



MINNESOTA EDUCATOR

A publication for the members of Education Minnesota

November 2017

Professional learning begins here

The 2017 MEA conference featured over 100 workshops on engaging students, equity, technology, student mental health, restorative practices and the core relicensure areas. Read more about the keynote speakers and why people attend the conference on pages 3 and 4.

Fair share fee case to heard by Supreme Court

The U.S. Supreme Court will hear a case regarding the constitutionality of public sector unions' right to collect fair share or agency fees from nonmembers in a case known as *Janus v. AFSCME Council 31*.

The issue being discussed in Janus is whether under the Supreme Court's ruling in *Abood v. Detroit Board of Education* the First Amendment permits a public employer to charge a fair share fee to employees who choose not to become members of a labor union, but are still represented by the bargaining unit. The fee is to help cover the union's

costs of collective bargaining and grievance administration that are provided to those nonmembers.

The plaintiff, an Illinois state worker named Mark Janus, is arguing that it violates his rights to have to give part of his paycheck to a union whose mission he doesn't support.

In recent cases, such as *Friedrichs v. CTA*, the courts have questioned whether *Abood* is good law. Under *Abood*, unions are already prohibited from charging non-joiners for activities that do not arise from the collective bargaining agreement, such as the

costs related to supporting political campaigns.

Janus is asking the Supreme Court to embrace the notion raised in these cases that all union activities are "political," such that charging non-joiners a fee for the union's "speech" violates the individual's first amendment rights against compelled speech.

"Decent people working in union are the best chance for the middle class to tear down the obstacles to success the wealthiest few have put in our way," said Education Minnesota President Denise Specht after the court agreed to hear the case.

"The handful of billionaires behind the National Right to Work Foundation and the State Policy Network know it. They will say, or do, anything to take out the labor movement. Janus is just their latest attempt."

"The billionaires and their foundations pay for lawsuits like Janus and right-to-work laws because they want to weaken unions by forcing them to provide expensive services for free. Educators and other people who work for the public see through the rhetoric. We're prepared, unified and ready to resist on behalf of the parents and communities who

depend on us."

The court will most likely hear oral arguments in the case at the beginning of 2018 and the decision could come sometime between the end of March and the end of June.

Any decision that affects a union's ability to collect fair share fees will in all likelihood require immediate compliance.

Stay up to date with the case and what Education Minnesota is doing to make sure our union stays a strong, collective voice for educators and students by following us on Facebook, Twitter and www.educationminnesota.org.

WE WANT TO HEAR FROM YOU!

Read the recap of our MEA conference on pages 3 and 4. Then answer the question, "What professional development opportunity or training would you like to see your union start to offer or offer more?" 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 or post on Twitter or Facebook using #MNEducator. Find us on Facebook at Education Minnesota and on Twitter @EducationMN. Answers will run in next month's Minnesota Educator.

Congratulations to last month's contest winner, **Laurie Meyers** of Minneapolis.

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Our duty includes defending students' right to vote

Watching a line of graduating high school students march across a stage last spring raised a difficult question for me: Did we, as educators, always treat each of these young people with equal care and respect?

The question was both professional and political.

Sometime after the last cap was thrown and the final paper plate from the graduation parties went into the recycling, these young people would vote for the first time.

They would elect people who could choose to create a safer world, heal our nation's divisions and run our state. They would become our bosses someday, with every vote for school board, state Legislature and Congress.

They would probably pick leaders who thought like themselves. So, had we, as educators, modeled how to respect others by respecting our students? Had we really acknowledged them, taken them seriously as thinking people and made room for their ideas in our lives?

Every student deserves at least that, and probably more, because each carries



Denise Specht, president

the potential to do great and beautiful things. That's heavy stuff, but our work is more important than most people realize.

We're educating the next generation of citizens, which puts us in the democracy business and as the great African-American historian John Hope Franklin once wrote, "Democracy is essentially an act of faith."

We defend that faith when our students are still with us, and after they move on. We strive to treat them with compassion without condescension and we work in union to demand that

society do the same.

Just as we teach students to express themselves productively, we must defend their freedom to speak as adults, such as through critiques of their leaders, peaceful protests, or simply voting in free, fair and accessible elections.

Unfortunately, that has become a controversial position and one we may be defending again soon.

Recently, a federal court thankfully struck down a voting law in North Carolina because it was an effort to "target African-Americans with almost surgical precision," according to the court.

Two political scientists in Wisconsin say in a new report that restrictive voting laws there prevented nearly 17,000 registered voters from voting last year. Most were poor and African-American.

The National Conference of State Legislatures says politicians in seven states have now passed laws making it much harder to vote, especially for people of color.

In education, we often talk about micro-aggressions.

These are macro-aggressions against the populations of whole states. As educators, we shouldn't stand for either.

We cannot spend more than a dozen years pushing for an equitable education for our students, and then abandon them when politicians threaten their most basic rights.

Our communities are stronger when everyone participates. We know that. Yet only five years ago, Minnesotans rejected, by 9 percentage points, an amendment to the state constitution to limit access to the ballot box.

The failed campaign in favor of the amendment spent \$1.5 million to persuade voters of the existence of a giant threat to one person-one vote.

Few people know 90 percent of the campaign's budget came from a single, multi-millionaire. That donor is still in Minnesota, still rich, and still willing to spend.

That millionaire has eager allies among the candidates for Minnesota governor, some of whom have promised to resurrect the issues of elected next year.

And in Washington D.C., a special commission is meeting with the clear intent of spreading voting restrictions throughout the rest of the country.

We have a duty to resist the schemes of the rich and cynical to restrict the rights of our high school graduates and college students.

If the fight comes to us again, we will be ready and can take strength from another quote from John Hope Franklin, who wrote in 2007:

"It is fairly late in the game, but one hopes that there is still time to grasp the reality of American life for those of different racial and national backgrounds, and to embrace the country's professed ideals of freedom, equality, and justice."

Freedom. Equality. Justice for all.

We hope to get there too, Mr. Franklin.

Together,

Twitter: @DeniseSpecht

What type of technology have you used in your school or on your campus and how has it helped improve your work?

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!

"I love using Google Classroom as my students are 1:1 on Chromebooks. I am able to send out links, assignments or announcements to everyone at the same time. Along with having Chromebooks, it is very helpful to have the Hapara system where I can oversee what they are doing on the Chromebooks to keep them accountable!"

– Jodi Prchal, New Prague Education Association

"I have Publisher on my PC with Adobe backup so that I can create pages for our 64-page yearbook and have Adobe translate them into a Word document for our Doc Center that only uses Mac-based programs. I play music on my phone, iPod and laptop computer for Friday Dance Party during lunch."

– Renee Carey, Minneapolis Federation of Teachers and ESPs

"Our 1:1 Chromebooks for students and the Chrome browser have improved access to technology for all students and provided uniformity for staff and students in the way we access and use technology for education."

– Jill Nysse, Winona Education Association

"Teaching music in elementary school is full of hands-on activities with equipment music classes used long before the technology world began to take over. The fun and

learning that goes with using non-electronic musical instruments has grown since children are becoming used to technology! But one way I use technology revolves around the rather old practice of watching musical performances on YouTube done by our students and their families."

– Dan Rassier, Education Minnesota-ROCORI

"As a teacher, I use technology to help my students work with literacy, math, and STEM skills. I recently applied a grant that allowed me to invest in an Osmo Learning set for my classroom. Using an iPad as a dock, students arrange "chip cards" that allow them to interact with the technology, as opposed to simply pressing or staring at a screen. Technology is also available through apps such as Seesaw, which help my little learners create an online portfolio of work that can be shared with their parents. I have such great feedback from my families about this technology and students LOVE to have their parents connected to the progress they are making as young scholars."

– Rachel Johnson, New Prague Education Association

"I teach choir and use Remind to send texts to students and families about deadlines and performance details, to connect during field trips and events, and to send mp3s I have made for home practice and sectional rehearsals. I like that you have options to text a specific individual, a whole class, or all students and families. I also like that you can schedule messages to send at a scheduled day and time, like after school on a Friday or on a Sunday at 7 p.m."

– Laurie Meyers, Minneapolis Federation of Teachers and ESPs

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Keynote speakers focus on equity, student support

The 2017 MEA conference keynote speakers talked about the differences between equity and equality, why educators matter, restorative practices and being an activist for public schools.



Jeff Duncan-Andrade

There is a major difference in the words equity and equality and nothing proves that more than public education, said MEA keynote speaker Jeff Duncan-Andrade.

Duncan-Andrade is an associate professor of Raza Studies and Education at San Francisco State University and founder of the Roses in Concrete Community School, a community responsive lab school in East Oakland, the Teaching Excellence Network and the Community Responsive Education Group.

“Nothing in the definition of equality is about fairness,” Duncan-Andrade said. “With equity, we get what we need when we need it.”

He stressed that public schools need to shift to focusing on equity, but it needs to be a real shift.

“We need to stop drinking from the poisoned well of an equal education system,” he said. “Equity cannot live in an office. Everyone in the school is an equity officer, or no one is.”

“We will not policy our way out of this, we will people our way out of it. Policy does matter, but if we don’t have the people on the ground, we won’t get anything done.”

Duncan-Andrade also talked about the powerful impact educators have on moving an entire community away from all forms of inequality.

“In one generation, you can transform a community,” he said. “We have the babies for eight hours a day for 13 years in a row. Every day you can fundamentally change a life, including your own, just by teaching your students.”

Duncan-Andrade also stressed that it is through making real connections with students that will affect educators’ lives, as well as the students.

“There is a real biochemical reaction when you have an empathetic connection with someone,” he said. “Making empathetic connections with students is actually good for your health.”

Duncan-Andrade said that educators should look to Maslow’s Hierarchy of Needs for ways to reach students, especially those that may be struggling. And he said working to reach those struggling students is what will make you a better teacher.

“Do not sanitize this work,” he said. “The meaning is in the mess. In the messy child, you will find out how to be a transformational teacher.”



Corey Bulman

Corey Bulman, the 2017 Minnesota Teacher of the Year, spoke to the MEA general session before Duncan-Andrade.

Bulman, a high school English and language arts teacher at Mound Westonka High School, spoke about teaching as the noblest of noble professions and one that really matters.

“We need to provide spaces for students to feel free to try on new ideas, stumble, make messes and find the joy in this work,” he said. “We can only expect students to do this if we are willing to do the work too. For this reason, we must model our own senses of curiosity and belief in inquiry because if we want them to respect us as teachers, they must trust that we’re learners, just like them.”

Bulman also said that it is easy for educators to forget about the importance of the work.

“Teaching matters,” he said. “It matters to students that they are given permission to embrace the possible. It matters because young people need adults in their lives that are going to cheer for them every single day, and you, my fellow educators, are those people. It matters because often you are the stable force that keeps a student upright and moving forward. And it matters because a smile and a greeting might mean the world to a young person who’s struggling with life that’s beyond our comprehension, and we won’t know, we’ll never know, but we do it anyway.”

“We get up early and we stay late because our integrity and our conscience has committed us to this noble profession. Our riches are paid in moments of wonder; our success is measured in thought—the currency that accrues interest faster than any other.”



Keron Blair

Keron Blair, the executive director of the Alliance to Reclaim Our Schools, said when he talks to educators about fighting for public education, the response he hears most is “I didn’t sign up for this.”

But Blair said that in 2017, to be an educator is to be an activist.

“Being an activist doesn’t mean you’re at every rally or every protest,” he said. “If activism is a continuum, we get in where we can fit in. Public schools see everyone and take everyone. It is an educator’s job to represent all voices, all people.”

“The long game of activism involves putting our bodies on the line. That can mean going to the rally, who you vote for, if you vote, the test you fight back against, the deviation from curriculum when an event happens, the sign you put on your door saying all are welcome.”

Blair said that educators must lead with love, but not the sentimental kind.

“Justice is what love looks like in public,” he said. “Love shows up as the pursuit of justice.”

With the attacks on public education and unions, now is the time for educators to get involved, said Blair.

“In 2017, to be silent is to be complacent with the status quo,” he said. “We must make a choice to be better. We cannot sit this one out.”



Panel on restorative practices, with NEA Vice President Becky Pringle

National Education Association Vice President Becky Pringle facilitated a panel of Minnesota educators, discussing how restorative practices have been effective in their schools.

The panel featured Jeanette Olson, a teacher at the Cloquet Area Learning Center; Michael Stanefski, an elementary social worker from Roseville; and Kurt Blomberg, a restorative practices coordinator from St. Paul. Blomberg also brought two high school students he has worked with to share their perspectives on how restorative practices work.

“Through this work, we look at community building between students and students, students and teachers, and teachers and teachers,” said Olson. “It’s not about letting someone off the hook. It’s about holding them accountable.”

Blomberg said that a restorative school is not absent from conflict, but it is a cultural shift in the school’s makeup.

“For this to work, you need students to invest in their school experience,” he said. “Instead of fighting or conflict, we need them to say ‘This is my community. This is my school. This is not what we want to have happen here.’”

Stanefski said he now sees students asking to participate in restorative practices, like circles.

“Kids are asking to use the circle to talk to each other,” he said. “And these are kids who would be described as not being able to sit still, and they want to sit and talk in a collaborative way.”



Anne Gearity

“In Minnesota, we’re very kind and patient about academic remediation,” said Anne Gearity in her workshop on student mental health and restorative practices. “We’re less patient about social and emotional deficits.”

Gearity is a clinical faculty member of the University of Minnesota Department of Child Psychiatry, School of Social Work and Post-Graduate Certificate Program for Infant and Early Childhood Mental Health.

“Students who are struggling are struggling for a reason,” she said. “We need to restore the whole child. Making sense of their experiences restores the child’s capacity to see versus react out of fear.”

What brings members to the MEA conference?




"I am working toward getting all of my clock hours. It's nice to know (on Friday's members-only sessions) I can get into the sessions I need. "

– Emily Malone, teacher, Minnewaska Teachers' Association



"I get something from just meeting new people. I connect with them and reach out later."

– Angie Kalthoff, St. Cloud Education Association




"The learning and opportunities are free. People always ask me if people really go and I say, 'Yes! People come and you should too!'"

– Jodi Burling, teacher, Princeton Education Association




"The Friday members-only sessions are great. Education Minnesota members get into the exact sessions they want."

– Julie Seiler, Spring Lake Park Teachers United



"I came both days to get my relicensure credits and meet other teachers. I have over 200 clock hours, but I want to keep learning new information. You always want to adapt, modify and change."

– Chatindra Jawahir, teacher, St. Paul Federation of Teachers



"I want to learn something new, from different people from all over the state."

– Elaine Matama, ESP, St. Paul Federation of Teachers



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Twitter helps educators share out classroom, bring new resources in, network with others

This is the second article in a series about the use of technology in schools. If you have a fun, unique or life-changing way you are using technology in your work, please contact the Minnesota Educator at educator@edmn.org. We would love to feature your idea in a future issue!

Educators use online tools to share what is going on in their classrooms and to gather new resources to do their jobs better. And many are doing it all with just 140 characters.

Twitter is one of the most popular social media sites, but educators are also finding it to be useful for professional development and networking.

“About six months ago, a group of students and I were reading the book ‘So B. It’ by Sarah Weeks,” said Amy Hoff, a fifth-grade teacher at Montrose Elementary School. “I tweeted out a picture of students working on a project they were doing after the book was read. Within hours, Sarah Weeks reached out to us. We were in shock. It was then that I realized the power of Twitter. It opens up our classroom walls and allows us to connect with people all over the world.”

Hoff said she was hesitant to start using Twitter in a professional way, but now can’t imagine teaching without it.

For Eric Cameron, a social studies teacher at the Mahtomedi Academy Area Learning Center in Intermediate District 916, using Twitter hasn’t changed how he teaches, but has given him access to more resources and inspiration to bring into his room.

“I’m not doing anything to specifically post on Twitter,” he said. “But I have a larger network of educators to be inspired by and a wider range of sources that I wouldn’t have encountered in my standard professional development.”

Cameron was recently inspired by a post from #playlikeap, or play like a pirate, where teachers had students using Legos.

“I never would have thought to use Legos in my classroom,” he said.

Cameron applied for an Education Minnesota Foundation for Excellence in Teaching and Learning grant and was able to purchase Legos. Now he has students use a green screen and create replicas of historical buildings and events, creating a hands-on learning experience for his students. He shares their work on Twitter.

Hoff also shares what is going on in her classroom throughout the day.

“I try to post at least one image of what we are doing in our classroom. I try to capture students ‘in the moment’ of their learning,” she said. “I have 25 amazing, innovative students who are constantly impressing me. I love to share their creations and learning with others as often as I can.”

Hoff makes sure the students featured in her photos have all agreed to the school’s media policy.

Educators sharing what is going on in their classrooms across Minnesota and across the nation is what makes Twitter a valuable professional development tool.

“In April, I began to look for my first teaching job and after doing some research, I discovered that many people used Twitter to connect to other educators so I thought I would give it a shot,” said Lauren Valencour, a first-grade teacher at Turtle Lake Elementary in Mounds View. “It definitely has changed the way I teach now. Twitter is free professional development. There are so many teachers and principals out there to use as resources for questions or new ideas. It’s a great resource, especially for a new teacher.”

To find classroom ideas, Valencour follows Twitter chats. Her favorite is #MNLead.

“On Sunday nights at 7 p.m., a moderator starts the chat by using the hashtag #MNLead and will post a question,” she said. “Twitter users can search the hashtag and will find the first question by also searching for Q1. You answer the question by tweeting ‘A1 #MNLead’ and your answer. Then you can read through other users’ answers.”

“This is where I get many of my ideas for classroom engagement. It’s pretty easy to use once you’ve seen the chat in action.”

Valencour was even asked to be a moderator of one of the chat this summer.

Cameron also finds resources from Twitter chats.

“I get more pedagogical or theory ideas from #MNLead,” he said. “There is a SS chat for social studies educators and I get more content from that. It’s also a good way to find new people to follow.”

Following other educators

is a key piece of using Twitter to gain ideas for your classroom, said Cameron.

“If I have a question about project-based learning, I know who to go to,” he said. “I sent a message to the American Indian Movement Interpretive Center, because we’re talking about it in class.”

Cameron suggests finding a couple of hashtags to search through related to education or your content area.

“Find some people to follow that have thousands of followers. Find some people that have a couple hundred,” he said. “Those who have smaller amounts might be more inclined to have a conversation. People with big followings are more of an online resource.”

Valencour also said that finding the right people is key. She also uses the basic search function if she’s looking for something specific.

“When I was looking for beginning of the year activities, I searched ‘beginning of the year’ and got so many ideas to use in the first week of the school

TECHNOLOGY IN SCHOOLS

year,” she said.

Hoff also has developed a list of other educators and people in the field to follow.

“A couple times a day, I like to scroll through Twitter and see what others are doing in their classroom,” she said. “I have started to develop a list of teachers to follow who share my passion for quality core curriculum that provides hands-on, memorable experiences. I have already incorporated many lessons and experiences in my classroom that I have seen from other teachers on Twitter. I have also found book recommendations and articles to read that have improved my instruction.”

Educators can follow Education Minnesota @EducationMN to get updates from the union, as well as see education-related news stories, professional development opportunities and ways to connect with colleagues.

REMEMBER THE LEGAL ASPECTS OF USING SOCIAL MEDIA IN SCHOOLS

Education Minnesota’s legal department offers a training on the do’s and don’ts of social media use in schools. Here are a few of the tips. Members can request the full training through their field staff.

When you use social media:

- DO use your common sense.
- DO consider computer use including internet, email and social media access at school to be a privilege, not a right. Use school-issued/owned/controlled devices for school-related work; you should have no expectation of privacy in those devices.
- DO know your school district’s social media and technology use policies before using social media to interact with students. Make it one of your first policies you review each year as part of your back-to-school preparation. Being familiar with and understanding the policies will help you navigate your social media participation.
- DO use privacy and security settings. Whether you are using social media for classroom purposes or not, keep in mind that your personal information is as available as you allow it to be. The settings of social media platforms may change; review your settings regularly and adjust them according to the boundaries you have established.
- DO NOT post any negative information about your students, co-workers or school administrators.
- DO NOT join groups that may be considered unprofessional or inappropriate, and leave any such group of which you are already a member.
- DO NOT use social media unless you DO use common sense in your activities.

Eric Cameron, a social studies teacher at the Mahtomedi Academy Area Learning Center in Intermediate District 916, uses Twitter to share resources and professional development opportunities, find new ideas for his work and connect with other educators.



New teacher licensing board takes shape

Teacher licensing as we know it in Minnesota is about to change. Both the system and the group that administers the licenses were part of an overhaul during the last legislative session. While details of the new tiered licensure system are not quite finalized, the new board that will oversee licensing will officially start work in a few months.

As of Jan. 1, 2018, both the Minnesota Board of Teaching and Minnesota Department of Education’s licensing division will cease to exist. The Board of Teaching was established by the legislature in 1973, and its 44-year tenure will come to an end. At the start of the new year, the Board of Teaching and MDE’s licensing division will be replaced by a new entity, called the Professional Educator Licensing and Standards Board, or PELSB.

The change is much more substantial than simply a name change. This change reflects a significant shift in the governance of teacher licensing in Minnesota.

For decades, some functions related to educator licensing have been handled by the Minnesota Department of Education’s licensing division, while other duties related to licensing have

fallen under the purview of the Board of Teaching.

The responsibilities of MDE’s licensing division have included making licensing determinations and issuing licenses, conducting the STAR report, which is a statewide licensure compliance check, and developing the Teacher Supply and Demand Report, a report to the Legislature due every two years that provides critical data about student and teacher demographics and shortage areas. Applicants for licensure have made their application directly to MDE.

The Board of Teaching has developed and maintained the Teacher Code of Ethics, made determinations regarding teacher license discipline matters, written rules regarding teacher licensing eligibility requirements, and made determinations regarding special permissions.

In response to a report by the Office of the Legislative Auditor, legislators adopted new laws that will move all teacher licensing duties to a single institution, and that will be the new PELSB.

Gov. Mark Dayton announced his appointments to the PELSB in September. The new board will include 11 members—nine new members and two who served on the Board of Teaching.

- Maggie Borman, a third-grade math teacher at Hiawatha Leadership Academy-Northrop, a Minneapolis-based charter school.
- Penelope Dupris, a teacher in the St. Louis Park district.
- Katie Groh de Avina, an executive associate at the Academia Cesar Chavez, a charter school located in St. Paul. Serves as the human resource personnel on the board.
- Heidi Hahn, the director of special education for the Paul Bunyan Education Cooperative in Brainerd.
- Amy Hewett-Olatunde, an English language learner teacher at LEAP High School in St. Paul Maplewood. Named interim PELSB chair.
- Anne Krafthefer, a fifth-grade teacher at Lester Park Elementary in Duluth. Currently serving on the Board of Teaching.
- Anne Lindgren, a speech language pathologist in the Anoka-Hennepin School District.
- James Miklausich, a principal at East Junior High School in Shakopee.
- Brian Rappe, a sixth-grade special education

WHO DOES WHAT UNDER THE CURRENT LICENSING SYSTEM:

Board of Teaching

- Develop and maintain Teacher Code of Ethics
- Handle teacher license discipline matters
- Establish licensure rules
- Approve teacher preparation programs
- Make determinations regarding special permissions

MDE licensing

- Issue and renew licenses
- Make licensing determinations
- Administer STAR Report
- Develop Teacher Supply and Demand Report

teacher at Nicollet Middle School in the Burnsville-Eagan-Savage School District.

- Abdi Sabrie, a school board member for Mankato Area Public Schools. Serving as the public member on the board.
- Loy Woelber, the superintendent for Westbrook Walnut Grove Schools. Currently serving on the Board of Teaching.

One of the most pressing issues facing the board will be rule-making. The board is charged with finalizing and adopting the rules that will

need to be in place before the state’s new tiered licensing system can be implemented.

More information about the new tiered licensing system can be found at www.educationminnesota.org/resources/credentials-licensure/Tiered-licensure.

Education Minnesota will be working with the new board members as they oversee this transition and undertake the work of establishing the rules that will guide Minnesota’s new tiered licensure system.

Education Issues Specialist Sara Ford contributed to this article.

TEAM UP WITH CALIFORNIA CASUALTY

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The California Casualty Thomas R. Brown Athletics Grant was established to provide support to public middle and high school sports programs impacted by reduced budgets. As an employee of the school and a member of the National Education Association (NEA), you can apply for a grant award for your school’s sports program.

Applications received through January 12, 2018 will qualify for 2018 consideration. Recipients will be announced in April 2018.

To apply for a grant, go to: CalCasAthleticsGrant.com

Grants not available in AK, HI, MA, MI, NY and WI. Please visit CalCasAthleticsGrant.com for full program rules. ©2017 California Casualty CA Lic 0041343 AH261117



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Professional issues, union rights drive political action

Political conference to focus on increasing member engagement ahead of 2018 campaign

For Anna Dougherty, a middle school science teacher in Osseo, the 2018 election of a new Minnesota governor and State House of Representative members is already weighing heavily on her mind.

“We have a unique opportunity to elect our bosses and the people that make policy decisions that impact our daily work,” she said. “When we have worker- and education-friendly school boards and state government officials, we know that our students are getting what they need through appropriate funding and positive legislation, such as all-day kindergarten.”

That is why Dougherty has become a member of the Education Minnesota Political Action Committee (PAC) and wants to make sure every Education Minnesota member gets out to support candidates in 2018 who will put public education and students first.

The next governor and Legislature will decide classroom issues, such as class size and licensing standards, and address pocketbook issues, like student loan debt and health care costs. And, the next governor must protect collective bargaining rights.

“We have seen what the other side would do to us by watching our brothers and sisters in Iowa and Wisconsin,” said Dougherty. “It’s important to remember that Minnesota was only 8,000 votes away from becoming Wisconsin or Iowa in the 2010 election.”

“We know that the other side can outspend us, but what they can’t do is ‘out-man’ us. We can put the feet on the streets and talk

to members and community leaders about what really matters to them: educating our next generation.”

More than 33,000 Minnesota educators did not vote in the last gubernatorial election.

Education Minnesota and its PAC wants to change that. That will be the focus of the upcoming political conference and it is one of the reasons why members voted to increase PAC dues this year. The additional resources are funding new member-led, grassroots organizing work to engage and motivate all educators to vote in 2018.

Dougherty said that the new way the union is looking at political action is also why she joined the PAC.

“I want to make sure that Education Minnesota is not continuing with the status quo. Business as usual in the labor movement hasn’t gotten us very far, and I’d like to see us try new and bold approaches,” she said.

At the political conference, Education Minnesota will begin efforts to motivate all educators to vote in 2018 and launch our campaign to influence all candidates for governor to support public schools, educators and students.

The conference will feature a gubernatorial candidate forum Friday night. All declared candidates have been invited. Members can submit question topics for the candidates when they register for the conference or on social media.

Friday night will begin with a dinner for members and their regional, ESP, SRSEA or higher education representative on the Education Minnesota

Political Action Committee (PAC). The PAC is one way for educators to have a collective voice in politics to support our profession and our colleagues, students and communities. The PAC makes candidate endorsements and wants to hear input from all members about that process, as well as 2018 campaign outreach plans.

“I want members to feel they have a voice in our endorsement process,” Dougherty said. “I hope members will understand the endorsement process so that they can have the conversation with their co-workers, and encourage them to take part in the election process, including voting.”

Conference breakout session themes will include:

- ESP power: Building capacity for education support professionals to increase member voter turnout and political action.
- Worksite political action leaders: Information for members looking to lead at their worksites to increase voting and political action with colleagues.
- Organizing for early voting: Understanding new early voting laws and trends, and taking advantage of early voting organizing opportunities.
- Winning local elections: Learning from local union success stories in school board elections and levies.
- Integrating digital organizing into union political action: Harnessing the power of social media to increase political action and voter turnout.
- Millennial voter power:

HAVE YOUR VOICE HEARD IN THE 2018 CAMPAIGN, ATTEND THE 2017 POLITICAL CONFERENCE

The 2017 Education Minnesota Political Conference will take place Nov. 17-18 at the Minneapolis Convention Center.

Lodging will be at the Minneapolis Hilton, which has skyway access to the convention center.

Education Minnesota fully funds one member from each local. This includes conference registration, meals, parking and one single hotel room. See your local president for a discount code to enter on the payment page of registration.

All ESP and Student Program members are fully funded by Education Minnesota for conference registration, meals, parking and a single hotel room. Please select the ESP or student member registration type when you begin the registration process.

Full and partial scholarships are available. A separate scholarship will also be available for Degrees, Not Debt program participants.

Attendees will be reimbursed for mileage at the rate of 20 cents per mile (per Education Minnesota financial policies). Reimbursement forms will be available at the conference.

Attendees are also eligible to receive reimbursement of up to \$60 for child care costs (provider-signed receipt required).

Full details on the scholarship program and conference can be found at www.educationminnesota.org/advocacy/politicalaction/Political-conference.

A regional political conference will take place in Bemidji on Feb. 2-3, 2018, at Bemidji State University. Pre-registration for that conference is available online.

Building new political power with millennial members.

- Higher education engagement: Increasing faculty and student voting on our campuses.
- Political action to solve the student debt crisis: Building a political movement to end student debt for educators.

Dougherty hopes all members will consider attending the political conference and get active in the 2018 campaign.

“State legislators have the

ability to make decisions regarding funding in our classrooms, workload, tenure, licensing requirements, and even if we have a right to collectively bargain for wages and benefits that help retain talented teachers. These are all things that I know my co-workers are concerned about,” she said. “If (educators) are not worried about those things, then complacency is fine. Otherwise, it’s time to get out there, knock on doors, make phone calls, text, snap, tweet and turn out votes for the 2018 election.”

DeVos continues attacks on public education, students

It has been nine months since Betsy DeVos was sworn in as the U.S. secretary of education and her actions have public education, its educators and students feeling under attack.

Minnesota is one of many states whose attorney generals have sued DeVos and the Department of Education over her proposals.

In July, Minnesota joined 17 states and the District of Columbia in suing DeVos for rescinding a rule that would have let students take for-profit colleges to court and have their education loans forgiven in cases of fraud.

Minnesota Attorney General Lori Swanson told the Minneapolis Star Tribune that the rule would have protected taxpayers as well as students.

“If regulators filed fraud claims against schools, the Department of Education

could require them to put up collateral and assets,” to compensate students and federal lending programs, Swanson said in the July 7 article.

Swanson also has signed onto a letter with 20 other states expressing “serious concern” that the Department of Education will weaken rules designed to crack down on campus sexual assault.

Sen. Al Franken, along with other senators and members of the Senate Committee on Health, Education, Labor, and Pensions, also sent a letter to DeVos asking her to reconsider rescinding the Title IX guidance which helped ensure college students were able to come forward and report incidents of harassment, discrimination, assault and violence, and that schools understood their obligation to address those reports.

In September, DeVos revoked the guidance, suggesting that it required schools to adopt procedures that “lack the most basic elements of fairness and due process, [and] are overwhelmingly stacked against the accused.”

The senators’ letter expresses concern that the interim guidance proposed “raises serious concerns about fairness to survivors and student safety.”

In mid-October, the Education Department rescinded 72 policy documents that outline the rights of students with disabilities. This comes after the department rescinded guidance that directed schools to allow transgender students to use bathrooms in accordance with their gender identity, saying that those matters should be left up to state

Educators interested in staying up to date on U.S. Department of Education news can go to the National Education Association’s Education Votes website, <http://educationvotes.nea.org>, and the American Federation of Teachers’ Take Action site, www.aft.org/action.

and local school officials.

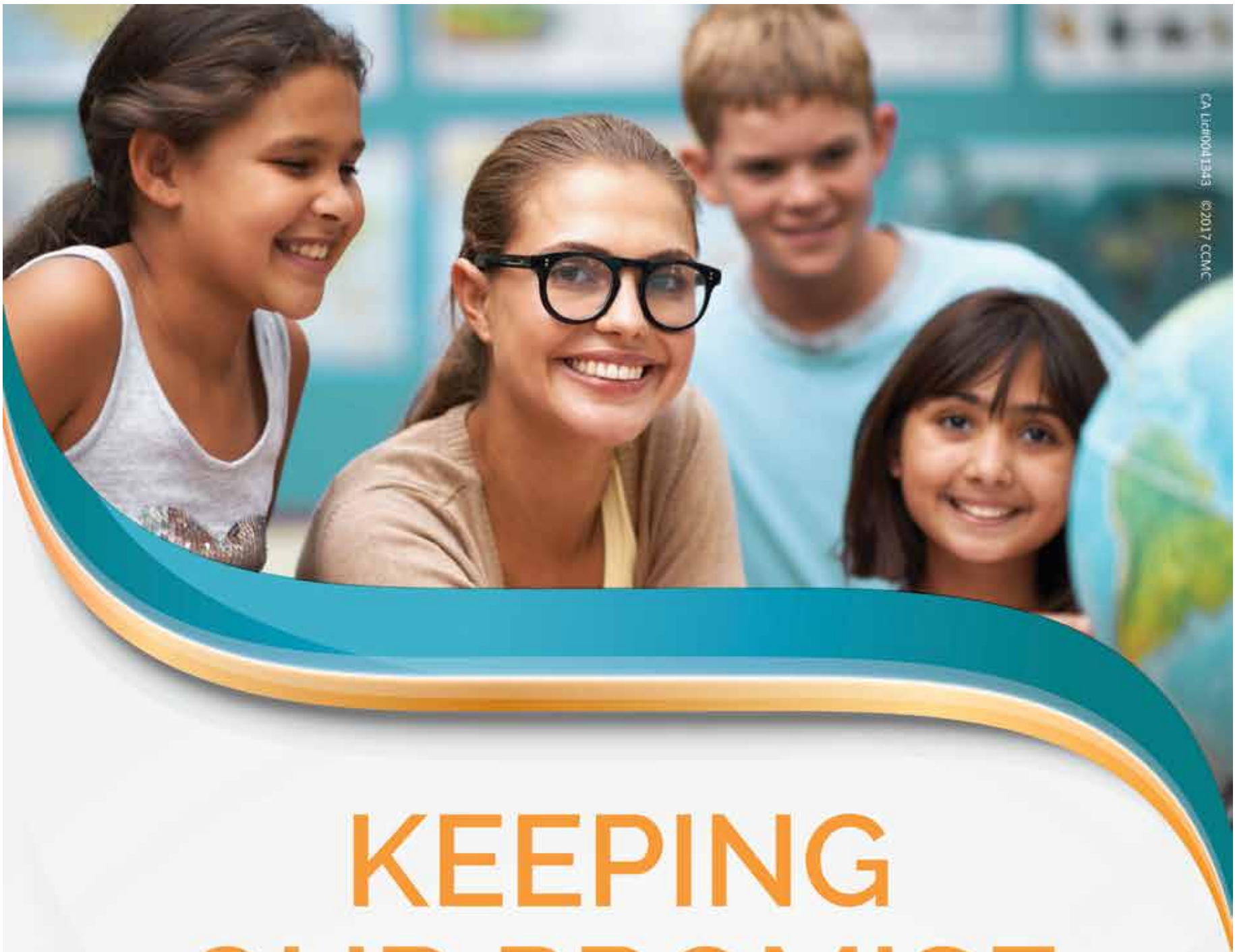
President Donald Trump and DeVos proposed a budget in May that would:

- Cut the federal investment in education programs in FY2018 by 13.6 percent;
- Cut \$10.6 billion in federal education initiatives overall;
- Eliminate 22 education programs;
- Cut \$1.2 billion from after-school programs;
- Cut \$27 million from arts education;
- Cut IDEA (special education funding) by \$133 million;
- Cut \$2.1 billion from

funding to reduce class sizes and support professional development for educators; and

- Cut more than \$700 million to college loans for low-income students.

Parents disapprove of DeVos’ performance as secretary of education and reject her “choice” agenda, according to a National Survey of Public School Parents conducted for the American Federation of Teachers. They express little confidence in either DeVos or Trump as education leaders, instead looking to teachers, principals, and parent organizations.



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FILING FORM FOR
NEA RA STATE-CREDENTIALIAED DELEGATE

This form must be filed with the Office of the Elections Committee of Education Minnesota.

PLEASE PRINT CLEARLY.

I, _____, hereby submit my name for state credentials to the NEA RA to be held June 30-July 5, 2018, in Minneapolis, MN.

OR

I, _____, wish to nominate _____, for state credentials to the NEA RA to be held June 30-July 5, 2018, in Minneapolis, MN.

I further certify that the nominee is eligible for state credentials as a delegate from:

Active Member _____ Election District _____
(K-12; statewide affiliates; and school related personnel)

Category 2 _____
(inactive NEA life member and not an Education Minnesota Retired member)

Please complete the following information:

Name: _____
Local: _____
Home Address: _____
City/State/ZIP: _____
Home/Cell Phone: _____
School Phone: _____
School Email: _____
Personal Email: _____

(Optional information for internal use)

_____ American Indian/Alaskan Native _____ Caucasian (not Spanish origin)
_____ Black _____ Native Hawaiian/Pacific Islander
_____ Hispanic _____ Other
_____ Asian

First Time Delegate? Yes _____ No _____
PreK-12 _____ Higher Ed _____ ESP _____

DEADLINE: DEC. 8, 2017 (11:59 P.M.)

Return completed form by fax to: 651-767-1266, or mail to: Office of the Elections
Committee, Education Minnesota, 41 Sherburne Ave., St. Paul, MN 55103,
or scan and email to elections.committee@edmn.org.

If you do not receive confirmation of receipt within seven days after submitting, inquire by email to elections.committee@edmn.org.

Note: Education Minnesota includes an insert of all candidates for each election district in the Minnesota Educator published prior to the election. Candidates may submit a photo and statement for inclusion in this publication and on the Education Minnesota website. The photo and statement must be submitted using the online submission form at www.educationminnesota.org. Statement and photo must be submitted by Dec. 20, 2017.

FILING FORM FOR
NEA RA STATE-CREDENTIALIAED DELEGATE-STUDENT

This form must be filed with the Office of the Elections Committee of Education Minnesota.

PLEASE PRINT CLEARLY.

I hereby submit my name as a candidate for state credentials to the NEA RA to be held June 30-July 5, 2018, in Minneapolis, MN. I further certify that I am eligible for state credentials as a delegate from:

_____ Student
(must be an Education Minnesota Student Program member)

Please complete the following information:

Name: _____
College: _____
School Address: _____
City/State/ZIP: _____
School Phone: _____
Home/Cell Phone: _____
School Email: _____
Personal Email: _____
Summer Address: _____
City/State/ZIP: _____

(Optional information for internal use)

_____ American Indian/Alaskan Native _____ Caucasian (not Spanish origin)
_____ Black _____ Native Hawaiian/Pacific Islander
_____ Hispanic _____ Other
_____ Asian

First Time Delegate? Yes _____ No _____

DEADLINE: FEB. 15, 2018 (11:59 P.M.)

Return completed form by fax to: 651-767-1266, or mail to: Office of the Elections
Committee, Education Minnesota, 41 Sherburne Ave., St. Paul, MN 55103,
or scan and email to elections.committee@edmn.org.

If you do not receive confirmation of receipt within seven days after submitting, inquire by email to elections.committee@edmn.org.

Note: Candidates may submit a photo and statement for inclusion on the Education Minnesota website. The photo and statement must be submitted using the online submission form at www.educationminnesota.org. Statement and photo must be submitted by Mar. 2, 2018.

Delegate selection
for 2018 NEA RA

The National Education Association Representative Assembly, the major decision-making body for the NEA, will take place next June 30-July 5 in Minneapolis.

“Delegates bring their voices to the representative assembly and shape the actions and policies of the NEA,” Education Minnesota President Denise Specht said.

“The convention celebrates excellence in our profession and provides an opportunity to connect with educators from across the country.”

All active Education Minnesota members are eligible to run for a state-credentialed delegate position to the NEA RA. Filings open Nov. 6 and close Dec. 8.

Elections will take place in local districts during the 15-day window beginning Feb. 5 and ending Feb. 23. Elections will be held on weekdays only during this period.

Ballots will be mailed the last week of January to all local presidents in districts where an election is necessary.

Nominations for state-credentialed student delegates open Nov. 6 and close Feb. 15. Elections will take place on a date to be determined in April, if necessary.

Funding information for
state-credentialed delegates

To receive funding, state-credentialed delegates must be in attendance for the entire Representative Assembly, beginning with the June 30 caucus meeting through adjournment the night of July 5. State elected delegates

are expected to attend all caucus meetings and to be on the convention floor for all proceedings.

Funding includes: One double occupancy standard room at the delegation hotel for an authorized number of nights, hotel parking, reimbursement for meals and other convention-related expenses, up to \$490 (with original, itemized receipts). Substitute costs for state delegates working in year-round school settings will be covered as outlined in the Education Minnesota Financial Policy for Governance and Members.

Mileage to and from the assembly is reimbursable at 20 cents a mile.

No funding is available for those who are retired, inactive members or Category 2 delegates (NEA Active members who are supervisors, NEA Retired Life members, NEA Staff Life members and NEA Active members for life who are past presidents of the association and who do not meet the requirements for membership).

Filing forms for state-credentialed and student delegates are printed on this page.

Funding for small locals

This is a funding program aimed at helping locals with 150 or fewer members send a delegate to the Representative Convention or the American Federation of Teachers Convention. Local presidents will receive information and details about how to apply.

Volunteers needed
for 2018 NEA RA

With the 2018 National Education Association’s Representative Assembly being held in Minneapolis, June 30-July 5, volunteers are needed to help the event run smoothly.

Members can learn more and register for volunteer shifts at <https://goo.gl/6Cnpab>. Members can also contact the host committee at neara2018@gmail.com.

A training will take place prior to the event on June 29.

Volunteer opportunities include:

Delegate Services

The delegate services committee provides services for delegates with physical challenges.

Information and Registration

The information and registration committee provides volunteers for information booth and registration area.

NEA Fund for Children

The NEA Fund for Children and Public Education is charged with soliciting voluntary contributions from NEA members, their family members, and NEA and affiliate staff for use in the campaigns of candidates for federal office.

RA Telephone Network

The RA telephone network committee is responsible for staffing and operating the microphone and telephone system used by delegates to communicate with the presiding officer and the assembly in order to participate in the association’s business.

Event Services

The event services committee includes volunteer opportunities such as ushers, floaters, host committee room monitor for meals, HCR dinner, joint conference, and other special event help as assigned.



The 11 finalists for the 2017 Minnesota Teacher of the Year award were honored on the field before the Minnesota Twins game, Sept. 29. (From left) 2017 Minnesota Teacher of the Year Corey Bulman from Mound Westonka, and finalists Mary Zilge, Lakeville; Ong Xiong, St. Paul; Sarah Swan McDonald, Northfield; Teresa Stadem, Richfield; Charity Przepiora, Roseville; Scott Noet, Owatonna; Michael Houston, St. Paul; Adrian Davis, Minneapolis; Greta Callahan, Minneapolis; and Alison Alowonle, Minnetonka.

2018 Teacher of the Year nominations open until Nov. 15

Nominations for the 2018 Minnesota Teacher of the Year award remain open through Nov. 15. Nominations can be submitted online by accessing a simple nomination form on www.educationminnesota.org. The 2018 Teacher of the Year will be named at a ceremony May 6, 2018, at the Radisson Blu Mall of America. The Minnesota Teacher of the Year also becomes Minnesota’s candidate for National Teacher of the Year. Eligible nominees must meet these criteria:

- Teach in a public or nonpublic Pre-K through 12th-grade school, working at least 50 percent of the time

- directly with students.
 - Hold a bachelor’s degree and a Minnesota teaching license.
 - Have completed three years of teaching by the nomination deadline.
 - Intend to teach during the 2018-19 school year.
- Anyone may nominate a teacher. Self-nominations are also accepted. The state program has been highly successful nationally—Minnesota ranks second behind California with four National Teachers of the Year. For more information or to receive a nomination form, call Megan McKeen at 651-292-4872 or 800-652-9073. The Minnesota Teacher of the Year is in its 54th year as

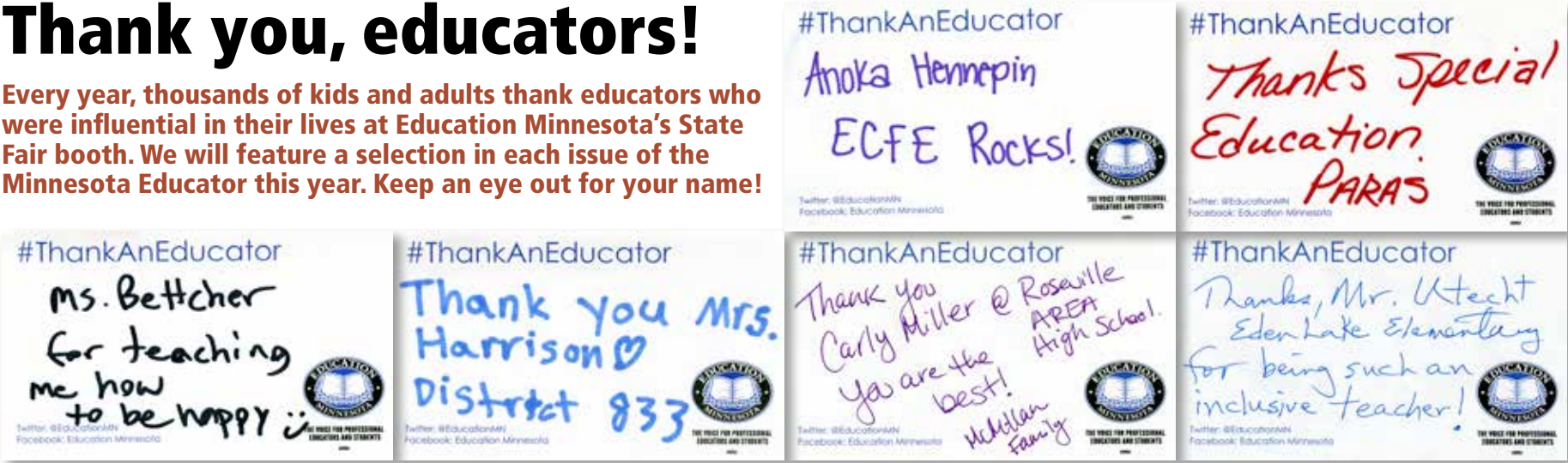
the state’s official recognition program honoring excellence in education. Any teacher who is nominated can choose to continue in the selection process by completing a portfolio, which includes essays about their philosophy of teaching, education message, professional accomplishments and letters of recommendation. A selection committee representing Minnesota leaders in education, business and government meets to read the portfolios and choose who moves on to the semifinalist round. Semifinalists are required to submit a two- to three-minute video summarizing their education message. The panel reads the semifinalists’

portfolios again and watches the videos to decide who moves on to be a finalist. Finalists have a half-hour interview with the selection panel in May. After those interviews, the panel decides who is the year’s recipient. The recipient is announced at a banquet each May. The surprise announcement comes at the end of the celebration of all teachers throughout Minnesota. Education Minnesota organizes and underwrites the program, which means the union handles only the business of running the program, not the selection process. Minnesota is one of a small number of states in which the union runs the program. Most are run through the state’s

department of education. The business of selecting panel members and deciding on the selection process is done by the program’s chairs, who are faculty at teacher education institutions in Minnesota. Program and award support also comes from Education Minnesota ESI, Educators Lifetime Solutions, EFS Advisors, the Harvard Club of Minnesota Foundation, McDonald’s Restaurants of Minnesota, Radisson Blu Mall of America, SMART Technologies and United Educators Credit Union. Find out more about the selection process, eligibility, past recipients and more at www.educationminnesota.org/news/awards/teacher-of-the-year.

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!



Celebrate American Education Week, Nov. 13-17

American Education Week—Nov. 13-17—will present a wonderful opportunity to celebrate public education and honor individuals who are making a difference in ensuring that every child receives a quality education.

There are special observances each day of the 2017 weeklong celebration: Monday, Nov. 13, Kickoff Day; Tuesday, Nov. 14, Parents Day; Wednesday, Nov. 15, Education Support Professionals Day; Thursday, Nov. 16, Educator for a Day; and Friday, Nov. 17, Substitute Educators Day.

Members and local unions participating in American Education Week activities are encouraged to share your plans and photos at educator@edmn.org and on social media using the #AEW2017 hashtag and tagging Education Minnesota.

Posters, web banners, ads and a special guide for celebrating ESP Day are available at www.nea.org/grants/19823.htm.

Community Outreach Committee focuses on charitable activities benefitting students

The Education Minnesota Community Outreach Committee is made up of active and retired members from throughout the state.

The goal of the committee is to engage in charitable and philanthropic activities that help struggling working families and build relationships with charitable organizations.

The committee's work includes:

- Fall book drive at MEA
- School supply drive at Summer Seminar
- Food bank drive at the Representative Convention
- Collective Bargaining and Organizing Conference, Political Conference and Presidents Appreciation Weekend information booths

• “Kids in Need” partnership

“The number one thing we do is get books and school supplies in the hands of kids across Minnesota who need them,” said Karen McInnis, an Education Minnesota Retired member who serves on the committee.

“We know that educators and local unions are doing this in their local communities,” said Angie Roesner, a teacher in Eden Prairie and committee member. “We say thank you for your contributions to the betterment of students. And as Education Minnesota, we know we can do even more.”

“We recognize the importance of reaching out and know it needs to be a visible part of what Education Minnesota does.”

The committee is also looking at ways to partner



Education Minnesota Community Outreach members collected books and donations at the MEA conference, Oct. 19. The committee works on charitable activities throughout the year.

The committee is always looking for new members. The committee meets four to five times a year.

For more information, contact Sue Snyder at 651-666-0036 or suesnyder.esp@gmail.com or go to www.educationminnesota.org/community/EdMN-Community-Outreach-Committee.

MEMBERS WANT TO KNOW

SAVING ON EVERYDAY PRODUCTS AND SERVICES

During the colder months, a fireplace can be a beautiful and functional part of your home. It provides warmth to the whole house, and can serve as a great background for the whole family to relax, read a book, or simply enjoy a quiet night in. However, anything involving fire comes with some risk. Here are some tips and tricks to help you enjoy it and keep your kids safe.

- Ensure that your flue is open. It will keep the room from filling up with smoke and help provide more oxygen for the fire.
- Use kindling (smaller sticks) underneath your logs to provide a good base for the fire.
- Remain a safe distance from the fire. You should feel a pleasant warmth, but the smallest amount of discomfort is a signal to move farther away. Practice staying beyond an established distance from the fireplace, unless you're tending to the fire. If your young children are in the room, make sure you stay with them to help prevent mishaps like touching a hot screen or throwing anything in the fire.
- Be sure to keep a clear area in front of the fire to prevent tripping. Plus, keep anything that can melt and flammable items a safe distance from the fireplace.
- Be sure to keep a fire extinguisher and a fireproof blanket in an easy-to-reach spot. Adults should use the fire extinguisher, but as a precaution, it may be helpful to teach your children how to use it as well.

Practicing good fire safety is one way to reduce your worry around the house. To feel even more at ease, protect your home and car with the ESI sponsored insurance program, Liberty Mutual Insurance. Get your free, no-obligation quote on home and auto insurance by calling Darlene Von Arx at 800-465-4064 or by visiting www.libertymutual.com/educationminnesota.

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; revenues provide benefits, service and consumer education for members. What do YOU want to know? Send questions to esi@edmn.org.

ESI

EDUCATION MINNESOTA OPPORTUNITIES

REGISTER NOW FOR 2018 EMERGING LEADERS PROGRAM

Education Minnesota’s Emerging Leaders program is now accepting applications for its summer 2018 training.

The program looks to build the skills of tomorrow’s union leaders. The training will be held June 19-21 at the College of St. Benedict in St. Joseph.

Attendees will learn to identify aspects of quality leadership, develop their own leadership potential, understand personality and generational differences, explore leadership opportunities within the union,

develop the ability to engage members one-on-one, embrace diversity in the workplace, manage conflict for positive outcomes, know the issues which have faced educators in the past and lead educators to face the issues of tomorrow.

“My experience in the program taught me about our union—the history of unionism in education, different roles our union plays and how I can become involved to help support the education profession. The Emerging Leaders training provides an excellent opportunity for people interested in becoming more involved in

their union,” said Tony Streng, teacher and building representative from Education Minnesota Osseo.

Registration is free, but space is limited. Education Minnesota reserves the right to limit the number of registrants from the same local. Meals, lodging and all training materials are covered as well.

Registration will remain open until all 25 spaces are filled or until May 6, whichever is sooner.

For more information, go to www.educationminnesota.org/advocacy/Union-U/emerging-leaders-program.

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.
- 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

Civil rights cohort for social studies teachers

The Minnesota Historical Society is hosting a cohort for educators teaching grades 6-12 social studies, called “Fighting for Civil Rights Throughout History.” The 2018 cohort will take four current issues related to civil rights and trace these movements, and the groups they involve, back throughout American history. The cohort will meet in January in St. Paul, over two virtual meetings in the spring and in June in Jamestown, Virginia. The cohort fee of \$350 covers some meals, flight to Virginia, hotel for two nights, ground transportation and museum admission. Limited subsidies for January substitute fees and travel are available for eligible teachers. Applications are due Nov. 8.

For more information or to apply, go to <http://education.mnhs.org/node/12457>.

NEA Foundation global fellows program

The NEA Foundation Global Learning Fellowship works to have educators develop the knowledge and skills to integrate global competency into their daily classroom instruction, advocate for global competency in their schools and districts, and help students to thrive in our increasingly interconnected world. NEA Foundation Global Learning Fellows participate in a 12-month professional development program that includes in-person workshops, online coursework, webinars by leading experts, peer learning, and an international field study experience. Applications are due Feb. 5.

For more information on the program or how to apply, go to www.neafoundation.org/for-educators/global-learning-fellowship.

Council of Teachers of English regional conference

The Minnesota Council of Teachers of English will host a regional conference Nov. 8 at Central Square in Glenwood, Minnesota. The conference will feature a day of practical workshops for elementary, secondary and post-secondary English and language arts educators. The registration fee is \$35 per educator or \$100 for three educators from the same school. Seven continuing education units are available.

For more information or to register, go to www.mcte.org.

Learning history through baseball workshop

The Minnesota Council for History Education is hosting a one-day workshop about bringing

the history of baseball into the classroom. The workshop will take place Nov. 11 at Target Field and feature Minnesota Twins education staff showcasing their programs and educators offering lesson ideas that intertwine baseball with history content. Participants will also be given behind-the-scenes access to historical artifacts in the Twins Archive. The registration fee is \$50. Continuing education units will be available.

For more information or to register, go to <https://mnche.wordpress.com>.

Relicensure workshops offered throughout the year 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. Classes will take place Jan. 13, Feb. 10 and March 17 at Education Minnesota’s St. Paul office.

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

CLASSROOM RESOURCES

Financial literacy classroom resources

BestPrep, an educational nonprofit whose mission is to provide Minnesota students with business, career and financial literacy skills, can provide teachers with the resources to help promote sound money management practices. BestPrep coordinates free guest speakers to present to classrooms on financial literacy topics through the Financial Matters program. Speakers are volunteers from the finance industry and can focus on topics anywhere from accounting to buying a car. Many of the volunteer presentations are also accompanied by a pre-designed PowerPoint, and cover the basics of financial topics such as budgeting, credit, tax and insurance.

For more information, go to bestprep.org/programs/financial-matters.

Free mindfulness-based kindness curriculum for preschoolers

The University of Wisconsin-Madison’s Center for Healthy Minds is offering its mindfulness-based Kindness Curriculum, which was developed through a study in preschool classrooms, for free. The focus of the curriculum is to teach kindness and compassion in schools, just like reading and math.

For more information or to sign up for the curriculum, go to <https://centerhealthyminds.org/join-the-movement/sign-up-to-receive-the-kindness-curriculum>.

GRANTS

Education Minnesota Foundation grant deadlines approaching

The Education Minnesota Foundation for Excellence in Teaching and Learning has professional development and classroom-focused grants available for members, with application deadlines in December. Classroom-focused grants are intended for licensed personnel who work with students and wish to improve their practice and student achievement. There is also a second-year grant available for those wishing to continue a project previously funded. Members can request up to \$3,000 for both grants. The Bruce Vento Science Educator Professional Development Grant supports educators who teach science as part of their day and want to acquire and share new skills

and knowledge. Members can request up to \$1,500. Applications for all of these grants are due Dec. 8.

For more information or application materials, go to www.edmnfoundation.org.

Pre-college psychology grants for gifted and 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. Applications are due March 1.

For more information on the program or how to apply, go to www.apa.org/apf/funding/rosen-precollege.aspx.

DIGITAL RESOURCES

Virtual field trip to presidential turkey farm

The Minnesota Agriculture in the Classroom program will be broadcasting a visit to the 2017 presidential turkey flock at a farm in Alexandria, Minnesota, on Nov. 16. Students can learn about what goes into raising and preparing the turkeys for their expected White House visit. Students and teachers can ask the turkey farmers questions live on Facebook. Classroom resources, such as lesson plans, activities and books about turkeys are also available online.

Go to <https://minnesota.agclassroom.org/educator/turkey.cfm> to learn more about the virtual field trip or see all of the resources.

National WWII Museum virtual field trip

Entitled “Fighting for the Right to Fight: African American Experiences in WWII,” this virtual field trip will explore how African Americans pursued a double victory during the war, one over the Axis abroad and the other over discrimination at home. Students will discover stories of struggle, setbacks, triumphs and heroism of these brave individuals who changed history as student reporters examine artifacts from the museum’s signature special exhibit of the same name and travel to California to learn about the injustices in a segregated military at the site of the deadliest munitions disaster during the war. The electronic field trip will take place on Feb. 22.

More information can be found at www.nationalww2museum.org/students-teachers/educator-resources/distance-learning/electronic-field-trips.

Teaching about the Vietnam War collection

In conjunction with the release of the documentary, “The Vietnam War” by Ken Burns and Lynn Novick, PBS LearningMedia has created two special resource collections for middle and high school teachers called “The Ken Burns Collection” and “Teaching the Vietnam War Collection.” The collections include firsthand accounts from veterans, reenactment footage, historical photographs and multimedia lesson plans that enable students to form meaningful connections to the curriculum discussed in class. Additionally, PBS will be delivering a four-part virtual event series for classrooms focused on key themes dominating the Vietnam War era. This series will take place the week leading to Veterans Day. More information will be made available on pbslearningmedia.org.

To see the collections, go to tpt.pbslearningmedia.org/collection/ken-burns-teaching or tpt.pbslearningmedia.org/collection/teaching-the-vietnam-war.