum
- Academic learning styles and students' skill development as it aligns with age
- The concept of perception and differences in perception
- How to build a win-win pedagogy based on the 5 principles
- Strategies to employ when the teacher's learning style conflicts with students' styles
- Thinking styles

### LESSON 3: Technology

- Media as a flexible tool to reach all learners
- Recent research on technology and traditional models of delivery
- Traditional media versus digital media
- Digital media and how it can be used to customize materials and methods
- Technology timeline

### LESSON 4: Theories and Strategies

- Components of multiple intelligences
- Activities to develop each type of intelligence
- Bloom's taxonomy, differentiated instruction, and informal learning
- Hemisphericity and activities that can stimulate both left and right sides of the brain
- The 4-quadrant model



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# Cognitive Skills - Understanding Learning Challenges



## 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.

The U.S. Department of Education and others indicate that weak cognitive skills are the source of over 80% of learning problems.

Students approach each task with varying learning tools, called cognitive skills, and these skills determine the quality, speed, and ease with which individuals learn and perform.

This course provides methods for detecting students with weak cognitive skills and tools to strengthen those skills. Teachers will receive understanding, as well as ways to apply development techniques in the classroom. This fun and interactive course includes information about new brain research and how it can impact today's classrooms.



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# Cognitive Skills - Understanding Learning Challenges

## Course Outline

### LESSON 1: Introduction

- Unlocking your students' complete learning potential
- The prevalence of learning challenges and the need for effective special education
- The crucial role of teachers and schools in maximizing educational impact
- The importance of cognitive skills for successful living

### LESSON 2: Testing

- How tests are administered and interpreted
- The two main types of tests and their different goals
- The role of IQ scores and phonemic awareness
- Common contemporary approaches to diagnosed learning issues and the significance of cognitive skills in making a lasting impact on students' learning

### LESSON 3: Cognitive Skills

- Understanding the nature of student learning and the role cognitive skills play in it
- Identifying and accurately assessing cognitive weaknesses
- The features and significance of specific cognitive skills
- The inter-connected nature of skills and specific abilities closely associated with cognitive growth

### LESSON 4: The Brain

- Contemporary research on the functioning of the brain
- The role and nature of attention and memory in the learning process
- Understanding dyslexia and effective approaches to it
- The significance of parental involvement and the need for practice

### LESSON 5: Effective Training

- The role of the brain in laying essential foundations for learning
- Specific methods to build and strengthen cognitive skills
- The need for effective cognitive training to be non-academic in nature



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# 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.



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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 Practice

#### 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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# Early Reading Skills



## Reading Instruction Requirement

### Standards:

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

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

The development of early literary and reading skills are the foundation for every student's education. Gain a comprehensive understanding of challenges that hold potential readers back, including phonological impairments and reading disorders. Adopt best science-research-based reading strategies to tackle these including use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

An incredibly useful tool for teachers looking to unlock their students' reading potential, this course is a must-have for teachers.



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# Early Reading Skills

## Course Outline

### LESSON 1: Language Development

- Stages of reading development
- The role of neuroscience in language development
- Reading wars and speech-language impairments
- Reading disorders and assessment for reading disorders

### LESSON 2: Reading Disorders

- Growth mindset approach and “think-aloud” strategy
- Zone of proximal development (ZPD)
- Gradual release of responsibility
- Fostering early literacy at home and play & literacy

### LESSON 3: Supporting Early Literacy Skills

- Purposeful conversations and vocabulary
- Academic vocabulary and narratives
- Phonological words and syllable awareness
- Rhyming, onset, rime, and phonemic awareness

### LESSON 4: Phonics

- Letter-sound relations and keyword for each letter
- Word building and decoding words
- Letter tiles and elkonin boxes
- Sound-spelling patterns and encoding (spelling)



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# 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.



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# 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



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# Ethical Conduct in Education



## 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.

Ethics may seem like an abstract concept, and yet it's practical, relevant, and a critical part of a teacher's professional life.

Explore how you can grow in ethics in the areas of academic excellence, boundaries, and academic integrity. From protocols for social media, reporting abuse, transference and plagiarism, this course explores issues where ethics and education meet. It is full of practical strategies, resources and guidelines for teachers to reflect on and implement in their particular teaching situations.



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# Ethical Conduct in Education

## Course Outline

### LESSON 1: Ethical Understanding

- Why ethics?
- Growing in ethics
- Ethical culture
- Ethical conduct

### LESSON 2: Academic Excellence

- Commitment to student learning
- Quality education
- Professional growth
- Research practices

### LESSON 3: Behaviors and Boundaries

- Safe learning environments and technology safety
- Professional, relationship, and physical boundaries
- Dignity and respect
- Confidentiality and trust

### LESSON 4: Academic Integrity

- The hero code
- Integrity and education
- Establish expectations and use formative assessment
- Create an honor code and grade objectively



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# Formative Assessment



## 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.

Formative assessments allow teachers to respond to a student's needs quickly, and, even more importantly, allows the student to shape instruction. Effective formative assessments result in instruction that meets the needs of each student.

In this innovative online course, teachers learn about and implement formative assessments. Discover and demonstrate for yourself, your students, and your community what happens when students are truly learning.



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# Formative Assessment

## Course Outline

### LESSON 1: The Essentials

- Concepts behind and purpose of formative assessment
- Practical strategies that may be used to implement formative assessment
- Commonly used formative assessments, including teacher observation, questioning, rubrics, essays, and peer assessment
- Benefits of each strategy and how they can be used effectively

### LESSON 2: Nuts and Bolts

- The process of formative assessment
- Concepts behind goal mastery
- The importance of feedback, reports, visual depiction, and celebration in formative assessment
- Designing lesson plans that integrate formative assessment

### LESSON 3: Making Connections

- The role of assessment in standards-based education
- Formative and summative assessments, and the difference between the two



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# Introduction to Autism



## Standards:

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

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

Most of us know someone with autism. This neurodevelopmental condition impacts a student's ability to communicate, form social skills, and manage sensory challenges. Autism often affects a student's academic potential and learning style in the classroom. A person with autism may experience a unique way of thinking, remembering events, reacting, and communicating.

In this course, educators will find tried and tested strategies, tips, real-life examples, and insights to create more inclusive classrooms and help students on the autism spectrum thrive.



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# Introduction to Autism

## Course Outline

### LESSON 1: Overview

- Definition
- Symptoms and other similar conditions
- Therapies
- Labeling neurodevelopmental disorders
- The brain in Autism Spectrum Disorder

### LESSON 2: Social Skills in ASD

- Social skills and related challenges.
- Theory of the mind
- Teaching non-verbal learners
- Verbal processing, echolalia, perseveration, and scripting
- Abstract language, eye contact, empathy, spatial terms, and pronouns

### LESSON 3: Expressions of Autism

- Sensory hyposensitivity and hypersensitivity
- Splintered development, perseveration, and stress
- Part-to-whole or whole-to-part thinking
- The lack of social motivation and imagination in children with ASD
- Extraordinary abilities

### LESSON 4: ASD in School

- Neurological differences in children with ASD
- Central Coherence Theory
- Classroom physical environment
- Teaching materials and strategies
- Behavior management strategies
- Working with parents and team



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# Introduction to Technology



## Standards:

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

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

This course introduces and examines technology for educators teaching in a variety of contexts, including in-person, online, and hybrid.

You will develop a better understanding of how to use technology tools and resources to increase engagement in learning and enhance your instructional practices. Tutorials and tips demonstrate applications and guide teachers in improving tech skills and gaining confidence in use.



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# Introduction to Technology

## Course Outline

### LESSON 1: Technology Basics

- Computer basics
- Email
- Benefits and harmful effects of technology
- Devices and gadgets for the classroom

### LESSON 2: Platforms and Providers

- Spreadsheets and Word processing
- Presentation software
- Organization using cloud-based storage applications

### LESSON 3: Interactive Technology

- Digital scavenger hunts
- Interactive quizzes and activities
- Design tools

### LESSON 4: Types and Models of Learning

- Flipped and hybrid classrooms
- Learning Management Systems (LMS)
- Webinars and video conferencing tools



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# Raising Academic Achievement through Standards



## 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.

In the past, students who were failing were often sent for special education services whether or not they really needed it. However, the education system today aims to help all students succeed in the general educational setting. In such a setting, teachers play a critical role in identifying those who are struggling to learn and succeed in academics and intervening with help.

This course provides educators with information about academic interventions that can be incorporated in the classroom through frameworks — such as the RTI — or even in the absence of such structures.



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# Raising Academic Achievement through Standards

## Course Outline

### LESSON 1: Standards and Academic Interventions

- Standards in education
- Differentiating between core instruction, accommodations, modifications, and interventions
- Academic interventions, classroom intervention plans, and understanding warning signals of students at risk

### LESSON 2: Response to Intervention

- Response to Intervention (RTI)
- Connecting RTI and the standards
- Essential components of RTI
- Tiered interventions
- Challenges when implementing RTI

### LESSON 3: Literacy Interventions

- Importance of literacy skills
- Problems students face in literacy
- Standards in English Language Arts/Literacy
- Academic interventions for struggling readers
- Academic interventions for students struggling with writing skills

### LESSON 4: Math Interventions

- Importance of math
- Problems students face
- Standards in math
- RTI and math
- Specific interventions for improving math skills



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# 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



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# 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.*



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# 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



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# Transformative Classroom Management



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

### Standards:

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

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

All students are unique and group dynamics, cultural backgrounds, and experiences vary — sometimes dramatically. But for the most part, sound ideas get positive results and unsound ideas get mixed results at best.

Not all ideas sold in the marketplace of classroom management strategies lead to desirable results. In fact, many of the most popular ideas result in more harm than good.

This course is a synthesis of what's effective in the area of classroom management. It builds on extensive time, real experiences of teachers, observations of hundreds of classrooms, research, and the best ideas put into successful practice.



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# Transformative Classroom Management

## Course Outline

### LESSON 1: Classroom Management

- Identifying common attributes in transformative classrooms that instill essential skills for student success
- Examining attitudes and pedagogical choices that promote effective classroom management
- Analyzing popular but ineffective strategies that promote classroom dysfunction

### LESSON 2: Classroom Expectations

- The importance of laying out clear and shared expectations in the classroom
- Examining intentional classroom management strategies to identify the nature and outcomes of each
- The need for consistent implementation and positive expectations for long-term benefits

### LESSON 3: Technical Management

- The need for teachers to be experts at technical classroom management strategies
- Identifying the essential principles behind a focused vision and classroom culture
- Understanding the nature of student attention and strategies to secure it

### LESSON 4: Student Motivation

- The distinctions between intrinsic and extrinsic motivation, and the need to develop the former
- Strategies to develop each type of motivation and their limitations
- The nature and role of external rewards like grades and incentives
- The basic needs fulfilled by internal rewards and ways to reinforce them



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# Understanding ADHD



## Standards:

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

Have you ever come across a child who's always on the move? They might have Attention Deficit Hyperactivity Disorder (ADHD). Children with this condition are restless, impulsive, and have a very short attention span.

These energetic students can often disrupt a classroom. This course provides a variety of tips, adaptations, and strategies for teaching students with ADHD and other students who are energetic, hyperactive, or have difficulty paying attention.

You will learn about classroom modifications and adaptations that can help maintain order in the classroom and discover methods for communicating more clearly with special educators and parents.



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# Understanding ADHD

## Course Outline

### LESSON 1: Introduction

- Definition of and challenges of ADHD
- Causes of ADHD
- Strengths of students with ADHD
- Prognosis and treatment of ADHD

### LESSON 2: Core Issues in ADHD

- The ADHD brain and how the changes in the brain cause deficits
- Challenges in ADHD and strategies that may be used to overcome them, especially in the areas of attention, hyperactivity, and impulsivity
- Strategies that are useful in working with students with ADHD including instruction sheets, classroom seating, movement breaks, and rules
- Dealing with anger and addictive behavior in students with ADHD

### LESSON 3: Associated Issues in ADHD

- Issues seen in ADHD, including issues in organization, motivation and social skills
- How teachers may help students to organize their schoolwork and complete it
- How to motivate students with ADHD
- How to support students with ADHD so they can build positive friendships

### LESSON 4: Accommodations

- Classroom accommodations that can help a student with ADHD learn and perform well
- Modified seating and lighting
- How a classroom schedule and organization can support learning
- Adapting homework, visual aids, and assessments in order to help a child with ADHD cope with the curriculum



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