Suicide Prevention:

Reading Preparation:
Scientifically-based reading instruction, which the law identifies as: “instruction and practice in phonemic awareness, phonics and other word-recognition skills, and guided oral reading for beginning readers, as well as extensive silent reading, vocabulary instruction, instruction in comprehension, and instruction that fosters understanding and higher-order thinking for readers of all ages and proficiency levels.” Note: These licensure fields are exempt from evidencing the reading preparation renewal requirement: school counselors, school psychologists, school nurses, school social workers, audiovisual directors & coordinators, recreation personnel.

Accommodating, modifying, and adapting curricula, materials, and strategies: to appropriately meet the needs of individual students and ensure adequate progress toward the state’s graduation rule.

English Learners: Best teaching practices for meeting the varied needs of English learners from children to adults. Minnesota statute requires this training align with Interstate Teacher Assessment and Support Consortium (InTASC) standards for English learners.

Cultural Competency: Promotes self-reflection and discussion including, but not limited to 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. Training programs must be 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.

Positive Behavioral Intervention Strategies: This category includes the renewal requirement of evidencing: Behavior Basics; Group & Classroom Management; Defiance & Non-compliance; Impulsivity & Hyperactivity; and Attention & Motivation.

Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents: Provide an understanding of key warning signs for early-onset mental illness in children and adolescents.

Steabner Sessions – 1-hour PDs designed for Pre-K – 5 Teachers on a variety of Subjects.

Parents and Families – PD to help participants build better connections.

Transition Services – Learn about resources available to assist our students experiencing homelessness.

Technology: Increase your technology knowledge and skills.

One Moore Minute Sessions – 1-hour PDs designed for 6 - 12 Teachers on a variety of Subjects.

Additional Topics of Interest
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<th>Intended Audience</th>
<th>Positive Behavioral Intervention Strategies</th>
<th>Adaption Modification of Curriculum</th>
<th>Reading Prep</th>
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**MDE License Renewal Areas**
**Reading Preparation:** Scientifically-based reading instruction, which the law identifies as:
“instruction and practice in phonemic awareness, phonics and other word-recognition skills, and guided oral reading for beginning readers, as well as extensive silent reading, vocabulary instruction, instruction in comprehension, and instruction that fosters understanding and higher-order thinking for readers of all ages and proficiency levels.”  
*Note: These licensure fields are exempt from the reading preparation renewal requirement: school counselors, school psychologists, school nurses, school social workers, audiovisual directors & coordinators, recreation personnel.*

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**Practice Effective Reading Strategies**
Let’s take a closer look at 5 reading strategies found in Wonders.

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<th>Lori Eckert &amp; Julie Barkley</th>
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**Supercharged Vocabulary Instruction**
Through the use of a few simple effective & engaging routines, you can teach many vocabulary words that will stick with your students over time.

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<th>Julie Barkley</th>
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**Reading Strategies to Boost Comprehension**
What are some ways you can help your students attend to what they are reading so that it sticks in their mind? Helping your students move from passive reading to active engagement is our goal. Check out strategies that will help you help your students.

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**Vocabulary & Interaction Strategies for Multilingual Learners (MLs/ELs)**
Want to get your students doing more than just Turn-and-Talks? Research shows that students need to engage with academic vocabulary multiple times in meaningful ways to make it apart of their receptive and productive vocabulary. In this session, you will learn about strategies that you can use to get your students interacting with and using the language of your classroom the very next day!

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**Dyslexia Part II**
This one hour presentation may be informative for any Pre K - 12 grade teacher who teaches students with dyslexia. It gives information on current dyslexia statutes, a brief history of dyslexia, grade level characteristics of dyslexia, structured literacy, and effective reading options for teaching students with dyslexia. A brief 5 question quiz follows the presentation.

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<th>Presenter/s</th>
<th>Susan Keranen</th>
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**Sonday Refresher**
This one hour presentation may be informative for any Pre K - 12 grade teacher who teaches students with dyslexia. It gives information on current dyslexia statutes, a brief history of dyslexia, grade level characteristics of dyslexia, structured literacy, and effective reading options for teaching students with dyslexia. A brief 5 question quiz follows the presentation.

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Accommodation, Modification and/or Adaptation of Curriculum, Materials and/or Strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state's graduation rule.

Math Strategies
Learn about a few math strategies you can incorporate in your classroom and/or small groups. Strategies highlighted: Clothesline Math, Number Talks, and Notice & Wonder.

Presenter/s: Marcy Kickhafer
Intended Audience: Grades K – 12 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Hours: 2
MLP Link: https://bit.ly/2FK3iSK
Schoology Course Code: VZMN-89T8-34QZC
Format: Asynchronous via Schoology

Grades 3-5 Math Manipulatives
Join in learning about the importance of math manipulatives in your math classroom. This pd will be specific for grades 3, 4, and 5. The PD will include an introduction to the Why's of manipulatives and getting to know the presenters, Shannon Essler-Petty and Melissa Hanzsek-Bril. After the introduction, the PD will consist of a set of videos released each month specific for each grade level (3, 4, 5). There will be a live discussion each month with the presenters. This will allow you to celebrate success with the manipulatives in your classroom and ask questions about areas of growth. If you have questions, please reach out to Marcy Kickhafer (marcy.kickhafer@isd742.org).

Presenter/s: Marcy Kickhafer
Intended Audience: Grades 3 – 5 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Hours: 9
MLP Link: https://bit.ly/3pzU0i3
Schoology Course Code: 277F-66JF-SCDK5
Format: Both Synchronous and Asynchronous
Dates: 2/1-Introduction, 2/2-Video #1 & 2/17-Live discussion session #1, 3/8-Video #2, 3/24-Live discussion session #2, 4/1-Video #3, 4/28-Live discussion session #3, 5/3-Video #4, 5/19-Live discussion session #4

Aligned Math PD
This pd is a 3-part learning opportunity. Session 1 will focus on designing an effective and efficient 90-minute math block. Session 2 will focus on planning the 90-minute math block with ISD742 core resources. Session 3 will focus on monitoring, adjusting, and purposefully planning math activities for students during the 90-minute math block. You will find all session materials in the Elementary Grade Level Content Schoology Course under Asynchronous Learning. You need to complete a google form for each session you complete.

Presenter/s: Marcy Kickhafer
Intended Audience: Grades K – 5 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Hours: 4
MLP Link: https://bit.ly/3cmuLvP
Schoology Course Code: 277F-66JF-SCDK5
Format: Asynchronous via Schoology

Lexia Learning
Lexia addresses the development of oral language, reading, spelling, and writing skills for students who are learning English.

Presenter/s: Laura Steabner
Intended Audience: Grades K – 6 Teachers, EL & SPED
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Clock Hours: 1 hour/session
Format: Asynchronous via Schoology

Session 1: Lexia for Beginners
MLP Link: https://bit.ly/2Z1jNEg
Schoology Course Code: 277F-66JF-SCDK5

Session 2: Lexia Teacher Resources
MLP Link: https://bit.ly/3704Ne2
Schoology Course Code: 277F-66JF-SCDK5

Session 3: Lexia for Beginners – SPED Teachers
MLP Link: https://bit.ly/3tEPOzX
Schoology Course Code: 277F-66JF-SCDK5

Student Discourse in Math Class
Tips and strategies for creating an environment where every student engages in rigorous math discussions.

Presenter/s: Marcy Kickhafer
Intended Audience: Grades K – 12 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Clock Hours: 1 hour
MLP Link: https://bit.ly/31gZWm3
Schoology Course Code: XW29-DQ8Q-S9RK7
Format: Asynchronous via Schoology

Necessary Conditions: Math & Academic Safety
Is your classroom academically safe for ALL of your students? Chapter 3 of “Necessary Conditions” (Geoff Krall) discusses how to make a classroom mathematically and academically safe. Topics include: academic safety for each and every student, moving from a fixed mindset to a growth mindset, self-worth and stereotype threat in math, passive caring versus activity care for your student, and more.

Presenter/s: Marcy Kickhafer
Intended Audience: Grades 6 – 12 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Hours: 1 hour
MLP Link: https://bit.ly/2HcpSYN
Schoology Course Code: Q5SK-3HRH-9TQTB
Format: Asynchronous via Schoology
Accommodation, Modification and/or Adaptation of Curriculum, Materials and/or Strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state's graduation rule.

**AVID WICOR - Writing to Learn One-Pagers, Body Maps, and Mandalas**

Writing is a learning tool, a record of thinking. Writing to Learning activities support student thinking and allows them process and demonstrate their understanding. Learn with us about specific AVID Strategies to help increase student thinking!

**Presenter/s:** Lori Eckert & Jayne Greeney Schill  
**Intended Audience:** Grades 2 - 12 Teachers  
**License Renewal Area:** Accommodation, modification, adaptation of curriculum, materials and strategies  
**Clock Hours:** 1  
**MLP Link:** [https://bit.ly/33UmnPz](https://bit.ly/33UmnPz)  
**Schoology Course Code:** 8848-JK36-Z5FXG  
**Format:** Asynchronous via Schoology

**Using Student Reflection to Deepen Learning**

One way to encourage deeper thinking is to ask students to reflect on their learning. This session will provide the why and how of student reflection.

**Presenter/s:** Sue Linn-Hasbrouck  
**Intended Audience:** Grades 2-12 Teachers  
**License Renewal Area:** Accommodation, modification, adaptation of curriculum, materials and strategies  
**Clock Hours:** 1  
**MLP Link:** [https://bit.ly/2T8pzAY](https://bit.ly/2T8pzAY)  
**Schoology Course Code:** VC4M-7NFS-6MN7Z  
**Format:** Asynchronous via Schoology

**Support Student Learning by Using Sentence Starters and Sentence Frames**

One way to encourage deeper thinking is to ask students to reflect on their learning. This session will provide the why and how of student reflection.

**Presenter/s:** Sue Linn-Hasbrouck  
**Intended Audience:** Grades -12 Teachers  
**License Renewal Area:** Accommodation, modification, adaptation of curriculum, materials and strategies  
**Clock Hours:** 1  
**MLP Link:** [https://bit.ly/3m9HRhP](https://bit.ly/3m9HRhP)  
**Schoology Course Code:** R8VW-T5W7-4TF7R  
**Format:** Asynchronous via Schoology

**Polishing your Co-Teaching Practice: A Closer Look at the Co-Teaching Models 2.0**

This session offers an opportunity to look closely at the Co-Teaching models, compare and contrast the strengths and challenges of each, and reflect on refining your practice as a co-teacher.

**Presenter/s:** Julie Barkley  
**Audience:** Grades Pre K – 12 Teachers  
**License Renewal Area:** Accommodation, modification, adaptation of curriculum, materials and strategies  
**Clock Hours:** 2  
**Schoology Course Code:** XFMM-X2C6-9VKRS  
**Format:** Asynchronous via Schoology

**Cultivating Curiosity: Using Interdisciplinary Projects in Seesaw**

Participants will review Interdisciplinary Projects that have been created for students in Seesaw. The projects start from unit topics in Wonders and incorporate standards in science, social studies and/or math, along with media literacy standards. Designed especially for students in grades 3, 4, and 5, to present learners with rigorous, engaging academic tasks while providing scaffolds and supports.

**Presenter/s:** Julie Barkley, Lori Eckert, Marcy Kickhafer  
**Audience:** Grades 3 - 5 Teachers  
**License Renewal Area:** Accommodation, modification, adaptation of curriculum, materials and strategies  
**Clock Hours:** 2  
**MLP Link:** [https://bit.ly/3qa5Dg2](https://bit.ly/3qa5Dg2)  
**Schoology Course Code:** 7BB2-KG96-7FDQG  
**Format:** Asynchronous via Schoology

**Science Phenomena**

This is an introduction to the use of storylines/phenomena to help engage the curiosity and wonder of science in our students.

**Presenter/s:** Chris Ann Johnson  
**Intended Audience:** Grades Pre K – 12 Teachers  
**License Renewal Area:** Accommodation, modification, adaptation of curriculum, materials and strategies  
**Clock Hours:** 1  
**Schoology Course Code:** G6DX-4HJW-3PQ4J  
**Format:** Asynchronous via Schoology
**Accommodation, Modification and/or Adaptation of Curriculum, Materials and/or Strategies** to appropriately meet the needs of individual students and ensure adequate progress toward the state’s graduation rule.

### W = Writing to Learn
Writing is basic to thinking, learning & growth, requiring students to consider issues in new, complex ways, contributing to self-knowledge & helping them to clarify & order experience and ideas. Writing consists of an essential, complex set of tools that enhance critical thinking—good writers tend to be good thinkers & improving cognitive skill enhances one’s writing ability. According to a survey of college students conducted by R Light (2001), students reported that the level of writing required was directly related to their engagement in their academic work. This relationship was stronger than the students’ engagement in any other course characteristic.

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### O = Organization:
College students face competing priorities that are often overwhelming. Organizational skills are critical to success in academic & social situations. According to Cuseo, Fecas & Thompson, college students “who have difficulty managing their time have difficulty managing college.” Management of time, energy, resources, assignments/projects & learning to set priorities can make the difference between success & failure for college students. In addition, students must learn to plan effectively for academic assignments, organizing information & ideas.

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### I = Inquiry Emphasis
“Critical thinking,” is a term commonly used in higher education to refer to a generic set of complex but ill-defined cognitive processes. According to the Foundation for Critical Thinking, “thinking is not driven by answers but by questions,” positioning inquiry as foundational to the higher-level cognition required for college success. AVID’s inquiry emphasis focuses on Costa’s 3 levels of “intellectual functioning,” whereby learning to ask progressively more complex questions is scaffolded & students become progressively more metacognitive—aware of their own thinking processes.

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### C = Collaboration
Collaborative learning involves intentionally designed student groups engaged in “co-laboring” toward meaningful learning outcomes, using active engagement activities planned to maximize learning & facilitating the sharing of the workload. AVID’s engaging learning strategies involve collaborative activities through which individual students help each other learn, thereby strengthening their own learning. Students are responsible for their own learning; faculty serve as facilitators in a learning community working together for the success of the group.

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### R = Reading to Learn:
College instructors consider reading a basic skill in every content area, one that all students should have acquired before entering college. However, students often neither complete assigned readings nor know how to effectively read assigned material—one of the most common challenges reported by college instructors (Gottschalk & Hjortshoj, 2004). AVID’s approach to “critical reading” provides faculty with common-sense and research-based strategies designed to help students read more effectively. Skills such as “reading with purpose” can be scaffolded with more complex activities to ensure that students are connecting reading material to prior knowledge, understanding the structure of texts, and using text-processing strategies during and after reading to improve comprehension.

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### The Power of Play
Learn strategies for successfully implementing and managing play in early childhood and kindergarten classrooms.

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<th>Presenter/s:</th>
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Empowering Educators: Using Books for Race and Racism Conversations

The course features a Guide Book to support educators in exploring the topic of race, reflecting on their own experiences and reviewing resources for talking with students of all ages about Race and Racism. The accompanying videos contain subject matter experts offering practical advice on how to have conversations and how to include anti-bias, anti-racist

Presenter/s: Julie Barkley
Intended Audience: Grades Pre K - 12 Teachers
License Renewal Area: Reading
Clock Hours: 1
MLP Link: https://bit.ly/3aJVBvu
Schoology Course Code: 6VC7-KWK3-SCGJ7
Format: Asynchronous via Schoology

Reflecting on our Cultural Beliefs & Expectations

Culture impacts students’ and teachers’ beliefs about education and learning. Based on the work of Diane Staehr-Fenner, this course will foster an awareness of how your cultural expectations may differ from those of the Multilingual Learner students in your room. This two-part process that will lead you to becoming a more culturally competent educator.

Presenter/s: Krysta Potter
Audience: Grades Pre K – 12 Teachers
License Renewal Area: Cultural Competency
Clock Hours: 1
MLP Link: TBD
Schoology Course Code: XX7T-K84H-C5MJ3
Format: Asynchronous via Schoology

Communication Across Cultures

Do you find communication with ML parents difficult? Do you have multiple cultures represented in your classroom? Come and learn some tips for communicating with families and parents that are Multilingual.

Presenter/s: Krysta Potter
Audience: Grades Pre K – 12 Teachers
License Renewal Area: ****
Clock Hours: 1
MLP Link: TBD
Schoology Course Code: XX7T-K84H-C5MJ3
Format: Asynchronous via Schoology

Cultural Competency: Promotes self-reflection and discussion including, but not limited to 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. Training programs must be 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.

Cultural competence is never an end point; it is an ongoing process of intellectual curiosity, intentional learning & critical thinking about cultural issues & conversations to understand the issues of the society in which you live, why others have different views on those issues, how those issues impact you in the same or different ways than others and how to work and engage in critical dialogue with others in a way that is thoughtful, respectful and productive.
Positive Behavioral Intervention Strategies: This category includes the renewal requirement of evidencing: Behavior Basics; Group & Classroom Management; Defiance & Non-compliance; Impulsivity & Hyperactivity; and Attention & Motivation.

Growth Mindset – The Power of Yet!
Writing is a learning tool, a record of thinking. Writing to Learning activities support student thinking and allows them process and demonstrate their understanding. Learn with us about specific AVID Strategies to help increase student thinking!

Presenter/s: Jayne Greeney Schill
Intended Audience: Grades 2 - 12 Teachers
License Renewal Area: PBIS
Clock Hours: 1
MLP Link: https://bit.ly/33UmnPz
Schoology Course Code: 8848-JK36-Z5FXG
Format: Asynchronous via Schoology

Incorporating the 16 Habits of Mind
The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding & application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.

Presenter/s: Jayne Greeney Schill
Intended Audience: Grades 2 - 12 Teachers
License Renewal Area: PBIS
Clock Hours: 1
MLP Link: https://bit.ly/37xNMJe
Schoology Course Code: JK92-SFBH-CM3QN
Format: Asynchronous via Schoology

HABITS OF MIND
Arthur Costa & Bena Kallick
The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.
**Understanding PBIS and CICO**

Participants will gain a better understanding of PBIS & why it is used in our schools. Upon completion of this presentation, participants will know the processes/procedures of CICO and how to run it at their site.

**Presenter/s:** Jack Peterson  
**Intended Audience:** Teachers Pre K-12  
**License Renewal Area:** PBIS  
**Clock Hours:** 1  
**Google Links:**  
**Format:** Asynchronous via Google

**Cultivating Relationships to Improve Student Outcomes**

When it comes to improving student learning outcomes, the quality of the relationships between student & teacher matters. A lot. Strong, positive student-teacher relationships play a significant role in boosting academic achievement & helping learners succeed both in & out of the classroom. Students who have positive, supportive relationships with their teachers attain higher levels of achievement than their peers. Although it’s not possible to replicate the exact conditions of a traditional classroom when teaching virtually, teachers can continue cultivating strong, positive relationships with students at a distance.

**Presenter/s:** Jayne Greeney Schill  
**Intended Audience:** Grades Pre K - 12 Teachers  
**License Renewal Area:** PBIS  
**Clock Hours:** 2  
**Schoology Course Code:** BXHF-ZCGX-N5K8  
**Format:** Asynchronous via Schoology

**Discovering One’s Sense of Purpose**

To have a sense of purpose, it is essential that you know yourself: what you want from your life—not what others want for you, or what is expected of you—but what actually makes you come alive. Finding one’s purpose requires four key components: dedicated commitment, personal meaningfulness, goal directedness, and a vision larger than one’s self. Having a sense of purpose helps students understand why they must work hard. Students with a purpose have a vision for the world, understand how their work moves them closer to realizing that vision & believe that their work is aligned with their deeply held values.

**Presenter/s:** Jayne Greeney Schill  
**Intended Audience:** Grades Pre K - 12 Teachers  
**License Renewal Area:** PBIS  
**Clock Hours:** 1  
**MLP Link:** [https://bit.ly/34conCS](https://bit.ly/34conCS)  
**Schoology Course Code:** M2MK-X7KK-XG5R8  
**Format:** Asynchronous via Schoology

**Mindfulness for You & Your Students**

Mindfulness - a mental state achieved by focusing one’s awareness on the present moment, while calmly acknowledging and accepting one’s feelings, thoughts, and bodily sensations.

**Presenter/s:** Jayne Greeney Schill  
**Intended Audience:** Grades Pre K - 12 Teachers  
**License Renewal Area:** PBIS  
**Clock Hours:** 1  
**MLP Link:** [https://bit.ly/3m9eZ99](https://bit.ly/3m9eZ99)  
**Schoology Course Code:** N3TZ-NMQS-PCPT4  
**Format:** Asynchronous via Schoology

**Maintaining Mental Health during Stressful Times**

The simultaneous need to reduce physical distance & to increase social/relational, connection & not see a further rise in loneliness -- presents a challenge for us all. Research suggests that he majority of individuals today lack sufficient social connection. This connection deficit may exacerbate the negative effects of stress & diminish physical & emotional resilience that people will need to fight the COVID virus. Discover practical tips to boost social connection and maintain mental health so that people experience the physical & emotional health benefits that arise from sufficient meaningful connection.

**Presenter/s:** Jayne Greeney Schill  
**Intended Audience:** Grades Pre K - 12 Teachers  
**License Renewal Area:** Mental Health  
**Clock Hours:** 2  
**MLP Link:** [https://bit.ly/3m9eZ99](https://bit.ly/3m9eZ99)  
**Schoology Course Code:** N3TZ-NMQS-PCPT4  
**Format:** Asynchronous via Schoology

**Humanizing Your Classroom**

Teacher-student relationships lie at the heart of teaching & learning. Strong teacher student relationships are crucial for all learners. The relationships with your students dictates the impact that you have on them. If you want to have a positive & lasting difference on them, you need to forge productive teacher-student relationships. ‘It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement’ John Hattie, Professor of Education. Dr. Hattie found that the relationships teachers share with their students have a greater effect on their academic growth than socio-economic status, professional development, class size, or any type of special programs. Strong teacher-student relationships shape the way children think and act in school. When the teacher has a good relationship with the students, they feel positive about class and about school in general. They are also willing to work hard, risk making mistakes, and to ask for help when they need it.

**Presenter/s:** Jayne Greeney Schill  
**Intended Audience:** Grades Pre K - 12 Teachers  
**License Renewal Area:** PBIS  
**Clock Hours:** 3  
**Schoology Course Code:** D2RM-S77S-6MW4N  
**Format:** Asynchronous via Schoology
Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents: Provide an understanding of key warning signs for early-onset mental illness in children and adolescents.


Child and Adolescent Mental Health
Child & Adolescent Mental Health is a PD opportunity that focuses on mental health & mental illness for students. Topics covered include:
- General warning signs & common indicators in schools;
- Signs/symptoms of common mood disorders (Depression, Disruptive Mood Dysregulation Disorder, Seasonal Affective Disorder, Bipolar Disorder);
- Signs/symptoms of common anxiety disorder (Generalized Anxiety Disorder, Panic Disorder, PTSD, Phobias, OCD);
- Signs/symptoms of common behavioral disorders (ADHD, ODD/Conduct Disorder).

This presentation will walk you through the basics of both mental health & chemical health and how they are intertwined within each other. You will learn about symptoms, risk factors, & warning signs, as well as, prevention/intervention techniques. There also will be a brief outline of how COVID-19 has impacted chemical health & mental health.

Presenter/s: Sherene Armstrong & Delanie Weyer
Intended Audience: Teachers Pre K-12
License Renewal Area: Mental Health & Suicide Prevention
Clock Hours: .5
MLP Link: https://bit.ly/2Iy9WRL
Format: Asynchronous via Google

Kognito’s At-Risk Series
Kognito’s At-Risk is a series of three online interactive modules. The modules will help educators and other school staff improve their skills, confidence, and willingness to help students in distress. The modules are for staff at the elementary, middle, and high school grade levels. Participants engage in role-playing simulations, interact with virtual students showing signs of mental distress, and receive tips from virtual coaches.

Contact: Shannon Avenson
Intended Audience: Teachers Pre K-12
License Renewal Area: Mental Health & Suicide Prevention
Clock Hours: 1–3 hours depending on # of modules completed

Childhood Trauma, ACEs, and Trauma-Informed Practices
Participants will gain a better understanding of childhood trauma and its effects on their health and the population as a whole. Upon completion of this presentation, participants will come away with ways to interact with students who have experienced trauma.

Presenter/s: Jack Peterson
Intended Audience: Teachers Pre K-12
License Renewal Area: Mental Health
Clock Hours: 1
MLP Link: https://bit.ly/3ocYtXz
Google Links:
Format: Asynchronous via Google
Steabner Sessions

Presenter: Laura Steabner
Intended Audience: Grades K – 6 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Clock Hours: 1 hour/session
Format: Asynchronous via Schoology

Session 1: Strategically Synchronous
Schoology Course Code: 277F-66JF-SCDK5

Session 2: Marvelous Morning Meetings
MLP Link: https://bit.ly/3q5j7JW
Schoology Course Code: 277F-66JF-SCDK5

Session 3: Instructing through SeeSaw
MLP Link: https://bit.ly/3wJBIKU
Schoology Course Code: 277F-66JF-SCDK5

Session 4: Peardeck and Nearpod 102
MLP Link: https://bit.ly/2LvzFXk
Schoology Course Code: 277F-66JF-SCDK5

Session 5: Jamboard and Google Slides
MLP Link: https://bit.ly/3p42ahM
Schoology Course Code: 277F-66JF-SCDK5

Session 6: Lexia for Beginners
MLP Link: https://bit.ly/2Z1jNEg
Schoology Course Code: 277F-66JF-SCDK5

Parents & Families

Parents as Partners
Encouraging family engagement helps engage your students. This session will review The Eight P’s of Parent Engagement as a guide to support teachers in reaching out to families.

Presenter/s: Julie Barkley
Audience: Grades K-8 Teachers
License Area: ****
Clock Hours: 2
MLP Link: https://bit.ly/35EHHrT
Schoology Course Code: QM87-ZDNT-MJ23V
Format: Asynchronous via Schoology

Family Communication
Understand the importance of Family – Teacher communication to increase student learning and emotional well-being. Target specific behaviors, attitudes & actions that create and support positive Family - Teacher communications.

Presenter/s: Jayne Greeney Schill
Intended Audience: Grades Pre K - 12 Teachers
License Renewal Area: ****
Clock Hours: 2
Schoology Course Code: RTZZ-4R79-XF6NC
Format: Asynchronous via Schoology

Transition Services

Assisting our Students Experiencing Homelessness Prepare for Post-Secondary Education
Learn about the supports available to youth experiencing homelessness as they seek to attend college. These supports include: waivers for college entrance exams, FAFSA qualifications, college application waivers, etc.

Presenter/s: NCHE Staff
Intended Audience: Grades 9 - 12 Teachers and Counselors
License Renewal Area: ****
Clock Hours: 2
MLP Link: https://bit.ly/3s6gytK
Format: Asynchronous via Schoology

District 742 Transitional Ed Services
Learn about transitional-homeless student statistics, impacts, strategies for school engagement, and McKinney Vento Homeless Act requirements. The McKinney-Vento Homeless Act protects a student's rights to enroll in and attend school regardless of living situation. The Liaisons, located within the DAO, can help with answering questions and obtaining needed resources. Local Transitional Education Liaisons: Jennifer Loch & Rebecca Groenewold.

Presenter/s: Jennifer Loch & Rebecca Groenewold
Intended Audience: Grades Pre K - 12 Teachers and Counselors
License Renewal Area: ****
Clock Hours: 1
MLP Link: https://bit.ly/3s6gytK
Course Reflection Form: http://bit.ly/3aumX91
Format: Asynchronous via Schoology

People don’t care how much you know until they know how much you care.
Using Google Tools with Schoology

In this course, you will be completing a student-centered project related to plastics in the ocean. During this project you will be utilizing various tools from Google within the Schoology LMS. Once you complete the project, you will be given access to tutorials related to the construction of this experience! Tools include: Docs, Sheets, Maps, Tour Builder, Sites, Jamboard, Teachable Machine, and more.

Presenter/s: Katie Herrboldt
Intended Audience: Grades 6-12 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Clock Hours: 2
MLP Link: https://bit.ly/38HF8c3
Schoology Course Code: RF6S-M437-8VD7C
Format: Asynchronous via Schoology

Technology 101: Screencastify, EdPuzzle & Flipgrid

Screencastify, EdPuzzle and Flipgrid: Learn how to use these three platforms to enhance learning and teaching! Screencastify is a simple way to record yourself and your screen, EdPuzzle allows you to use videos as a teaching tool and Flipgrid allows for equity in student voice.

Presenter/s: Sue Linn-Hasbrouck
Intended Audience: Grades K-12 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Clock Hours: 1
MLP Link: https://bit.ly/35f1tKx
Schoology Course Code: BCNJ-MXGP-5SNCJ
Format: Asynchronous via Schoology

Self-Pace Schoology Course

Learn about using Schoology (recommended for 6th-12th grade) to transform learning to increase collaboration and engagement in this self-paced online course hosted in Schoology.

Presenter/s: Katie Herrboldt & John Gerards
Intended Audience: Grades 6-12 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Clock Hours: 4
MLP Link: https://bit.ly/38wk5Jk
Schoology Course Code: V5K3-7RQK-QFKDK
Format: Asynchronous via Schoology

Distance Learning in the Primary Grades

This asynchronous course explores resources from primary teachers across MN and the nation to gain ideas about how to support our youngest learners. Many examples of a variety of Seesaw activities are included in this course. You’ll also engage with colleagues to share ideas through shared googledocs and discussion boards.

Presenter/s: Laura Steabner
Audience: Grades K-5 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Clock Hours: 1
MLP Link: https://bit.ly/2TgahdA
Schoology Course Code: 9TPJ-M723-28JD5
Format: Asynchronous via Schoology

Using Digital Breakout Materials – Escape Rooms

Encourage students to be creative, communicate, collaborate & think critically with digital escape rooms. Explore some examples AND find resources for creating your own for use in the Schoology LMS! Make a digital breakout you can use next week for distance learning!

Presenter/s: Katie Herrboldt & Karina Sebastian
Intended Audience: Grades 6-12 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Clock Hours: 2
MLP Link: https://bit.ly/3eSNsGU
Schoology Course Code: 7978-K5BG-872R2
Format: Asynchronous via Schoology

Self-Pace Seesaw Course

Learn about using Seesaw (recommended for kindergarten - 5th grade) to transform learning to increase collaboration and engagement in this self-paced online course hosted in Schoology.

Presenter/s: Kyle Turck
Intended Audience: Grades K-5 Teachers
License Renewal Area: Accommodation, modification, adaptation of curriculum, materials and strategies
Clock Hours: 4
MLP Link: https://bit.ly/38yHU31
Schoology Course Code: 22JKH-Z3R82
Format: Asynchronous via Schoology
June 2 & 3 Professional Development Tracking
The school calendar for 2020-21 includes two days of professional development for teachers on June 2 & 3. Based on our agreement with SCEA, the professional development time was intended to be flexed by licensed staff throughout the school year rather than requiring teachers to report to work on these dates. Therefore, all licensed staff are required to complete 14.5 hours of professional development outside of their regular duty day in lieu of reporting to work on June 2 & June 3, 2021. Staff will complete these hours in two ways.

1. Completing all the required asynchronous training based on role/assignment; and
2. Choosing from asynchronous learning options provided by the district.

Staff will document completion of these hours using a Google form found in Elementary Grade Level or ISD 742 Secondary Educators Schoology course. Click the “6/2-6/3 PD Tracking Folder” in the Schoology course and follow the directions to log your PD. DO NOT COMPLETE THIS FORM UNTIL ALL YOUR HOURS ARE COMPLETED. By submitting this form, you are verifying that you have completed these sessions and are requesting that the hours be applied to June 2 and 3. You may only report hours that are documented as completed through Schoology, or hours in an alternative learning opportunity that was approved in writing by your supervisor. This form must be completed by May 15.

Some staff have inquired about receiving CEU credit for these PD hours. If you would like to receive CEU credit, please be sure you have registered for the sessions you attended in MyLearning Plan (MLP). All required sessions below are now available in MLP. You can register for these sessions by searching the name of the session in MLP.

Required Sessions - All Required Sessions are Found in Schoology
- All Staff: Happier U Training - 9 sessions (4.75 hours)
- All Elementary Staff: Seesaw Checklist and Seesaw for Educators 101 (1 hour)
- All Elementary Classroom Teachers and Co-Teachers: Global Unit Maps (1 hour)
- EL Co-Teachers and General Education Teachers with an EL Co-Teacher (VPK, Elementary and Secondary): EL Co-Teaching (1 hour)
- All Secondary Staff
  - Instructional Expectations Checklist (1 hour)
  - Schoology Technical Expectations (1 hour)

Learning Options - To Be Completed Outside Your Duty Day
1. Choose options from the District 742 PD catalog. This catalog is updated frequently and posted in The Notebook when new sessions become available. View the PD catalog.
2. Watch recorded “One Moore Minute” or “Steabner Sessions” and complete the Google form exit slip in Schoology.
   - “One Moore Minute” sessions found in the ISD 742 Secondary Educators Schoology Course
   - “Steabner Sessions” found in the Elementary Grade Level Schoology Course
3. PD from outside of District 742 as approved by a supervisor

Licensed staff must request discretionary leave for any of the required 14.5 hours of professional development that are not completed. If you are unable to complete the required hours for any reason, the reporting form will ask you to enter the number of hours of discretionary leave you are electing, and you MUST enter that time-off request in Skyward. If you have questions about completing this requirement, contact your building academic coach, Laura Steabner or Jessica Moore.