



# MINNESOTA EDUCATOR

A publication for the members of Education Minnesota

February 2018

## Get active, stay informed

The 2018 legislative session begins Feb. 20 and while it is not a budget year, there are still important issues around education being discussed. This issue of the Minnesota Educator includes information on a variety of programs and issues Education Minnesota members can help to advocate for, as well as the ways for members to get involved and stay informed during session.

Education Minnesota has developed a set of legislative priorities for this session, including supports for full-service community schools, expanding access to pre-K programs and ways to better attract and retain educators. We are also working with a coalition on the Minnesota Miracle 2.0. Read more about what issues we will be focusing on this session on page 3.

Education Minnesota provides its members with multiple ways to stay informed about and get involved with the Legislature, including a new texting program. Read more about how you can use your voice to support public education and students this year on page 3.

Minnesota residents owe \$26.85 billion in education debt and the only way we're going to make progress on this critical issue is to build momentum and bring attention to it. Read about Education Minnesota's Degrees, Not Debt program and how you can help fix the student debt crisis on page 4.

Last year's Legislature completely changed the way teachers are licensed in Minnesota. Education Minnesota is working to make sure those changes are implemented correctly and members are informed on how it affects their license. Read more about the changes on page 5.

Early childhood and adult basic education teachers are not equal to their peers when it comes to salary and union protections. A task force of Education Minnesota members has been working to fix that through legislation. Read more about the task force and its work on page 7.

Educators across the state are joining together through coalitions and affinity groups to help with recruitment and retention of educators of color. Read how Education Minnesota is supporting their efforts on page 8.

Not only is the Legislature heading to work in February, precinct causes for the 2018 election are being held Feb. 6. Read about how you can support public schools and stand up for your students on caucus night on page 4.



### WE WANT TO HEAR FROM YOU!

Read the article about the upcoming legislative session and how you can get involved. Then answer the question, "What issue could Minnesota tackle at the Legislature this year that would help you most in your classroom or the profession?" and send it to us via email, Twitter or Facebook to be entered into a drawing for a \$25 Target gift card.

Email us at [educator@edmn.org](mailto:educator@edmn.org) or post on Twitter or Facebook using #MNEducator. Find us on Facebook at Education Minnesota and on Twitter @EducationMN.

Congratulations to last month's contest winner, **Dan Rassier** of ROCORI. See a selection of answers to last month's question on page 2.

### INSIDE THIS ISSUE...

President Denise Specht motivates members to fight against bills that would further remove the high standards for teacher licensure and the ability to unionize. **Page 2**

Unions Matter series. The loss of collective bargaining rights hits home for a Minnesota educator, with her children teaching in Wisconsin and Iowa. **Page 6**

Technology in Schools series. A Minnewaska elementary science and math teacher, Nathan Lund, brings technology into every aspect of his teaching. **Page 8**

Education Minnesota's Foundation for Excellence in Teaching and Learning awards National Board scholarships, first

professional development grants of the year. **Pages 9 and 10**

ESP trainings on safe work environments held all over the state. **Page 10**

Legal brief. School districts may not individually bargain with employees. **Page 11**

Trainings on new licensure system available. **Page 12**

*The Election 2018 coverage in this issue is an independent expenditure prepared and paid for by Education Minnesota PAC, 41 Sherburne Ave., St. Paul, MN 55103 in support of named candidates. This material is not approved by the candidates nor are the candidates responsible for it.*



# Fighting back against the ‘deskilling’ of teachers

One of the first things I see when I get to work every morning is my state license to teach elementary education. It sits in a thin black stand on a cabinet behind my desk. I keep it there as a reminder that I’m an educator before everything else, and as a tangible symbol of the hard work that went into becoming a professional teacher in Minnesota.

Unfortunately, that license and the licenses held by more than 50,000 E-12 members of Education Minnesota are the latest battleground for two conflicting visions for public education.

Lowering the standards for receiving a license and entering the teaching profession has been the goal of certain corporate-backed groups for more than 10 years. They also favor high-stakes testing, support vouchers and oppose the right of educators to organize into unions.

On licensure, for example, the American Legislative Exchange Council, or ALEC, has pushed its Alternative Certification Act since 2006. ALEC is a nonprofit group financed by corporate and private donors, including the infamous Koch brothers, and works with state-level politicians to pass model legislation.

The ALEC bill does not require formal training or student teaching to obtain a teaching license. Instead, the act says states should accept “life experience” or a passing score on a standardized test. The preamble to the act says, specifically, “...certification requirements that correspond to the state-approved education programs in most states prevent many



Denise Specht, president

individuals from entering the teaching profession,” which is precisely the point of having high standards.

Nonetheless, since 2011, legislatures have lowered the bar in many states. In Kansas, lawmakers waived licensing requirements entirely in six districts. In Alabama in 2016, the state board of education approved a resolution to allow “adjunct” teachers into the state’s classrooms; the only requirement was a high school diploma and a clean background check. Arizona, Oklahoma and Utah now permit districts to hire people as teachers with no formal training in pedagogy.

Unfortunately, the 2017 Minnesota Legislature passed a teacher licensing law that puts Minnesota in the same company as Alabama, Arizona, Arkansas, Kansas, Oklahoma and Utah. The law makes it possible for someone to become a fully licensed teacher in Minnesota without any formal training in how to teach, just as in those other states. In one year, Minnesota went from having some of the most rigorous standards for becoming a teacher in the nation, to a

state with some of the lowest.

The investors in the for-profit side of the charter school movement have been especially supportive of lowering licensure requirements, or eliminating them. ALEC’s current charter school bill, the Next Generation Charter Schools Act, says, “teachers in public charter schools shall be exempt from state certification requirements.” According to the ALEC website, the current chair of the group’s education committee is Tom Bolvin, an executive with K12 Inc., a for-profit company and the largest operator of online charter schools in the United States.

We can guess why for-profit education businesses oppose high standards and unions: money. Dedicated professionals who combine academic training with experience and creativity demand higher compensation over a career. Organized educators have the leverage to negotiate for better pay and benefits, which raises wages for all the educators in the market because managers must pay to retain talented employees.

Defending the value of rigorous teacher preparation is entirely consistent with our mission of advocating for students. To no educator’s surprise, students tend to learn more from well-trained educators.

Linda Darling-Hammond, one of the most respected American researchers on teacher quality, wrote in a 2000 research paper: “The most consistent, highly-significant predictor of student achievement in reading and mathematics

in each year tested is the proportion of well-qualified teachers in a state: those with full certification and a major in the field they teach.”

Education Minnesota will work with supporters of public education in the Legislature during the 2018 session to fix the worst mistakes of the licensure bill, but success is uncertain. Election year politics and the constitutional issues surrounding the leadership of the Senate will be major obstacles. Our chances will improve with the victory of pro-education candidates in the November elections.

There are also some options we can pursue with local school boards to ensure students are getting high-quality teachers, and teachers who come from unconventional backgrounds get the support they need. We can also take steps to increase transparency about the new licensure law. You will hear more about that in the next few weeks.

There are some defenders of this new licensure law who claim it’s about addressing the teacher shortage. They are wrong. This law does nothing to retain teachers, who are leaving our profession at an alarming rate. As our union think tank, the Educator Policy Innovation Center, noted in its 2016 report, “Smart Solutions to Minnesota’s Teacher Shortage: Developing and Sustaining a Diverse and Valued Educator Workforce,” creating incentives for teachers to stay is key. As one expert said, you can’t fill a leaking bucket.

As I said, this licensure law is part of a vision, that at its most extreme, sees schools

as factories for producing test scores, with students as the raw materials and teachers as mere presenters of scripted lessons with strict pacing. In his bleak assessment of the corporate agenda, “The One Percent Solution: How Corporations are Remaking America One State at a Time,” economist Gordon Lafer writes about what he calls the “deskilling” of teachers:

“High-stakes tests are designed to undo tenure and close public schools. As that is accomplished, a new education system will emerge, which runs on cheaper, high-turnover instructors who follow canned curricula geared around test preparation and thus have no need for the levels of professionalism aspired to by previous generations of teachers.”

That is what we’re resisting. We do it by presenting a different vision, one in which every Minnesota student has access to an equitable, well-rounded education that instills both a love a learning and prepares each child for a successful life. And in those schools are well-trained, well-supported professional educators with the freedom and resources to do what’s best for their students.

That goal may feel very far away today, but I still believe we will get there.

Together,

Twitter: @DeniseSpecht

## What is the most important thing you value in your union membership?"

*In last month’s Minnesota Educator, we continued the “we want to hear from you” contest and received responses from all over the state via email and Twitter. Here is a selection of the answers. Look on page 1 for this month’s question and how to submit an answer. Your answer enters you into a drawing for a \$25 Target gift card!*

“The union gives me time to focus on working with students and not with all the ‘stuff’ that can be very distracting!” – Dan Rassier, Education Minnesota-ROCRI

“I value the collective bargaining process.” – Melissa Williams, Education Richfield

“The most important thing I value in my union membership is the fact that they keep an eye on what’s going on at our state and national Capitols that affects me as an educator.” – Jill Nysse, Winona Education Association

“@EducationMN The most important thing I value in my union membership is a strong, collective voice that supports our kids! #MNEducator” – Niki Rowland, Education Minnesota-Wrenshall

### MINNESOTA EDUCATOR

To reach the newspaper for queries, story or commentary ideas

Email: [educator@edmn.org](mailto:educator@edmn.org)

Mail: Minnesota Educator  
41 Sherburne Ave.  
St. Paul, MN 55103

To report a change of address or end duplicate mailings, contact the Education Minnesota membership department.

Email: [susan.lynskey@edmn.org](mailto:susan.lynskey@edmn.org)

Phone: 651-292-4805

By web: [www.educationminnesota.org](http://www.educationminnesota.org) and choose the Contact Us link to send a change of address.

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To inquire about advertising in the Educator or on the website

Email: [ilissa.morrow@edmn.org](mailto:ilissa.morrow@edmn.org)

Phone: 651-292-4864

For general inquiries and business at the state headquarters

Phone: 800-652-9073 or 651-227-9541

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The Minnesota Educator is published for members to share news about education issues and training opportunities for educators as well as union and political news that affects public education in Minnesota.



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# Session to focus on policy issues

The 2018 Minnesota legislative session begins Feb. 20, and while it's not a budgeting year, there will be plenty of policy bills to be discussed and some funding debates.

Now more than ever, educators need to have their voices heard so that our priorities of strong public schools and support for students remain priorities for our legislators.

Education Minnesota believes that educators are the most effective advocates for public schools.

The decisions state legislators make affect members' classrooms, schools and the education profession in general. State funding dictates what districts can do about class sizes, special education caseloads, even the condition of buildings.

Education Minnesota will be working on issues relating to student loan debt, the expansion of full-service community schools, health insurance, licensure and special education.

While it is not a budget year, Gov. Mark Dayton ran on a campaign promise of increasing education spending each year he was in office. So far, he has kept that promise.

There is potential for additional funding to expand full-service community schools across the state. Districts like Deer River and Rochester accessed state funds to create full-service community schools, which bring together public and private service providers to put social, medical and before and after school academic services and enrichment activities where they are most accessible—on the school campus. This approach has been proven to improve school climate and student achievement.

Education Minnesota is also a partner in the Minnesota Coalition for Education Equity, which will be pushing for the "Minnesota Miracle 2.0."

The coalition is pushing for universal, public pre-K, expanding and supporting full-service community schools and free public college.

Holding back attacks on unions and policies related to education will also be a part of this

legislative session.

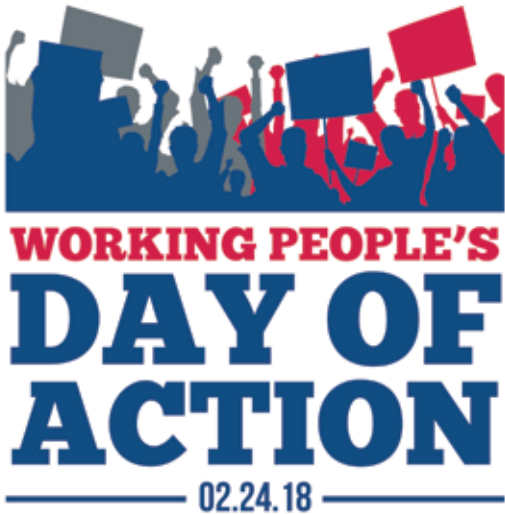
Education Minnesota will draft a bill to fix some of the problems with the state's new tiered licensure system. Read more about the changes and how the new system might affect you on page 5.

As they did last year, Republicans plan to push for a bill that would strip local unions of their right to a competitive bidding process for health insurance. The Health Insurance Transparency Act was passed in 2014 and allows unions to request that their district include the Public Employees Insurance Program (PEIP) in their bids. Many local unions have found this has kept their insurance costs down.

Educators should get to know the names of the chairs of the education committees. It is the job of each committee to hold public hearings on bills, put each bill into its best form and to recommend only those bills that the committee feels merit further consideration. Committee chairs can control who is able to testify and the overall discussion of a bill. The chairs will be important people for members to communicate with throughout session.

- Senate Education Finance Chair: Carla Nelson (R), Rochester
- Senate Education Policy Chair: Eric Pratt (R), Prior Lake
- House Education Finance Chair: Jenifer Loon (R), Eden Prairie
- House Education Policy Chair: Sondra Erickson (R), Princeton

Education Minnesota makes sure professional educators' voices are heard when policy decisions are made. We will be hosting brown bag lunches with legislators each week during session. During this time, we hope to engage them in meaningful conversations about education and union issues, as well as educate them on what is really going on in our schools. Educators need a seat at the table because they, not the politicians, know what's best for students.



## JOIN US AT THE CAPITOL FEB. 24

Your first opportunity to get involved this session is Saturday, Feb. 24, for the Working People's Day of Action. The rally will take place at 11 a.m. in the Capitol Rotunda. Labor unions and those fighting for worker's rights across the country will be rallying on this day to make sure we can continue to come together in union and give workers a powerful voice to stand up for themselves, their families and their communities.

Go to [www.itsaboutfreedom.org](http://www.itsaboutfreedom.org) for more details.

## HOW TO STAY INFORMED, GET INVOLVED THIS LEGISLATIVE SESSION

### Share your story at a lobby day

Educators are the best people to tell the stories of what is happening in Minnesota schools and Education Minnesota has a way for its members to meet with legislators face to face. All local unions or member groups can sign up for a lobby day. Education Minnesota will set up appointments with the legislators in your area, provide you a short briefing on what is happening at the Capitol and provide you resources for how to share your story effectively. Substitute, mileage and food reimbursements are available. For more information, go to [www.educationminnesota.org/advocacy/at-the-legislature/details-on-lobby-days](http://www.educationminnesota.org/advocacy/at-the-legislature/details-on-lobby-days).



Members of Education Minnesota's educators of color forums participated in a lobby day during the 2017 legislative session, meeting with Sen. Chuck Wiger.

### Meet with legislators when they are back in their district

While most of the policy takes shape at the Capitol, legislators are often back in the districts they represent. Watch your legislators' schedules to see when they are in the district and if they are having any public meetings. Invite your local legislator to your school and classroom. The more they can see and hear about what is going on in their local schools, the more likely they might be to fight for what you need. If locals or members want to schedule a formal meeting with the legislator while they are in the district, contact your Education Minnesota field staff. Don't know who your local legislator is? Find out on at our Policy Action Center at [www.educationminnesota.org/policyactioncenter](http://www.educationminnesota.org/policyactioncenter).

### Raise your voice by testifying at a hearing

Committee hearings are a focal point of the legislative process at the Capitol and give educators the chance to share their stories and make their voices heard. Contact Education Minnesota's lobby team at [lobbyteam@edmn.org](mailto:lobbyteam@edmn.org) if you're interested in testifying before a legislative committee. The team can help you prepare your remarks, make sure you're on the agenda and get you in the right place at the right time.



Rochester Education Association member Tucker Qetone testified against a Senate bill that would have allowed tax credits for private school tuition during the 2017 session.

### View our legislative agenda online, connect with our lobbyists on issues you care about

Education Minnesota has lobbyists who spend their time fighting for public education and educators every day. But we still want to hear from you! Not only do we want you to come share your story at the Capitol, our lobbyists can help pass on your messages to legislators as well. Contact [lobbyteam@edmn.org](mailto:lobbyteam@edmn.org) if there is something you care about that you would like us to fight for. Education Minnesota's legislative agenda is an overarching vision of what the organization believes the Legislature should do to ensure Minnesota has the best learning and working conditions in its public schools. The guiding principles of this year's agenda are: Improving teaching leads to improving educational outcomes, engaging students is a crucial step toward their career success and investing in quality learning environments. Read our full legislative agenda at [www.educationminnesota.org/advocacy/at-the-legislature](http://www.educationminnesota.org/advocacy/at-the-legislature).

### Visit, use the Policy Action Center

Education Minnesota's Policy Action Center website is designed to keep members informed on important education issues, help them find and track legislation, connect with members of U.S. Congress and state legislators and give them the tools needed to be a successful education advocate. Members can send emails to their legislators, either with provided messages on certain topics or their own messages. Go to [www.educationminnesota.org/policyactioncenter](http://www.educationminnesota.org/policyactioncenter) to see what Education Minnesota has put together to keep you up to date.

### Read the Capitol Connection e-newsletter

Every Monday during the legislative session, Education Minnesota sends an e-newsletter called Capitol Connection to all members for whom we have email addresses. Capitol Connection summarizes the most recent actions affecting public education at the Legislature, and looks ahead to upcoming activities. It's an inside look at how legislative work affects our schools and students. If you're an Education Minnesota member and don't receive Capitol Connection but would like to, contact [webmaster@edmn.org](mailto:webmaster@edmn.org) and put Capitol Connection in the subject line.

### Connect with Hustle text alerts

Education Minnesota is launching a new texting platform, Hustle, which is a peer-to-peer mobile texting app. If you have given Education Minnesota your cellphone number, you may start receiving texts in regards to legislative issues that need your attention or action. If you receive a text, you will be able to write back and engage in a conversation about how to get involved and active.





# Attend precinct caucuses Feb. 6

Minnesota’s major political parties—Democratic-Farmer-Labor and Republican—will hold precinct caucuses at 7 p.m. Feb. 6.

Education Minnesota encourages its members to attend and support your schools and students by promoting pro-public education legislation and candidates.

At a precinct caucus, you can:

- Become a delegate to endorsing conventions for school board, state legislative offices and begin the process to become a delegate to your party’s state convention.
- Elect local party leadership.
- Vote on who you want your party’s candidate for governor to be.
- Influence party platforms and promote pro-public education legislation.

At this year’s caucuses, attendees will be taking part in the following activities:

- **Gubernatorial straw poll.** Attendees will cast their votes on who they want their party’s candidate for governor to be.
- **Election of delegates to endorsing conventions.** Each precinct elects delegates and alternates to party endorsing conventions. As a delegate, you vote on which candidate gets the party’s endorsement.
- **Election of local party leadership.** Cast your vote for local party leaders.
- **Party platform resolutions.** You can submit and vote on resolutions that will become part of the party platform.

You can find information on where your precinct caucus is located at the Minnesota Secretary of State’s website, [www.mnvotes.org](http://www.mnvotes.org). You may also contact the DFL at 651-293-1200 or [www.dfl.org](http://www.dfl.org) or the Republican Party at 651-222-0022 or [www.mngop.com](http://www.mngop.com).

Also on the DFL and Minnesota GOP websites are listings for the party’s senate and congressional district conventions. Educators are encouraged to attend those as well to speak out for public education issues.

## Education Minnesota’s 2018 Precinct Caucus Resolutions

Education Minnesota encourages members to bring the following resolutions to the caucuses and move to them for approval. If passed, these resolutions will help shape the platforms of Minnesota’s political parties.

### Early childhood

I move the party support providing funding to offer universal, school-based pre-kindergarten, taught by licensed professionals, to all Minnesota 4-year-olds.

### Higher education

I move the party support state and federal financial aid grants, loans and tax credits to make public higher education affordable and accessible for every Minnesota resident.

### Full-service community schools

I move the party support funding to make available the full-service community schools model, which puts social, medical, supplemental academic services and enrichment activities, where they are most accessible—on the school campus—to every community in Minnesota.

### Working together

I move the party protect the freedom of all working people to come together in union and negotiate a fair return for their work, a right threatened by anti-union legislation and the *Janus v. AFSCME* lawsuit currently before the U.S. Supreme Court.

### Teacher licensing

I move the party uphold

## SUPPORT EDUCATION MINNESOTA’S ENDORSED CANDIDATES FOR STATE AUDITOR, SECRETARY OF STATE

Education Minnesota has endorsed Julie Blaha for State Auditor and Steve Simon for Secretary of State. The Political Action Committee (PAC) hosted a candidate forum Jan. 19 and the candidates completed a questionnaire and screening interview with the PAC Board. To see a video of the candidate forum, go to [www.facebook.com/pg/EducationMinnesota/videos](http://www.facebook.com/pg/EducationMinnesota/videos).

### Julie Blaha for State Auditor

Julie Blaha is a math teacher, former president of Anoka Hennepin Education Minnesota and current secretary-treasurer of the Minnesota AFL-CIO.

In her questionnaire, Blaha said the state auditor should support public education. “I want to pursue a relationship with the Minnesota Department of Education to build tools to help parents, students, community members, and elected officials understand how school funds impact results.”

#### Here is why educators should care:

One of the most important duties of the auditor’s office is to make sure local governments, including schools, are spending our tax money correctly.

We want the public to trust in the integrity of government, both cities and schools. The auditor’s office helps ensure that.



### Steve Simon for Secretary of State

Steve Simon was first sworn in as secretary of state in 2015.

In his questionnaire, Simon said he opposes any effort to limit the amount of money a school district could ask voters to approve in a levy. “Such proposals unduly tie the hands of school districts and entire communities,” he said.

#### Here is why educators should care:

Preparing our students to be good citizens is one of the most important aspects of the job of an educator. Nothing is more important for citizenship than voting.

Among the duties of the secretary is making sure Minnesota has free and fair elections.

Educators must support and protect the right to vote for all our current and former students.



## EDUCATION MINNESOTA’S GUBERNATORIAL ENDORSEMENT PROCESS

Education Minnesota does not have an endorsed candidate for governor at this time. This year, our endorsement process has changed to be more comprehensive, transparent and inclusive.

To be considered for endorsement, candidates must complete the following five steps:

- Participate in the public candidate forum at the 2017 Education Minnesota Political Conference. To see a video of the forum, go to [www.educationminnesota.org/advocacy/politicalaction/Political-conference](http://www.educationminnesota.org/advocacy/politicalaction/Political-conference).
- Spend a full- or half-day shadowing educators at work.
- Engage in a pocketbook and community issues roundtable conversation with educators.
- Complete a candidate questionnaire that will be shared publicly.
- Participate in a screening interview with the Education Minnesota PAC board.

Reports of these activities will be shared on the Education Minnesota website and social media accounts. Members are encouraged to contact their PAC representatives to express their views. PAC member names and email addresses are available at [www.educationminnesota.org/advocacy/politicalaction/Political-Action-Committee](http://www.educationminnesota.org/advocacy/politicalaction/Political-Action-Committee).

Minnesota’s high standards for licensing its teachers. Minnesota should create incentives for teachers with the least training and academic qualifications to improve their practice for the benefit of their students. This may be done by appropriating money

for training and mentoring programs to move Tier 1 and Tier 2 licensed teachers up to Tier 4.

### Secure retirement

I move that the party support a strong, secure retirement system for our public educators and support

the goal of maintaining a defined-benefit pension plan for current and future generations.

I move the party support providing an investment of state funding to ensure continued financial stability of the major public pension funds.

# Educators push for college affordability, loan forgiveness

Minnesota residents owe \$26.85 billion in education debt—the fifth highest level in the nation—and the average student debt load is \$30,894 for state college students.

Educators often feel the weight of that debt more than other professions, due to low starting salaries and limited loan forgiveness programs.

Aaron Donais, a high school social studies teacher in St. Louis County, got his undergraduate degree in four years from the University of Minnesota Duluth.

“I had a decent amount of scholarships and grant help,”

Donais said. “My family made too much money for Pell Grants, but not enough to cut a check.”

“All of my local scholarships expired after the first year,” he said.

Donais said he was lucky enough to get about half his tuition paid for, but still ended up with \$33,000 in debt.

Even with that looming, he was excited to start teaching.

“I got a job teaching social studies and special education,” Donais said. “I was making about \$36,000 a year.”

Then he started graduate school to get his master’s degree in special education.

“Now I was sitting on \$40,000 in debt after a year-and-a-half,” Donais said. “But I still want to be a teacher and I never thought about not going to grad school. These are the steps I had to take, and I knew I would just have to deal with the repercussions later.”

Donais knows that he is actually considered to have a low amount of debt, and that’s what scares him.

“I am someone who wants to contribute to my

### DEGREES, NOT DEBT LOBBY DAYS

**9 a.m.-3 p.m.**  
**Wednesday, March 21**  
**Thursday, April 12**

Education Minnesota will cover mileage, provide a light breakfast and lunch and pay for a substitute for the day to enable you to attend.

Go to [www.educationminnesota.org/advocacy/Degrees-Not-Debt/2018-lobby-days](http://www.educationminnesota.org/advocacy/Degrees-Not-Debt/2018-lobby-days) to learn more or register.

community, but instead of buying a house, I am paying student loan payments,” he said. “My student loan payment is higher than my

car payment.”

Donais has looked into the options that are available to



# Changes to licensure system take effect

*Editor's note: While many of the changes have been decided upon, the new board is still in the rule-making process, so the official processes and timelines may change. The information in this article is as up to date as possible. Go to [www.educationminnesota.org/resources/credentials-licensure](http://www.educationminnesota.org/resources/credentials-licensure) for more details and to stay informed. A training on the new system is also available. See page 12 for more details.*

The changes to Minnesota's teacher licensure system, put in place during the last legislative session, are now starting to be implemented. The changes include a complete revision of the licensure structure for teachers, as well as a new board to handle the rules and standards for licensing.

**Professional Educator Licensing and Standards Board**

The Professional Educator Licensing and Standards Board (PELSB) now handles all licensing duties for the state of Minnesota. The PELSB will also be the body to consider teacher disciplinary issues.

Information about applying and renewing licenses is now available on the PELSB website, <https://mn.gov/pelsb>.

**License renewals**

Many licenses received a one-year extension, effective Jan. 1. All active, standard five-year licenses, including those set to expire in 2018, were extended by one year. The PELSB emailed those with

licenses that were extended at the beginning of January and the online license database reflects the changed expiration dates.

Starting July 1, when a teacher with a standard license submits materials for renewal, the new license will be part of the new tiered system and be Tier 4.

On July 1, 2019, the PELSB will automatically convert all five-year standard licenses set to expire after June 30, 2019, to Tier 4.

An example of the new license expiration date and tiered system:

- Teacher A has a five-year standard license that currently has an expiration date of 2020.
- As of Jan. 1, that same license has been given a new expiration date of 2021.
- On July 1, 2019, Teacher A's license will automatically be converted to a Tier 4, and that license will have the same expiration date as the original, extended license: 2021.

The new legislation changes licensure renewal requirements, and it requires the PELSB to adopt rules for that process. One change that we know is coming for the renewal of Tier 3 and Tier 4 licenses is that starting in the 2018-19 school year, individual teachers applying for renewal can include teacher evaluations as evidence of successful teaching. Another change for those holding Tier 3 or Tier

4 licenses is that professional development focused on cultural competency will be a requirement at the time of renewal. Look to future publications for more information as the PELSB clarifies expectations for renewals.

**New tiered licensure system**

After July 1, all teachers in Minnesota's public and charter schools will have one of the following licenses:

- Tier 1
- Tier 2
- Tier 3
- Tier 4
- Short-call substitute license
- Long-call substitute license
- Lifetime substitute license

**General overview of tiers**

**Tier 1**

The Tier 1 license is designed for educators who are now captured under the language of the nonlicensed community expert, or NLCE. Minnesota schools will still have NLCEs in schools in the 2017-18 school year, but starting July 1, that category will be replaced by the Tier 1 license. Candidates for a Tier 1 license will need a bachelor's degree if teaching in any field other than career and technical education. Tier 1 teachers will not be in the teacher bargaining unit and will not accumulate years of probationary status.

**Tier 2**

The Tier 2 license will be the designation for teachers

trained in other states who are still working on Minnesota-specific requirements for Tiers 3 and 4, teachers already in classrooms while currently enrolled in teacher preparation programs, and other teachers who have some combination of teaching experience and teacher preparation. Tier 2 teachers will be in the teacher bargaining unit but will not accumulate years of probationary status.

**Tier 3**

The Tier 3 license is the first license that will be issued to teachers trained in Minnesota teacher preparation programs or in other states that meet Minnesota's requirements and who have passing scores on content and pedagogy exams. These teachers are in the teacher bargaining unit and must complete three years of successful teaching as probationary teachers. If a teacher got to Tier 3 via Tier 2, then up to two years of successful teaching at Tier 2 can be credited toward the Tier 3 teacher's three-year probationary requirement. This license will be eligible for unlimited renewals and must be renewed every three years.

**Tier 4**

The Tier 4 license is the designation for all teachers who have a current five-year, professional license when this transition occurs. Going forward, requirements for a Tier 4 license include all of the requirements for Tier 3, a minimum of three years

of teaching in Minnesota, passing scores on the basic skills exam (or one of the alternatives approved by the board), and evidence that the most recent teacher evaluation did not place the teacher on an improvement plan pursuant to teacher development and evaluation law. These teachers will be in the bargaining unit. Tier 4 licenses will be eligible for unlimited renewals and must be renewed every five years.

**Substitute licenses**

A short-call substitute license will be available for those who have completed a teacher preparation program in Minnesota.

A temporary short-call substitute license will be available to an applicant who holds a baccalaureate degree from a U.S. college or university, or the equivalent, if an administrator proves they cannot meet the need for short-call substitutes with licensed teachers.

A long-call substitute is one who replaces the same teacher for 15 or more consecutive days. A long-call substitute teacher shall hold a Minnesota license valid for the assignment.

A lifetime substitute license is for Tier 3 or 4 Minnesota teachers who have retired and are collecting retirement annuities, or someone who holds an out-of-state teaching license and receives a retirement annuity. These licenses will not be subject to a renewal process.

## Tiered licensure in Minnesota

### TIER 1 REQUIREMENTS

BACHELOR'S DEGREE  
FOR ALL SUBJECTS EXCEPT CAREER & TECHNICAL ED. (CTE)  
OR CAREER PATHWAYS COURSE OF STUDY (CP)\*

OR

\*CTE OR CP CANDIDATES MUST HAVE **ONE** OF THE FOLLOWING:

AA degree

Professional certification

Five years of relevant work experience

Candidate must have a BA degree unless teaching Career and Tech Ed or Career Pathways, in which case must have AA degree, professional certification, or five years of relevant work experience.

- Good for one year and can be renewed three times, though there are conditions under which districts can renew further.
- District and teacher apply jointly. District must show it could not find a Tier 2, 3, or 4 teacher.
- These teachers are not in the teacher bargaining unit and are not earning credit toward probation. Teachers at Tier 1 do not have continuing contract rights.

ANTICIPATED TRANSITION  
DETAILS CAN BE FOUND AT  
[WWW.EDUCATIONMINNESOTA.ORG/  
RESOURCES.ASPX#CREDENTIALS-LICENSURE](http://WWW.EDUCATIONMINNESOTA.ORG/RESOURCES.ASPX#CREDENTIALS-LICENSURE).

Revised August 29, 2017. Subject to change.

### TIER 2 REQUIREMENTS

BACHELOR'S DEGREE  
FOR ALL SUBJECTS EXCEPT CTE OR CP\*

AND

TEACHER PREPARATION PROGRAM ENROLLMENT

OR

MASTER'S DEGREE

OR

TWO OF THE FOLLOWING:

Completed teacher preparation program

Eight upper division credits in subject area

Training in subject-specific teaching methods

Passing scores on state tests in subject area

Two or more years experience teaching in subject area

Candidate must be enrolled in a teacher preparation program. OR have a master's degree. OR have two of the following: completed teacher preparation program, eight upper division credits in subject area, training in subject-specific teaching methods, two years of experience teaching in subject area, passing scores on state tests in subject area.

- Good for two years and can be renewed three times.
- District and teacher apply jointly.
- These teachers are in the teacher bargaining unit and are not probationary. However, if these teachers get to Tier 3, then two years of successful teaching at Tier 2 can count toward the Tier 3 requirement of three years of probation. Teachers at Tier 2 do not have continuing contract rights.

### TIER 3 REQUIREMENTS

BACHELOR'S DEGREE  
FOR ALL SUBJECTS EXCEPT CTE OR CP\*

AND

PASSING SCORES  
CONTENT AND PEDAGOGY

AND

ONE OF THE FOLLOWING:

Completion of a Minnesota-approved teacher preparation program (traditional or alternative, if accredited)

Completion of a prep program from another state that includes field-specific student teaching equivalent to requirements of MN programs

Portfolio in a given licensure field

Three years teaching experience at Tier 2 without being placed on an improvement plan

Professional teaching license from another state, license in good standing, and two years of teaching experience

Candidate has BA degree for all subjects except CTE or CP, passing scores on content and pedagogy exams, and ONE of the following: Completion of a Minnesota-approved teacher preparation program (traditional or alternative, if accredited); completion of a prep program from another state that includes field-specific student teaching equivalent to requirements of MN programs; portfolio in a given licensure field; professional teaching license from another state, license in good standing, and two years of teaching experience; three years of teaching experience under a Tier 2 license and evidence of summative evaluations that did not result in placement on an improvement plan.

- Good for three years and can be renewed indefinitely.
- Teacher applies for the license.
- These teachers are in the bargaining unit and must complete three years of probation. If a teacher at Tier 3 got to Tier 3 via Tier 2, two years of teaching at Tier 2 can count toward the three-year probationary requirement. Teachers at Tier 3 have continuing contract rights after completion of the probationary period.

### TIER 4 REQUIREMENTS

BACHELOR'S DEGREE  
FOR ALL SUBJECTS EXCEPT CTE OR CP\*

AND

COMPLETION OF PREPARATION PROGRAM

AND

PASSING SCORES  
CONTENT AND PEDAGOGY

AND

PASSING SCORES ON BOARD-APPROVED SKILLS EXAM

AND


THREE YEARS TEACHING EXPERIENCE IN MINNESOTA

AND

MOST RECENT SUMMATIVE EVALUATION MUST NOT HAVE RESULTED IN AN IMPROVEMENT PLAN

The candidate must meet all Tier 3 requirements, have completed a preparation program or portfolio, have passing scores on content and pedagogy exams and passing scores on board-approved skills exam. In addition, the most recent summative evaluation must not have resulted in placing the teacher on an improvement plan.

- Good for five years and can be renewed indefinitely.
- Teacher applies for the license.
- These teachers are in the bargaining unit. Teachers at Tier 4 have continuing contract rights after completion of the applicable probationary requirement.



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EDUCATOR

PAGE 5



# Losing union rights hits home for Caledonia ESP

As a mom, Deb Cody is of course proud of her children. As a paraprofessional, she is even prouder that two of her children became teachers. As a leader in her local union in Caledonia, Deb is nervous about losing collective bargaining rights because she sees the effect it can have on the education profession with her daughter teaching in Wisconsin and her son in Iowa.

Deb is a special education assistant who helped to organize the Education Minnesota Caledonia Educational Support Professionals local.

“It’s a great feeling that my kids are union members,” she said. “My dad was a union member, and I like to think we are continuing to build our strong family union history.”

Deb’s daughter Lauren is a fourth-grade teacher in Wisconsin. She is in her second year of teaching, which means she started after the Act 10 law stripped unions of their collective bargaining rights. Lauren made the decision to join her union this year, because she saw the benefits the union has provided to her mom.

“My mom is active in

the union, and that is what motivated me to also get involved,” Lauren said. “I have learned a lot from her experiences. I have seen her work through numerous injustices, and it has really opened my eyes to how imperative it is to be part of the union.”

But Lauren said as a first-year teacher, she just couldn’t afford the dues, and she sees other new teachers making that same choice.

“It is very expensive to be part of the union at my district,” she said. “So much so that I could see others deciding against getting involved because of the price. It is not incredibly common for new teachers to be in the union. I have to believe that part of it involves the cost and part of it is lack of knowledge about the union.”

When Lauren was in college, she was told by many people to get out of the field of education.

“There is certainly a negative political climate throughout Wisconsin regarding public education,” she said. “If people who truly want to instill a love of lifelong learning into students are going to be discouraged from doing so, who will we

have left?”

Lauren hopes to get more involved with her union and sees the value of her membership.

“I have a core group of people with experience I can trust and turn to with questions or concerns,” she said.

Deb’s son Kalyn has been teaching in Iowa for eight years, but started his career in Arizona, which is a right-to-work state, so he was not part of a union.

“When I got to Iowa, I knew I had to be a union member even though I was broke. I knew it was important,” he said.

Kalyn not only joined, but got involved, serving as a building representative in his local union for the last three-and-a-half years.

When the Iowa Legislature passed the bill that took away educators’ collective bargaining rights last year, Kalyn was upset but lucky. The Des Moines district where he teaches worked on a contract extension right after the bill was introduced. The district signed the agreement two hours before the bill was passed into law.

“In the places around us though, there is big, big



Deb Cody (left) has seen the weakening of collective bargaining rights for teachers affect her children Kalyn (third from right) and Lauren (second from right), who teach in Iowa and Wisconsin.

anxiety,” he said.

The new law has not only reminded Kalyn about the importance of unions, but the importance of elections too.

“You forget what a benefit to the middle class a strong union is,” he said. “You take it for granted because it’s always been there. But we still have a mess on our hands politically. The Legislature is taking up vouchers now. But we have a governor race in 2018, just like in Minnesota. Elections matter a lot.”

Kalyn also helped a friend who taught in another district but lives in Des Moines get elected to the school board last fall.

“We want a teacher-friendly board,” he said. “She won the seat, but we won by

about 100 votes.”

Deb sees the differences between working in education in Minnesota and her children’s experiences in Wisconsin and Iowa.

“As a union member, it helps me realize how fortunate I am to work in a state with a strong union,” she said.

And she plans on working to make sure we keep our union strong.

“If we don’t work toward keeping our union, we are going to lose it,” she said. “It can happen so quickly. (Seeing what happened in Iowa) absolutely it motivates me. I feel strongly and talk often to others about the benefits of being a union member.”



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# ECFE, ABE teachers continue legislative fight for equity

Despite more than 40 years of programming in Minnesota, licensed teachers in both Adult Basic Education (ABE) and Early Childhood Family Education (ECFE) have not achieved parity with their K-12 counterparts.

Minnesota state law currently prevents licensed community education teachers (ECFE and ABE) from continuing contract and tenure.

In a past issue of the Minnesota Educator, Education Minnesota President Denise Specht wrote: “ECFE teachers and our adult basic education (ABE) teachers must have the same salaries, benefits and protections as other public education teachers...A big step toward this equity means that Minnesota’s law must be changed so all our licensed teachers are covered by continuing contract and tenure law.”

Education Minnesota created an ECFE/ABE task force to work on this issue in 2014. The members of the task force, along with Education Minnesota staff, have worked tirelessly since then to change this law.

The task force is recommending one sentence be removed from the law: “A license which is required for an instructor in a community education program pursuant to this subdivision shall not be construed to bring an individual within the definition of a teacher for purposes of section 122A.40, subdivision 1, or 122A.41, subdivision 1, clause (a).” Those sections offer K-12 teachers continuing contract and tenure protection, while the status of ECFE and ABE teachers is basically deemed “temporary/seasonal.”

The ECFE/ABE task force has worked tirelessly in the past legislative sessions to get this law changed and came close in 2016. The change was included in the omnibus education policy bill that passed. However, in the final moments of negotiations, the provision was removed for purely political reasons.

Education Minnesota will be introducing a bill in the upcoming legislative session, asking that the exclusion of these teachers be removed so that they are covered under the continuing contract statute.

As the next Minnesota legislative session begins next month, you might ask, why is political action needed?

First, ECFE and ABE are partially funded by a district’s community education program, not the general fund. Thus, management in ECFE and ABE programs often use money as an excuse to hire and fire licensed teachers at will and pay by the hour instead of annually.

Second, when ECFE and ABE programs were both placed under

the funding stream of community education, other instructors in youth and adult enrichment did not need teacher certification. ECFE and ABE teachers, however, were required to be licensed by the Minnesota Department of Education and to complete the same number of continuing education credits for relicensure just like their peers in K-12 and Early Childhood Special Education (ECSE).

Third, in the past 40 years, the demographics in Minnesota changed greatly. The influx of new immigrants and refugees meant broadening the scope of services to English education, GED, adult diploma, job skills, citizenship, family literacy, home visits, school readiness and early intervention. The mission of both ABE and ECFE programs remained the same: to offer resources; to give information, ideas and skills; to apply research and best practices that support Minnesotans and their families.

These services come at a cost to many of the teachers themselves. Many ECFE and ABE teachers are offered part-time hours, which means they are not eligible for benefits. Many work split shifts, evenings, Saturdays and/or during the summer. Many of these teachers have no job security because the schedules they work could be cut or altered with little notice.

Furthermore, their school districts usually place them on not only a separate salary schedule but also a separate seniority list. Thus, even if they are certified to teach in a K-12 area, they are prevented from bumping. Additionally, retirement pensions are much less than colleagues in the K-12 system because of lower earnings overall.

The ECFE/ABE task force, along with Sen. John Hoffman, plans to seek support for its bill again in the 2018 legislative session.

Since its creation, task force members have worked to educate legislators, their fellow union members and the public on this inequity and call for its end.

They hosted an ECFE 40th Birthday information booth at Education Minnesota’s MEA conference in 2014. ABE teachers joined them at the booth at the conference in 2015, as well as at a booth at Education Minnesota’s Representative Convention in 2016. The task force has also been featured at Education Minnesota’s State Fair booth in every year since 2015.

ECFE and ABE members have sought support at both Minnesota Association for Family and Early Education (MNAFEE) events and the Literacy Action Network Summer Conference.

Task force chair Kimberly

Antonsen presented a resolution at the American Federation of Teachers (AFT) Convention in Minneapolis in 2016, aimed at improving working conditions of early childhood and adult education teachers and addressing professional inequities. This language was also adopted at the 2016 National Education Association (NEA) Representative Assembly.

The resolutions stated that the national unions would support any affiliates interested in organizing around the working conditions of early childhood and adult education members.

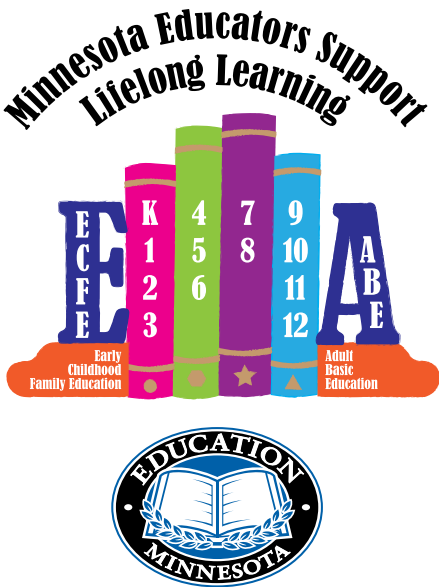
The NEA also recently published a report entitled, “Advocating for Early Childhood and Adult Educators.” Education Minnesota members and staff contributed research and language to the report. The report includes a strategic plan for bargaining priorities with key language as bargained by Education Minnesota and is used in various collective bargaining training sessions and presentations across the state.

Heather Turngren, a Minneapolis ABE teacher and task force member, said, “Today’s ECFE and ABE teachers have many, if not all, of the same requirements as their peers in K-12 but do not receive equity with continuing contract, tenure or salary. It’s time to right this wrong!”

The task force will be hosting a lobby day during the 2018 legislative session on March 8. If you would like to attend and lend your voice to this issue, please email Education Minnesota Public Affairs Assistant Ashley Behrens at [ashley.behrens@edmn.org](mailto:ashley.behrens@edmn.org).

If you are not able to attend the lobby day, please contact your local legislator and ask him or her to support the bill.

♦ Commentary written by the Education Minnesota ECFE/ABE task force



## ECFE/ABE TASK FORCE MEMBERS

- Kimberly Antonsen, Waubun Education Association, task force chair
- Vicki Czerwinski, Anoka Hennepin Education Minnesota
- Ric Dwyer, Rochester Education Association
- Paula Freiermuth, Education Minnesota-Osseo
- Nancy Haspel, Minneapolis Federation of Teachers
- Renee Lach, Robbinsdale Federation of Teachers
- Le Matts, Roseville Education Association (Retired)
- Barb Saunders, Spring Lake Park Teachers United
- Marty Scofield, SRSEA
- Juli Summer, North Branch Education Association
- Trish Thorson, Education Minnesota Detroit Lakes Educational Support Professionals
- Devin Tomczik, Bloomington Federation of Teachers
- Heather Turngren, Minneapolis Federation of Teachers
- Kerry Youso, St. Cloud Education Association



Members of the Education Minnesota ECFE/ABE task force met with Sen. John Hoffman (center) to discuss the bill he authored, which would give ECFE and ABE teachers parity in pay and protections with their K-12 counterparts.



Education Minnesota ECFE/ABE task force members met with legislators during a recent lobby day. The task force has been working with lawmakers on a bill to provide ECFE and ABE teachers with continuing contract, tenure and the ability to be on the same salary schedule as K-12 teachers. The task force will host another lobby day during this legislative session, March 8.



# Coalition continues work to support educators of color, promote profession

When Waleid Hassan talks to his students of color at Osseo High School, they say he has been the only teacher of color they have ever had.

“That speaks volumes, because how often do white kids see themselves represented in a professional field? A lot of students don’t see people of color represented in professional roles,” he said.

The recruitment and retention of educators of color is a big part of the work Education Minnesota and the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota have been focused on for the last few years, and will continue to work on this legislative session.

Less than 4 percent of Minnesota teachers identify as a person of color or American Indian.

“We already have a teacher shortage in Minnesota,” said Hassan. “We need to put together some type of bill that provides incentives to students of color, American

Indian students to go into the profession.”

Education Minnesota has partnered with the coalition on their legislative agenda, summer conference and other efforts.

The coalition has been focused on five ways to increase and retain teachers of color and American Indian teachers:

- Transforming climate and curriculum in preK-12 schools and colleges and universities.
- Supporting pathways to teaching for diverse youth and paraprofessionals.
- Induction and retention support for in-service teachers and teacher preparation students.
- Trying to eliminate discriminatory teacher preparation tests.
- Providing scholarship incentives for high school and college students and student teaching stipends for people.

Oscar Del Sebastian, an art teacher at Wellstone

Elementary in St. Paul, is involved with the coalition, as well as Education Minnesota’s educators of color forums, the League of Latino Educators and the American Indian Education Professionals.

He said the coalition works directly with the union and other stakeholders, because of the support they can provide and the ability to share resources with people working toward the same goal.

“The goal of the coalition is to be a bridge for other organizations,” he said. “It is important for Education Minnesota to maintain a presence in social justice and racial equity issues. These issues are a reality every day for our members. We need to promote that.”

Juanita Ortiz, an English language learner and Latino culture teacher at Phalen Lake Hmong Studies Magnet School in St. Paul, has been working on issues relating to support for educators of color for a long time, but

## COME SHARE YOUR STORY AT A LOBBY DAY THIS SESSION

March 22: Members of color lobby day

March 27: Social justice lobby day

Sign up with Kimberly Colbert at [kimberly.colbert@edmn.org](mailto:kimberly.colbert@edmn.org).

found a stronger voice in Education Minnesota and the coalition.

“People call it an achievement gap, an opportunity gap. I call it a teacher gap,” she said. “We need teachers of color. We have the answers to help reduce this gap.”

“When a district doesn’t support hiring teachers of color, but your union does, you don’t feel alone.”

Del Sebastian echoes the call for a stronger voice on this subject, and encourages all educators to get involved.

“People get hung up on the name of our cause. People get this impression it’s about non-white people, but it’s not. It’s about equity,” he said. “It’s about creating a

voice for the people that don’t have a voice, and creating a space for people that need a space to do that.”

Education Minnesota is hosting two lobby days during this legislative session—one for union members of color, and one to talk about social justice issues.

If you would like more information about Education Minnesota’s educators of color forums, go to [www.educationminnesota.org/advocacy/Educators-of-color](http://www.educationminnesota.org/advocacy/Educators-of-color).

For more information about the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota, go to [www.tocaimn.com](http://www.tocaimn.com) or like their Facebook page, [www.facebook.com/tocaimn](http://www.facebook.com/tocaimn).

# ‘Digital Innovator’ thinks outside the technology box

When Nathan Lund first started teaching, he planned his lessons from the middle school math textbook but knew he wanted to do more.

“I saw students disengaged,” he said. “I was going straight out of the textbook and it was overwhelming for me, plus the kids weren’t excited.”

After earning his master’s degree, Lund got involved in project-based learning and using technology.

“I always just add some sort of project-based learning to whatever we’re doing,” said Lund, a fifth-grade math, science and social studies teacher in Minnewaska. “And I’m going to find ways to get that in there with technology.”

That integration of technology into his classroom is why Lund was named Minnesota’s 2017 PBS Digital Innovator.

The PBS Digital Innovator program is a professional development opportunity for preK-12 educators whose innovative use of technology and media create exciting learning experiences for their students. The 2018 session is an “all-star” version of the program, so they are not accepting new applications.

The program was like a TIES conference on steroids, Lund said. He was able to network with educators throughout the country who are also focused on using technology in their work.

Lund did a “mystery Skype” with a teacher in Indiana he met through the program.

“Their fourth-grade class is meeting my fifth-grade class and they are going to have to figure out where we are

from,” he said. “We’re going to tie it into our geography and science lessons.”

Lund has often used PBS content in his classroom, especially when he was teaching early elementary grades.

To find other materials to supplement his style of learning, Lund says he spends a lot of time on Pinterest and other online resources to find ideas. It’s simple stuff that any educator can do in the classroom, he said.

“I don’t do some of the crazy tech stuff that others are doing with 3D printers or a bus that simulates hurricanes,” he said. “The way that students use

technology in my room is just like using a book. They are also using it as a means of expressing themselves.”

When he was teaching fractions and multiplication, Lund discovered his students weren’t getting it using just pen and paper. So, he had them run in the hallways.

“They ran based on their height and found their time,” he said. “They tracked their times and figured out how fast they were running. Then the class had to figure out who was fastest based on their height.”

When it was time for his students to learn about topographic maps, Lund had them go outside and take

a picture of various places around the school using an app called Pic Collage.

“They took those pictures and tried to recreate it,” he said. “They drew where they thought the highest levels were. Then they took sand and tried to recreate the set up. They documented the whole process with photos and described what they did in their Seesaw learning journal.”

Lund shares videos, photos and links to his classroom projects frequently on Twitter. You can follow @WaskaScience5 and see more of his projects.

Lund said he understands educators having a

## TECHNOLOGY IN SCHOOLS

hesitation about bringing a lot of technology into the classroom, but he would encourage people to try as much as they can.

“You don’t have to keep up with me, you have to keep up with the kids,” he said. “It’s just trying and letting the students teach me. Failing to learn is huge. We learn a lot together. If the kids are asking for it, try it. If they are looking bored or need a new way, you don’t have to change what you teach but the way you get it across.”



Minnewaska fifth-grade teacher Nathan Lund was Minnesota’s 2017 PBS Digital Innovator. Lund integrates technology into just about every lesson he teaches.



Looking for some ideas on how to use technology in your classrooms? Follow Nathan Lund on Twitter @WaskaScience5 and see his photos and videos about what he is doing. Last month ago, he had students design a shoe, write an opinion piece, create an infomercial using iMovie and evaluate each product using the Seesaw app.



# Foundation awards first grants of year

Education Minnesota’s Foundation for Excellence in Teaching and Learning Board of Trustees awarded its first set of grants and scholarships this year. Other grants will be awarded later this year. A second application period will be open for the professional development grants for classroom teachers, education support professionals and higher education faculty, with applications due April 6. For more information about the foundation or how to apply for a grant, go to [www.edmnfoundation.org](http://www.edmnfoundation.org).

## Education Support Professionals Professional Development Grant

Professional Development Grants are intended to provide education support professionals (ESPs) with opportunities to take the lead in acquiring and sharing new skills and knowledge. These skills might include new instructional ideas, technology, working with parents, etc. ESPs may request up to \$1,500.

**Patricia Benhart**  
*Lakeville Educational Assistants Federation*  
Orton-Gillingham Training 2  
**\$1,300**

**Eileen LaFontaine**  
*Minneapolis Federation of Teachers/ Paraprofessionals and School-Related Personnel*  
Interpreting for Special Education class at the University of Minnesota  
**\$1,500**

**Lisa McQuarter**  
*Education Minnesota Osseo Educational Support Professionals*  
Art Therapy for Special Education  
**\$562.73**

**Ingrid Miera**  
*Education Minnesota Osseo Educational Support Professionals*  
How Can ESPs Interrupt Racism Every Day  
**\$1,240.20**

## Higher Education Faculty Professional Development Grant

Professional Development Grants are intended to provide higher education faculty of colleges and universities with opportunities to take the lead in acquiring and sharing new skills and knowledge. These skills might include new instructional ideas, technology, conference attendance, etc. Faculty may request up to \$3,000.

**Julie Benolken**  
*MSCF-Inver Hills Community College*  
American Library Association Annual Conference  
**\$1,693**

**Kristina Bigalk**  
*MSCF-Normandale Community College*  
Split This Rock: Poetry as Agent of Social Change  
**\$2,252.40**

**Jessie Breyer**  
*MSCF-Century College*  
Attending the “Teaching Professor” Conference  
**\$2,500**

**Shannon Dahms**  
*MSCF-Minnesota State Community and Technical College-Moorhead*  
Professional Conference  
**\$2,963.00**

**Patria Lawton**  
*MSCF-Inver Hills Community College*  
World Conference on EdMedia + Innovative Learning Attendance  
**\$2,990**

**Beth McMahon**  
*MSCF-Northland Community and Technical College-East Grand Forks*  
OLC Innovate 2018: Education Reimagined  
**\$2,160**

**Tamara Thell**  
*MSCF-Anoka Technical College*  
Attend the Oncology Nursing Society’s 43rd Annual Conference  
**\$2,696.43**

**Christina Wilson**  
*MSCF-Anoka Technical College*  
27th Annual Convention of Academy of Medical/Surgical Nurses  
**\$1,655**

## National Board Certified Teacher Scholarship

If you are an Education Minnesota member, licensed to teach and have three years of teaching/counseling experience, you are eligible to apply for a scholarship to help offset the costs to become a National Board Certified Teacher (NBCT). The Education Minnesota Foundation for Excellence in Teaching and Learning grants at least 10 scholarships up to \$500 per component, up to \$1,000 per application, toward the application process for National Board Certification once per year.

**Lynn Andersohn-Adams**  
*Big Lake-Education Minnesota*  
Mathematics - Adolescence and Young Adulthood  
**\$1,000**

**Joe Burk**  
*South St. Paul Teachers’ Association*  
Science - Early Adolescence  
**\$1,000.**

**Jennifer Coenen**  
*Rochester Education Association*  
Generalist - Middle Childhood  
**\$1,000**

**Jessica Cook**  
*Duluth Federation of Teachers*  
Exceptional Needs Specialist - Early Childhood through Young Adulthood  
**\$1,000**

**Brian Durgin**  
*Rochester Education Association*  
English as a New Language - Early Adolescence through Young Adulthood  
**\$1,000**

**David Ellefson**  
*Rochester Education Association*  
Science - Adolescence and Young Adulthood  
**\$1,000**

**Joshua Grossman**  
*Rochester Education Association*  
Social Studies: History - Adolescence and Young Adulthood  
**\$1,000**

**Nonie Kouneski**  
*Minneapolis Federation of Teachers*  
Social Studies: History - Adolescence and Young Adulthood  
**\$1,000**

**Benjamin Lathrop**  
*St. Paul Federation of Teachers*  
English Language Arts - Adolescence and Young Adulthood  
**\$1,000**

**Lisa Malcomb**  
*Education Lake Superior*  
Art - Early and Middle Childhood  
**\$1,000**

**Amber Marsh**  
*Big Lake-Education Minnesota*  
Literacy: Reading-Language Arts - Early and Middle Childhood  
**\$1,000**

**Angela McCormack**  
*Big Lake-Education Minnesota*  
Mathematics - Adolescence and Young Adulthood  
**\$1,000**

**Kimberly Nagorski**  
*Big Lake-Education Minnesota*  
Mathematics - Adolescence and Young Adulthood  
**\$500**

**Lori Ringen**  
*Rochester Education Association*  
Music - Early Adolescence through Young Adulthood  
**\$1,000**

**Greg Schoenbeck**  
*Rochester Education Association*  
Mathematics - Adolescence and Young Adulthood  
**\$1,000**

**Marta Stoeckel**  
*North St. Paul-Maplewood-Oakdale Education Association*  
Science - Adolescence and Young Adulthood  
**\$1,000**

**Tony Streng**  
*Education Minnesota-Osseo*  
Music - Early Adolescence through Young Adulthood  
**\$1,000**

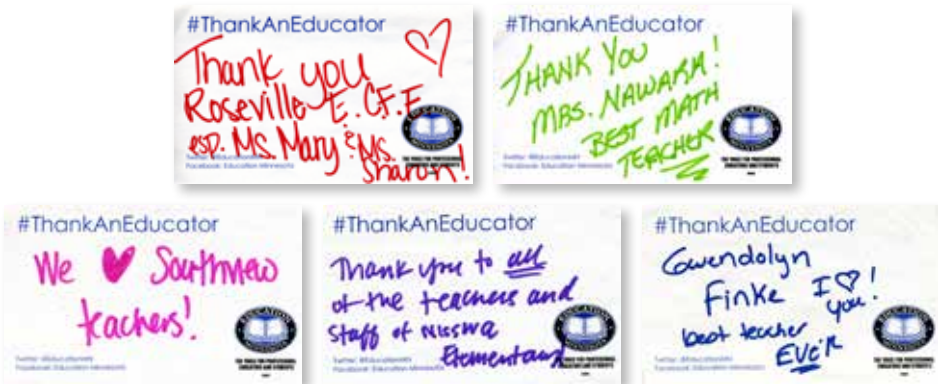
**Kelly Stroeing**  
*Rochester Education Association*  
Generalist - Middle Childhood  
**\$1,000**

**Laura Willis**  
*Rochester Education Association*  
Generalist - Middle Childhood  
**\$1,000**

Foundation grants, page 10

# Thank you, educators!

Every year, thousands of kids and adults thank educators who were influential in their lives at Education Minnesota’s State Fair booth. We will feature a selection in each issue of the Minnesota Educator this year. Keep an eye out for your name!





# ESP trainings on safe working conditions

Each spring, Education Minnesota hosts regional meetings across the state exclusively for education support professional members, focusing on ESP-specific professional development and providing an opportunity for members to network with each other.

The focus of this year’s regional meetings will be a training on how to advocate for safe working conditions.

ESPs across the state deal with workplace injuries and other safety concerns each time they walk through the doors of a school.

Their role in supporting students with behavior and/or mental health challenges is critical to the success of those students, and to the overall educational ecosystem in a school.

And yet, ESPs also report a persistent lack of respect for what they do each day.

This training will provide skills and strategies for ESPs to advocate for safer working conditions while continuing to meet the growing and changing needs of students—focusing specifically on positioning

## ESP REGIONAL MEETING SCHEDULE

- |   |   |
|---|---|
| ▪ Feb. 8: Brooklyn Park, Education Minnesota Brooklyn Park office             | Minnesota St. Cloud office                                |
| ▪ Feb. 15: Cambridge, Sidelines Sports Grill                                  | ▪ March 15: St. Paul, Education Minnesota St. Paul office |
| ▪ Feb. 22: Apple Valley, 6-8:30 p.m., Education Minnesota Apple Valley office | ▪ March 22: Detroit Lakes, Speak Easy Restaurant          |
| ▪ Feb. 27: Rochester, Kahler Apache   | ▪ March 27: Winona, Green Mill                            |
| ▪ March 1: Minneapolis, Minneapolis Federation of Teachers office             | ▪ April 5: Owatonna, Torey’s Restaurant                   |
| ▪ March 8: St. Cloud, Education   | ▪ April 10: Grand Rapids, Eagles Club                     |
|   | ▪ April 19: Fairmont, Green Mill at Holiday Inn           |

ESPs as a critical voice in educating the whole child. This training is free to full members of Education Minnesota.

Most meetings will begin at 5 p.m. with dinner. The training will immediately follow. Certificates of participation will be provided upon completion

of the training.

The meetings also provide ESPs with an opportunity to socialize and network with other ESPs in their district and other districts in their area.

Registration will be online only at [bit.ly/espmeetings2018](https://bit.ly/espmeetings2018).

## Affordability *from page 4*

teachers to get loans forgiven, but he knows there should be a better way.

“The system is so complex to understand,” he said. “I have a hard time understanding what public service loan forgiveness even looks like.”

Donais has been working with Education Minnesota’s Degrees, Not Debt program to understand more about what loan forgiveness options are and how to apply for them.

He is also going to share his story with legislators this year as well.

The Degrees, Not Debt program is hosting two lobby days during the 2018 legislative session.

Education Minnesota’s legislative priorities around student debt, created by members, include:

- Affordable college for Minnesota residents.
- Creation of a student loan ombudsperson within state government to act as an advocate for consumers against abuses by loan servicers and lenders.
- Improved and more consistent loan counseling for students at all levels of education, including assistance with available loan forgiveness programs.
- Expansion of Minnesota’s existing teacher loan forgiveness programs to provide adequate funding and increase eligibility to include additional areas in which educators work and where there is a shortage, including school

counselors, licensed school nurses, occupational therapists, speech therapists, physical therapists, school psychologists and other instructional support personnel.

- Replication of the public service loan forgiveness program at the state level to provide relief to all public employees.

Donais hopes that his story and others like it will help make some change.

“I don’t feel like everything should be wiped away,” he said. “I’m OK with having a stake in the game, but it has to be a game that can be won.”

## Foundation grants *from page 9*

### Classroom Professional Development Grants

Classroom Professional Development Grants are intended to provide teachers with opportunities to take the lead in acquiring and sharing new skills and knowledge. These skills might include new instructional ideas, technology, working with parents, etc. Up to \$1,500 may be requested.

**Pearl Cheng**  
*Dakota County United Educators*  
ACTFL or National Chinese Teacher Conference  
**\$1,500**

**Jessica Cook**  
*Duluth Federation of Teachers*  
Council for Exceptional Children Conference  
**\$1,300**

**Amanda Creed-Schnack**  
*Robbinsdale Federation of Teachers*  
Supporting Parent-Child Relationships  
**\$1,500**

**Heidi Dubé**  
*Rochester Education Association*  
Yoga Calm in the Classroom  
**\$1,245**

**Jenny Eckman**  
*Education Minnesota-Roseville*  
ENVoY for Excellence  
**\$1,500**

**Laura Forst**  
*Central Education Association*  
Minnesota Music Educators Association  
Mid-Winter Conference 2018  
**\$560.39**

**Leslie Frosaker**  
*Blackduck Education Association*  
Peacemaker Training  
**\$1,500**

**Sara Johnson**  
*St. Paul Federation of Teachers*  
Teacher’s College Pre-K Institute  
**\$1,500**

**Jason Koester**  
*Bemidji Education Association*  
Instructor Training  
**\$1,500**

**Amy Landherr**  
*Rochester Education Association*  
Montessori at Franklin AMS Conference 2018  
**\$1,500**

**Kristen Longway**  
*St. Paul Federation of Teachers*  
Teacher’s College Pre-K Institute  
**\$1,500**

**Andrea Serrano**  
*Robbinsdale Federation of Teachers*  
Supporting Premature Babies and Their Parents  
**\$1,500**

**Patrick Varro**  
*Fridley Education Association*  
Minnesota Association for Children’s  
Mental Health Conference  
**\$1,500**

## Educator Institute

Transforming Education Through Absent Narratives


**This one-of-a-kind experience prepares you to build stronger relationships and develop strategies for increasing classroom engagement.**

The educator-student relationship is at the root of educational transformation. The Minnesota Humanities Center believes that in our schools, under the achievement gap, lies a relationship gap. By using the humanities to deepen understanding across cultural and lived experiences, relationships thrive and student engagement and achievement increases. Envision how to be a part of this change at the Educator Institute.

**June 17–22, 2018**

- St. Paul, Minnesota Humanities Center
- Meals provided, lodging available
- Space is limited—apply today!

**“A profound experience...which provided support to actually teach differently, more inclusively, and provide ALL of our students a voice they can recognize.”**



**Minnesota Humanities Center**

Building a thoughtful, literate, and engaged society.  
[mnhum.org/institute](https://mnhum.org/institute)



# Individual dealing with employees—an unfair labor practice and a contract violation

A small school district in Minnesota desperately needs a high school biology and chemistry teacher. The previous teacher retired at the end of the year, and despite posting the position all spring and summer, the district received no applicants for the position. To attract applicants, the district reposts the position and offers a \$3,000 hiring incentive beyond what is in the salary schedule. A teacher accepts the position and receives the bonus one week before school starts.

Although this incentive may seem like a win-win for the district and the teacher, if the position is covered by a collective bargaining agreement and the district provides the incentive without any agreement by the local union, it is likely that the district has committed an unfair labor practice and violated the collective bargaining agreement.

By unilaterally offering an employee the bonus described above, a school district would likely be committing an unfair labor practice (ULP) in violation of Minnesota

labor law because the district is effectively usurping the role of the local union in negotiating terms and conditions of employment with a bargaining unit member.

Some school districts have asserted that offering a hiring bonus prior to the commencement of an employee’s first day of work is permissible because the person is not yet a member of the bargaining unit. Although no Minnesota case law directly addresses this issue, courts and labor boards in other states have overwhelmingly held that the timing of the payment is irrelevant, and the additional compensation is unlawful as long as the position the employee is to assume is covered by a collective bargaining agreement.

Individually bargaining bonus pay with a new employee covered by a collective bargaining agreement is also a violation of the collective bargaining agreement that locals should grieve. Most contracts contain a “recognition clause” stating that the district recognizes

the local union as the exclusive representative of all employees in the bargaining unit. By offering an additional payment to a bargaining unit employee without the local’s prior written consent, the school district would likely be violating the recognition clause, as well as the salary provisions of the collective bargaining agreement.

Other examples we have seen of unlawful individual bargaining include attempts to negotiate compensation or benefit agreements for long-term substitutes that deviate from the collective bargaining agreement. Under PELRA, any individual who replaces an absent teacher for more than 30 workdays is a member of the teacher bargaining unit, and therefore the terms and conditions of that employment are covered by the collective bargaining agreement by default.

Some locals have agreed to negotiate different terms for long-term substitutes or to exempt them from certain contract provisions, but these exceptions or exclusions must be explicit in the contract in order to be valid. Similarly,

a district cannot unilaterally negotiate with an employee to deviate from lane or step placement provisions in the contract unless the contract explicitly gives the district discretion over step or lane placement.

Local unions should be vigilant for attempts by school districts to negotiate terms and conditions of employment with individual employees because failing to challenge them may undermine the union’s role as the exclusive representative and lead to inequitable treatment.

Although illegal, pay disparities between men and women are still all too common in many workplaces, and collective bargaining of salaries helps prevent both discrimination and favoritism of certain employees for arbitrary reasons.

Locals may be worried that challenging bonuses or incentive payments will generate resentment by the employees who received the additional pay or create financial hardship for an employee who might have to pay the employer back if the

## LEGAL BRIEFS

legal challenge is successful. This is understandable; however, most courts, labor boards and arbitrators have only ordered districts to cease and desist from individual bargaining in the future and have not ordered any repayment by affected employee(s).

If you become aware of individual dealing in your local, contact your local member rights advocate, who will consult with your Education Minnesota field representative about possible resolution. It may be difficult to challenge actions that occurred many years ago, but every situation is unique. Your field representative will work with Education Minnesota’s legal department to advise your local on the best strategy.


♦ David Aron  
*Aron is a staff attorney for Education Minnesota.*

# MEMBERS WANT TO KNOW


## UNITED EDUCATORS CREDIT UNION

United Educators Credit Union was established in 1957 to benefit Minnesota Education Association members. Originally named MEA Credit Union, we assisted with the specific financial needs of the education community. Throughout the years — from strikes and natural disasters, to times of prosperity — the credit union was there.

In addition to the great rates, low fees, and personal service you deserve, UECU members have access to money-saving discounts and programs designed to help meet your personal or professional goals.



In addition to being the Education Minnesota ESI sponsored credit union, UECU has two business development officers to work with your local. Terry Weber and Nancy Brady have worked in credit unions for over 20 years. Contact them today for school visits with members, classroom speakers on financial literacy, literacy grants, scholarships and more!




Terry Weber | Business Development Officer  
(p) 651.264.0669 | (c) 612.987.3560  
5757 Sanibel Drive, Minnetonka, MN 55343  
www.uecu.coop

Nancy Brady | Business Development Officer  
(p) 651-264-3625 |(c) 952-212-4155  
14989 Florence Trail, Apple Valley, MN 55124  
www.uecu.coop

41 Sherburne Ave., St. Paul, MN 55103 651-292-4856 800-642-4624 esi.educationminnesota.org esi@edmn.org

Paid for by ESI, not by dues. ESI is self-supporting; revenue provide benefits, service and consumer education for members. What do YOU want to know? Send questions to esi@edmn.org.





# EDUCATION MINNESOTA OPPORTUNITIES

## TRAINING ON NEW TEACHER LICENSURE SYSTEM

The 2017 Minnesota legislative session brought major changes to the state’s teacher licensure system and the governance of that system.

The new law reflects a dramatic departure from Minnesota’s long-standing commitment to high standards for teacher licensure. The changes include a complete revision of the licensure structure for teachers, as well as a new governing board.

To help navigate the changes and what they mean for educators across the state, Education Minnesota has developed a number of trainings that are available through our Minnesota Educator Academy’s professional development opportunities.

The “Teacher Licensure Update” training provides an overview of the new tiered licensure system, who qualifies for each tier, the renewal structure for each tier and the license limitations. The training will also discuss the new Professional Educator Licensing and Standards Board (PELSB), which is now in place and which takes over all of the duties previously assumed by both the Minnesota Department of Education’s licensing division and the Board of Teaching.

The “Pink Slip Process: Bargaining Layoff Language and Discussing the Divide Around Seniority” training is designed to equip negotiations team members with the information and understanding they will need to negotiate contract language related to the new tiered

system.

Finally, a 10-minute meeting on the new tiered system and its implications will be rolled out in the coming months.

For more information on any of the trainings, contact your Education Minnesota field staff.

In addition, there is more information about tiered licensure and the transition to that new system available on page 5 of this issue, as well as on our website at [www.educationminnesota.org/resources.aspx#credentials-licensure](http://www.educationminnesota.org/resources.aspx#credentials-licensure).

## ABOUT THIS PAGE

The Minnesota Educator provides opportunities listings on this page as a member service, highlighting the free and low-cost professional development the union provides. The page also lists conferences, training and resources of possible interest. Readers interested in pursuing an opportunity should check it out carefully. The Educator tries to include only legitimate, useful opportunities that support education practice.

**To submit an opportunity:**

- Send a complete description of your opportunity to [educator@edmn.org](mailto:educator@edmn.org).
- Send your item by the first Friday of the month to be considered for the next month’s Opportunities page. Include daytime contact information.

## PROFESSIONAL DEVELOPMENT

**EdCamp Bemidji taking place Feb. 10**

Registration is now open for this year’s EdCamp Bemidji on the Bemidji State University campus. This free professional development event is open to anyone and runs from 8 a.m.-4 p.m. Saturday, Feb. 10 in Memorial Hall. The day’s topics and schedule will be set by participants that morning. Lunch will be provided. New attendees will receive a special gift.

For more information or to register, go to <http://edcampbemidji.weebly.com>.

**Social studies workshop in West Fargo, Feb. 19**

The first-annual Great Plains Social Studies Workshop is an event for all current, future and former social studies educators and will be an opportunity to learn tried and true methods of teaching content, as well as network with other social studies professionals from around the region. The event takes place at Sheyenne High School in West Fargo, North Dakota, on Feb. 19 from 8 a.m. to 12:30 p.m. Registration fees range from \$10 to \$25.

For more information or to register, go to <https://greatplainssocialstudies.weebly.com>.

**Relicensure workshops offered by St. Paul Federation of Teachers**

The St. Paul Federation of Teachers Teaching & Learning Center is offering multiple professional days of learning where educators will choose from a variety of courses that meet Minnesota relicensure requirements.

Courses offered on specific dates are:

Feb. 10—Positive Behavior Intervention Strategies, Supporting English Learners in the Classroom, Reading Preparation Seminar.

March 17—Supporting English Learners in the Classroom, Accommodations & Modifications, Identifying Student Mental Health (includes the suicide prevention requirement), Digital Technology Strategies in the Classroom.

For more information or to register, go to <https://www.eventbrite.com/e/professional-day-of-learning-tickets-37874620008>.

**Free Holocaust studies seminar**

“The Holocaust and the Meaning of Place,” a Minnesota Holocaust Educators Network seminar,

will be held July 29-Aug. 4 at the University of Minnesota. Sponsored by the Olga Lengyel Institute for Holocaust Studies and Human Rights, the seminar is free of charge to participants, with additional support provided by the Minnesota Writing Project, the Shakopee Mdewakanton and Upper Sioux Communities. Attendees will explore lessons and activities for teaching about the Holocaust and Minnesota’s Dakota exile through personal testimonies and place-based experiences, including day trips to Mount Zion Temple and historic Dakota sites, such as Bdote (Mendota) and Mankato. Participants will receive copies of relevant texts, 55 continuing education units and a \$100 stipend. Attendees will also be eligible to apply for classroom mini-grants of up to \$1,000 following completion of the seminar. Most meals and transportation to sites will be provided.

For further information or to apply, go to [www.toli.us/satellite-program/st-paul](http://www.toli.us/satellite-program/st-paul).

## CLASSROOM OPPORTUNITIES

**Request a free CPA speaker**

The Minnesota Society of CPAs (MNCPA) provides free certified public accountant speakers to classrooms across the state. Accounting is more than just taxes and deadlines. Let an MNCPA member showcase just how diverse the accounting profession can be by having him or her visit your classroom.

For more information or to request a speaker, please contact Tabitha McDonald at [tmcdonald@mncpa.org](mailto:tmcdonald@mncpa.org) or 952-885-5522.

## STUDENT OPPORTUNITIES

**Human rights video contest**

“Speak Truth to Power” is a student video contest sponsored by the American Federation of Teachers, Tribeca Film Institute and the Robert F. Kennedy Human Rights organization. Contest participants must choose a human rights defender and create a 3-5 minute short film. The contest is looking for student films that utilize creative storytelling to teach others about a human rights issue. The submission deadline is March 3. The winning film will premiere at the Tribeca Film Festival in April.

For more information about the contest and how to submit a video, go to [www.speaktruthvideo.com](http://www.speaktruthvideo.com).

**Free publishing of teen author works**

Justin M. Anderson, 16, a twice-published author and Wayzata High School student, started Sigma’s Bookshelf last year. The traditional press exclusively publishes the work of teen writers between the ages of 13 and 19. Anderson’s mother, Rachel, who works in the publishing industry, serves as the nonprofit’s editor. All services are free, and teen authors even get royalties for books sold online and in stores. Sigma’s Bookshelf is a project of the nonprofit arts services organization Springboard for the Arts.

Available upon request throughout the month of February is the presentation, “Empowering Teen Writers to Become Published Authors: Introducing Sigma’s Bookshelf, the First Book Publishing Company Exclusively for Teen Writers.” Send an email to [editors@sigmasbookshelf.com](mailto:editors@sigmasbookshelf.com) to schedule an event.

For more information or to submit completed manuscripts, go to [www.sigmasbookshelf.com](http://www.sigmasbookshelf.com).

## GRANTS AND SCHOLARSHIPS

**FFA project grants**

The Tractor Supply Company launched its third annual Grants for Growing campaign—a competitive grant program designed to support local FFA chapters across the country that want to make a difference in their communities through sustainable agriculture-focused projects. The submission process requires entrants to provide a detailed proposal, including how they will start, maintain or expand on a project that will benefit their communities. Grants, which are awarded to chapters in the spring, have a minimum value of \$500 and a maximum value of \$5,000.

To qualify for a grant, FFA advisors must visit [www.FFA.org/grantsforgrowing](http://www.FFA.org/grantsforgrowing) and submit an application by Feb. 14.

**Pre-college psychology grants for gifted, talented programs**

The Esther Katz Rosen Pre-College Psychology Grant Program provides financial support for efforts aimed at improving the quality of education in psychological science and its application in the secondary schools for high-ability students. Proposals must focus on supplying education for gifted and talented high school students. Up to \$25,000 is available to improve the quality of education in psychological science and its application in secondary schools for high-ability students. The deadline to apply is March 1.

For more information about the grant and how to apply, go to [www.apa.org/apf/funding/rosen-precollege.aspx](http://www.apa.org/apf/funding/rosen-precollege.aspx).

**PrairieCare grants available for mental health training in schools**

The PrairieCare Child & Family Fund has created a grant program for school-based mental health professional development programs. The funding is to support mental health training for local school district staff and professionals. Eligible applicants may include public school districts, private schools, charter schools and other nonprofit entities that have a primary purpose to support or provide educational services to youth in Minnesota. The total award amount for 2018 is up to \$100,000, divided among one or more proposals. Grantee(s) will be expected to utilize the awards to increase awareness of mental illness and to promote early identification and intervention of youth who may need treatment. Applications are due March 2.

For more information, go to [www.prairiecarefund.org/grants.html](http://www.prairiecarefund.org/grants.html).

## DIGITAL RESOURCES

**New online resources for new, early-career educators**

The National Education Association has created a new online resource for new and early-career educators, called SchoolMe. The website features podcasts, videos, blogs and webinars from experienced teachers. The blogs and podcasts feature real stories from educators, derived from their own unique experiences and our resources provide advice on how to navigate the profession. SchoolMe’s DIY, social-friendly videos offer step-by-step visuals of how to create fun and quick classroom activities for students.

To see all of the resources, go to [www.nea.org/schoolme](http://www.nea.org/schoolme).