

# Professional Training for Educators

2018-19

# Education Minnesota's Core Trainings

2018-19



THE VOICE FOR PROFESSIONAL  
EDUCATORS AND STUDENTS



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*\*Designed to meet Minnesota license renewal requirement*

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# EDUCATION MINNESOTA TRAINING AND PROFESSIONAL DEVELOPMENT

## Union University

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These help union leaders, activists and potential activists hone their skills, develop leadership and local capacity and learn how to be 21st century union leaders.

### *Voluntary Unionism: Thriving after the Janus decision*

These courses are especially important to offer to local and IO leaders in the fall of 2018. It is strongly recommended that curriculum offerings for Fall Drive Ins includes one or more of these courses. All of these courses provide important training to create thriving locals given the legal changes that occur after the *Janus* decision.

### *Bargaining and Negotiations*

Building a strong local begins with a strong contract. These courses will allow either experienced and new members to a negotiations team, or members interested in supporting local bargaining, to be more inclusive and effective.

### *Know Your Rights! Legal rights and responsibilities for educators and union leaders*

Thinking of holding a staff walk out in your school? Frustrated by constant interruptions to your work by student cellphone use? Just want to know what you can and can't do as an educator? These classes are designed for all educators to better get to know their legal rights and responsibilities.

### *Leading and Growing Your Union*

These courses help develop skills that current or emerging leaders need to be successful like planning, organizing, complying with union requirements, engaging members and the community and much more.

## Minnesota Educator Academy: Professional Practice

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These courses are focused on classroom educators and ESPs who are looking to use best practices in their work. These sessions are mostly taught by current, active educators who have practical, hands-on experience to share. Participants in these sessions will earn relicensing clock hours (also called CEUs). Make sure to check out the new courses to help educators engage in racially equitable classroom practices. Offering these courses in your IO or local are a great way to build awareness of all that the union has to support them in their work.

## Personal Finance and Wellness

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Did you know that being a member of the union also gives you access to financial planning, debt reduction and wellness resources? These courses are a great way to get to know the union-based opportunities for support for educators outside of their classrooms and in every part of their daily lives. Many will also provide strategies to activate yourself or colleagues to take action on these pressing issues.



# UNION UNIVERSITY

## Voluntary Unionism: Thriving after the Janus decision

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These courses are especially important to offer to local and IO leaders in the fall of 2018. It is strongly recommended that curriculum offerings for Fall Drive Ins includes one or more of these courses.

### 1. *Changing the conversation about what your union is (and is not)*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

There is a dominant narrative about education and unions that diminishes the profession and puts a false face on what unionism is and is not. This session will examine how to shift the conversation about education and unionism in your community. This training is based on work from the Grassroots Policy Project.

### 2. *Building an inclusive, welcoming local*

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

A local union structure is more than an executive committee and negotiators. It should encompass all three frames of unionism. This session will provide opportunity to identify areas in which your local union can build on your current structure to ensure a holistic approach to building power and capacity. Participants will answer the question: what do you need to have in place in order to be successful in building an organizing culture?

### 3. *Building power through issue organizing*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Is there a complex issue that needs a creative solution? It may be the need for restorative practices, how to address adult or student bullying, or any number of other issues that arise. This session will provide strategies and supporting tactics to tackle challenging issues and situations within your workplace.

### 4. *Comprehensive unionism: What do you value?*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Join us to examine the beliefs and values about the work of comprehensive unionism. We will assess our work through the three frames of professional, social justice and traditional unionism. Participants will leave with a better understanding of how to engage members using all of the different frames.

### 5. *Who's with you? Mapping and assessing union affinity (support) at your site*

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

Unionism is based on relationships. Building relationships start with knowing who our members are and where they are, both literally and figuratively. In this session, participants will learn how to create a physical map of their building/site, and use this information to find ways to create community.

### 6. *Meeting members at their interests*

*Audience: Union leader (Exec committee, officer, BR, etc.)*

Did you know that there's a way to find out which of your members want to get more involved? Get support from the union to improve their work? Connect your union with the community? This course will teach you how to use member interest data to better engage members in your local based on what they want to do, not what you have to cajole them to do.

### 7. *Navigating and preparing 1:1 conversations in a new world*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

The importance of one-on-one conversations has never been greater, but navigating potential tensions can be intimidating. This session will provide guidance on how to engage and respond during those hard conversations while also being able to identify shared values and experiences.

### 8. *Roles and responsibilities of building representatives*

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

Building representatives are the eyes and ears of the local. This session defines the role of building reps, and provides ideas for them on how to connect with members, conduct short informational meetings and advocate on behalf of the members they represent.

### 9. *Shifting to an organizing culture*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Unions are under attack and we cannot keep doing things the same way and expect to maintain our influence. By deconstructing traditional ways of union thinking, we can change our mindset about what unionism is and what we want that to look like. We can begin to build a more powerful union. This session will explore what an organizing culture looks like and how collective voice goes beyond the classroom.

### 10. Training for local membership contacts

*Audience: Union leader (Exec committee, officer, BR, etc.)*

Attendees will learn how to document, record and monitor membership information as well as discuss case scenarios that will be helpful in their day-to-day duties as membership contacts. There will be an opportunity to review membership materials and learn how to complete membership forms and document roster changes. Case scenarios will help to demonstrate the day-to-day issues that locals experience in dealing with membership concerns.

## Bargaining/Negotiations

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Building a strong local begins with a strong contract. These courses will allow either experienced and new members to a negotiations team, or members interested in supporting local bargaining, to be more inclusive and effective.

### 11. Bargaining communications

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

Get ready for another bargaining season. This session will take you through the steps of developing an internal and external communications strategy that will help your local reach a competitive settlement. It will include how to prepare for bargaining and a variety of proven tips, tools and examples of materials and strategies used by other locals to build the public and internal support needed to get the best possible settlement.

### 12. Conversational school finance

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

School finance is incredibly complex. Learn the basics of Minnesota's school funding system, state trends and why we face underfunding and build your vocabulary around terms and concepts of school district budgets. You will learn how to use finance data to understand a district's financial position and how to advocate with members and others for adequate and equitable funding for public education.

### 13. Costing education support professionals (ESP) settlements

*Audience: ESP*

Knowing the cost of a salary proposal is necessary before presentation of the proposal to the district. ESP compensation schedules can be complex, making it difficult to understand the cost implications of a proposal. This session will demonstrate an Excel spreadsheet that has been developed by Education Minnesota to be used during negotiations to determine the cost of proposals.

#### 14. Costing teacher settlements

*Audience: Teacher; Union leader (Exec committee, officer, BR, etc.)*

Knowing the cost of a salary proposal is necessary before presentation of the proposal to the district. Teacher negotiators need to understand the cost implications of a proposal before offering it to the employer. This seminar will demonstrate an Excel spreadsheet that has been developed by Education Minnesota to be used during negotiations to determine the cost of proposals. Participants are encouraged to bring laptops to this session.

#### 15. Language matters

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

Locals and individual members need to pay close attention to language in their contracts. A few words can sometimes make a big difference in meaning. During this workshop we will review various examples of language from grievance to emergency leave and everything in between. Attendees should bring a copy of their collective bargaining agreement to the session.

#### 16. Legal issues in bargaining

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

Many legal issues arise during bargaining. Can the employer refuse to provide budget documents? Are the district's negotiators bargaining in good faith? Can they summarize negotiations in the newsletter? This session will cover a variety of legal questions that come up before, during and after negotiations.

#### 17. Negotiations resources: Online data and information to support bargaining

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

Are you new to your bargaining team or to doing research in support of bargaining? Familiarize yourself with the negotiations tools on the Education Minnesota website, the Department of Education website, AFT and NEA, and other resources on the web. You will learn to use resources that will assist you and your local in doing the research necessary to prepare for bargaining. Tools include a contract language search engine, data on demographics and funding, survey tools and economic data.

#### 18. Preserving statutory protections

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

This session will help you develop strategies to preserve legal protections relevant to your workplace, including leave laws, the Public Employment Labor Relations Act and laws related to pay and benefits. Participants will discuss strategies to extend statutory protections to all bargaining unit members and strategies to negotiate greater benefits than those provided in statutes. Bring your own contract for reference during the session.

### 19. *Teacher costing and spreadsheets for those who don't like math*

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

Are you afraid of numbers? Do spreadsheets send you into a tailspin? Have you always been baffled by the percentages thrown around by the “know-it-alls.” Then this is the session for you. Presenters will connect with math-anxious participants using hands-on experiences/exercises and the Education Minnesota teacher costing program. To make the most of this session, participants are encouraged to bring along a laptop computer.

### 20. *Unrequested leave of absence strategies*

*Audience: Teacher; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Members discuss and develop strategies for writing or refining contract language dealing with unrequested leaves of absence.

## Know Your Rights! Legal rights and responsibilities for educators and union leaders

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Thinking of holding a staff walk out in your school? Frustrated by constant interruptions to your work by student cell phone use? Just want to know what you can and can't do as an educator? These classes are designed for all educators to better get-to-know their legal rights and responsibilities.

### 21. *Cellphones, social media and student safety*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

With cellphones becoming increasingly prevalent in schools, this presentation will explore these and other legal questions that arise when students use their cellphones to record or photograph their classmates or school employees. This session will also provide some tips to help navigate some of the common social media pitfalls and protect you as an educator.

### 22. *Considering staff safety: Individual issues and proactive steps for a local*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Safety in our schools is important for educators, students and families. A safe classroom and school means a safe educational environment for students and a safe workplace for employees. Considering staff safety means considering individual issues for staff and students, but there are also proactive steps a local union could take to address safety and the impact on staff and students. This session will provide information on options for staff who are injured or at risk for injury, as well as options for local unions to consider.

### 23. Continuing contract law: Know your rights

*Audience: Teacher*

This session will cover the basics of the continuing contract law, Minnesota Statute § 122A.40. An Education Minnesota attorney will walk you through probationary periods, non-renewals, unrequested leaves of absence, terminations and access to and expungement of records. Come with your questions and leave with a better understanding of your rights.

### 24. Data practices: Public, private, confidential, nonpublic, protected. What does this all mean?

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

This session will cover the Minnesota Government Data Practices Act, including a basic introduction and more advanced topics. Participants will learn about various types of personnel data, and the circumstances under which that data may be available to the public. We will discuss educational data and the duty to keep this data private.

### 25. Free speech rights of educators

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

This speech will examine the various sources of speech protection for educators, both within and outside the classroom. After learning about major Supreme Court cases and Minnesota laws affecting free speech rights of educators, participants will apply their knowledge with real-life scenarios. Participants will also learn strategies for protecting or expanding their own speech rights through collective bargaining.

### 26. Grievance process and practice

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

This session will detail the grievance process from the initial writing of a grievance to its completion. Attendees will have the opportunity to practice each step of the process using situations which are based on interesting, unusual and true circumstances. Participants should bring a copy of their contract with them.

### 27. Legal basics

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Many state laws impact educators in the classroom and affect your working conditions and employment status. Join us for an interactive review of the key things to know as a Minnesota educator. This session is particularly beneficial for newer members.

## 28. Legal issues for ESPs

*Audience: ESP*

This session will offer a review of the laws affecting ESPs. An Education Minnesota attorney will walk you through the Public Employment Labor Relations Act (PELRA), wage and hour laws, leave laws, anti-discrimination laws and other applicable state and federal laws.

## 29. Legal issues for members facing disability

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

In this session, we will address the various issues faced by our members and locals when it comes to navigating physical and mental disabilities, including strategies for member rights advocates to use in assisting members with disabilities, how members request accommodations, the Long-Term Disability (LTD) application process, disability benefits through the pension programs and other related issues.

## 30. Maltreatment and mandatory reporting

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

This session will test participants' knowledge and provide tips for educators on how to comply with the Maltreatment of Minors Act. When and how are members required to report suspected child abuse or neglect? What are your rights if you are the subject of an investigation? These questions and more will be discussed.

## 31. Past practice: How the past can haunt (or help) you!

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

What constitutes a binding past practice? How can I use past practice to support a grievance? What is the proper way to terminate a past practice? An Education Minnesota attorney will walk you through the answers to these questions and more.

## 32. Staff development: The law, your contract and your committee

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Is your district's staff development aligned with the law? In this session participants receive an update on the staff development law as well as information and strategies for staff development committees to implement the requirements in their district.

### 33. *Supporting transgender students and staff: Legal issues and best practices*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Over the past few years, issues surrounding the rights of students and employees who identify as transgender have gone from relatively obscure to center stage. This presentation will identify legal challenges involving transgender individuals, including an update on cases brought against Minnesota school districts, the Department of Education's partial revocation of its guidance regarding transgender students, and cases across the nation.

### 34. *Take it or leave it: What you can and cannot do based on your local contract*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Can I use FMLA to care for my sick grandchild? Does the district have to give me time off to send off my son who was just called up for active duty? My child's school program is during the day but I don't know if I can take time off to attend. This session will review various state and federal leave laws and include what to look for in your collective bargaining agreement. Bring your contract and your questions.

### 35. *Teacher code of ethics*

*Audience: Early career educator*

Information provided will help licensed instructors avoid situations that could jeopardize their careers, licenses and reputations. The session focuses on the legal and ethical issues addressed by the Teacher's Code of Ethics, including a discussion of other related laws. Being informed and understanding these issues will help you have a successful teaching career.

### 36. *Teacher licensing update*

*Audience: Teacher; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Significant changes were made to the Minnesota teacher licensing system during the 2017 legislative session. This training will provide an overview of both the new tiered licensure system and the new standards board.

### 37. *Top 10 reasons for discipline*

*Audience: Teacher*

Join one of the Education Minnesota attorneys and discuss the top 10 reasons teachers receive discipline. From boundary issues with students to paperwork compliance, we will look at why discipline commonly happens and consider best practices for avoiding discipline as a teacher.



### 38. *Unfair labor practices*

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

This session will provide an overview of unfair labor practices under the Public Employment Labor Relations Act. We will discuss the legal rights and obligations of unions and employees and how to use those rights to aid in a successful organizing campaign.

### 39. *What's new? Ask the lawyer*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Join one of the Education Minnesota attorneys as we review current legal issues and answer your burning legal questions. Even if you've attended before, we'll have new questions to test your knowledge of the legal issues impacting educators.

## Leading and Growing Your Union

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These courses help develop skills that current or emerging leaders need to be successful like planning, organizing, complying with union requirements, engaging members and the community, and much more.

### 40. *A living legacy: Lessons from labor history*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

The history of labor and unions has much to teach us. This workshop highlights eight ongoing themes from labor history that continue to play out in union work today—themes that help us understand better how to mobilize members. In addition, this session will include a short video on the history of education unions in Minnesota that highlights milestones in our shared history.

### 41. *Divided we fall, united we thrive: Learn to grow a community-labor coalition within your local*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Community-labor coalitions have always been a historical and effective vehicle toward fighting against divestments targeting public schools and Black and Brown communities, as well as attacks on the education profession. Some of victories that such coalitions have won both locally and across the U.S. include the recent victory in West Virginia, the Fight for 15, Paid Sick and Safe time, Sanctuary Cities/Districts ordinances. This workshop will explore ways that community-labor coalitions can help to grow and strengthen our schools, communities, and public education, especially in a post-*Janus* world.

#### *42. Financial and fiduciary responsibilities for local leaders*

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

Education Minnesota and all its affiliates and intermediate organizations must comply with local, state and federal laws, plus the rules and policies set forth in our governance documents and by our national affiliates. At the same time, we must ensure strong financial practices. This session will provide information on fiduciary responsibilities and financial training for treasurers, local and intermediate organization leaders.

#### *43. Internal audit committee training*

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

Your local's internal audit committee plays a critical role in maintaining the integrity of the local's financial reporting. Having the right knowledge and tools will help your committee manage this important responsibility in the most efficient way possible. We'll take you step-by-step through the internal financial review process.

#### *44. Internal communications*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Communicating with your members at the local level is vitally important, especially now. This workshop will have participants analyzing and sharing ideas on ways to improve internal communications within their local or IO. The workshop will look at ways to share information and draft communications plans during both bargaining and member engagement work.

#### *45. Sharing our legacy: Telling our union stories*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Knowing where we've been helps us decide where we're going. One common issue locals and leaders face is how to help members understand both their local labor history and their personal union history. When members have historical context, they understand better the reasons to be involved. In this session, we focus on strategies for locals to begin to capture their histories and for members to share their own union stories.

# MINNESOTA EDUCATOR ACADEMY – PROFESSIONAL PRACTICE

## Using best practice in the classroom

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These courses are focused on classroom educators and ESPs who are looking to use best practices in their work. These sessions are mostly taught by current, active educators who have practical, hands-on experience to share. Participants in these sessions will earn relicensing clock hours (also called CEUs.) Make sure to check out the new courses to help educators engage in racially equitable classroom practices. Offering these courses in your IO or local is a great way to build awareness of all that the union has to support members in their work.

### *46. Accommodations and modifications\**

*Audience: Teacher; ESP; Early career educator*

Participants will learn about research based instructional tools and strategies for every student in the classroom, with an eye toward adapting materials for all learners.

### *47. Community storytelling*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

In this session, you will explore your personal identity by reflecting on your membership in a variety of social groups, and examining dynamics of privilege and bias as they intersect with these classifications. You will learn to tell your own story by considering questions regarding identity, community, relationships and boundaries—then sharing your discoveries with another participant. This experiential learning activity is structured with relational trust and safe-space grounding principles in mind. You will develop awareness of privilege and bias as you discover unconscious perceptions of yourself and others.

### *48. Culturally responsive teaching*

*Audience: Teacher; ESP; Early career educator*

To help all students learn, effective educators adopt teaching dispositions and strategies to engage them. This session will show you how understanding various cultural perspectives, including your own, can enhance your teaching and your students' learning. You will also learn to examine dominant narratives, so you might better recognize their presence within your curriculum, and adapt your instruction to reflect a wider spectrum of alternate perspectives. Culturally responsive teaching is grounded in the development of a culturally responsive mindset.

*\*Designed to meet Minnesota license renewal requirement*

#### 49. *Digital learning strategies\**

*Audience: Teacher; ESP; Early career educator*

Participants will learn about tools and strategies that will take instructional practice to a digital level and return to their classrooms with a new framework for supporting all students.

#### 50. *English learners\**

*Audience: Teacher; ESP; Early career educator*

Learn to tap into the strengths the English Learners bring to your class. Discover strategies for differentiation and scaffolding to support their work as they progress through stages of language acquisition.

#### 51. *Equity literacy and intercultural competence*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Equity work in education is critical for all stakeholders. While dedicated and consistent learning is necessary to eradicate inequitable systems, we also recognize that this work is often challenging. In this session, you explore and define equity literacy and intercultural competence to develop an equity focused growth mindset. Tools and materials for the session are grounded in many decades of research.

#### 52. *Helping students “do” school!*

*Audience: ESP*

Students are a complex make up of their cultural background, soci-economic status, maturation and mental health. This course will help you develop an awareness of these factors and provide you with additional resources to be more effective in working with all students.

#### 53. *Interrupting racism in our learning communities*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

What do I say? What do I do? Have you ever wondered what you can do to disrupt racism as it happens? This session will help participants recognize microaggressions and strengthen their skills to speak up when confronted with prejudice and bias. We will examine the beliefs and values of restorative justice in education and how to nurture healthy relationships.

#### 54. *Positive behavior intervention strategies\**

*Audience: Teacher; ESP; Early career educator*

This session focuses on effective strategies that lead to increased student engagement and achievement.

*\*Designed to meet Minnesota license renewal requirement*

### 55. Reading seminar\*

*Audience: Teacher; ESP; Early career educator*

Participants will review the research and exemplary practices that help students acquire strong reading comprehension skills.

### 56. Special education dilemmas

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

An interactive discussion for special education staff and paraprofessionals on how to improve collaboration and communication with colleagues, parents and administrators in difficult situations.

### 57. Special educators working together: Collaboration strategies for special Education teams

*Audience: Other – see description*

The goal of this training is to introduce best practices for enhancing special education ESP and teacher partnerships build on trust, respect, communication and unified purpose. Teams will learn collaboration strategies to support student and family capacity for growth. This training is designed for teams of special educators. Ideally, teachers will attend this training with their ESP colleagues.

### 58. Student mental health\*

*Audience: Teacher; ESP; Early career educator*

This session raises awareness of key warning signs for early onset mental illness in children and adolescents and includes strategies for addressing learning challenges faced by students with particular mental health challenges.

### 59. Suicide prevention\*

*Audience: Teacher; ESP; Early career educator*

This session will focus on best practices in the area of suicide prevention.

Note: Due to the sensitive nature of this training, facilitators will be licensed practitioners in the area of mental health. Please contact the Education Issues staff directly to coordinate a request for training.

### 60. Understanding and recognizing bias and privilege

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

To help all students learn, effective educators adopt teaching dispositions and strategies to engage them. This session will help you recognize unconscious bias and privilege in an effort to develop awareness of unconscious perceptions of yourself and others. By doing so you can enhance your teaching and ability to engage all students.

\*Designed to meet Minnesota license renewal requirement

**61. What educators should know about students experiencing homelessness, mobility, mental health challenges or learning disabilities**

*Audience: Teacher; ESP; Early career educator*

Understanding our students is key to forming relationships and supporting learning. This session will provide an overview of some of the biggest challenges facing students today. Participants will walk away with an understanding of the issues facing homeless/highly mobile youth, mental health and special education. Participants will learn how these issues impact student learning and what resources educators can use to support students such as trauma-informed and restorative practice concepts, and behavior de-escalation techniques. The session will end with how to prepare an effective organizing plan to address student, building and community issues related to the union.

**62. Education Minnesota Foundation – Get grants to improve and grow your practice**

*Audience: Teacher; ESP; Early career educator*

This training will review the different Education Minnesota Foundation grant applications, and show how the easy grant writing process can benefit educators, education support professionals and students.

**63. Introduction to restorative practices**

*Audience: Teacher; ESP; Early career educator*

Educators will learn the history and seven guiding principles of restorative practices. Participants will have the opportunity to learn about the circle process and reflect on the benefits of restorative practices in learning communities. Participants will also be given time to reflect on their own classroom, site and district's capacity to adopt restorative practices.

**64. Introduction to trauma-informed practices**

*Audience: Teacher; ESP; Early career educator*

The Minnesota Adverse Childhood Experiences (ACEs) study has offered valuable data on the prevalence of toxic stress among Minnesota's student population. Participants will learn general information from the ACEs study, how toxic stress alters student's brains and its impact on learning. Participants will also be given time to reflect on their own school's and district's response to trauma.

# PERSONAL FINANCE AND WELLNESS

Did you know that being a member of the union also gives you access to financial planning, debt reduction, and wellness resources? These courses are a great way to get-to-know the union-based opportunities for support for educators outside of their classrooms and in every part of their daily lives. Many will also provide strategies to activate yourself or colleagues to take action on these pressing issues.

## *65. Current issues in health insurance*

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

This session will explore key health insurance issues that affect Education Minnesota members. Session topics will range from insurance fundamentals, including cost management strategies and plan design issues, to current topics, including wellness plans, medical spending accounts, PEIP and HITA.

## *66. Degrees, Not Debt: Dealing with student loan debt*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

We want to make sure you, as an educator, know about existing student loan forgiveness programs, how to find out if you're eligible and how to apply for them. Education Minnesota's Degrees, Not Debt program is rallying public support to decrease the cost of college and make it easier and cheaper to pay student loan debt. We know that student loan debt makes life hard for many young educators, driving some away from teaching. Many see the cost of college as a barrier to getting into the profession in the first place. These challenges weaken the diversity and depth of our teaching corps.

## *67. Financial concerns for women*

*Audience: Teacher; ESP*

According to statistics, 90 percent of all women will be the sole financial decision maker for themselves and/or their families at some time. This session will explore financial concepts necessary to being a financial decision maker. Both beginning and sophisticated financial decision makers are warmly welcome in this session.

## *68. Financial education for members who do not know where to start*

*Audience: Early career educator*

In this informal session, you will learn the basics of financial planning. In addition, we will cover budgeting, 403(b), Roth IRA, how to save on daycare expenses using flex money, or any other questions you may have about finances. Members are encouraged to bring their questions so topics covered are relevant.

### 69. *Mental health issues for adults*

*Audience: Teacher; ESP; Union leader (Exec committee, officer, BR, etc.)*

Educators perform a hard job, often under scrutiny and with many of students depending on them. When our members experience mental illness or experience a mental health crisis, what can we do to recognize this and respond with as much help as possible? What protections do our members have, and what resources are available to them? This session will explore those issues.

### 70. *Using membership to the max: Member benefits*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

Education Minnesota ESI works to bring quality programs and services to members and their families. Through a member-led advisory committee and board, programs and services go through a review process before being sponsored. Learn about the ESI, NEA, and AFT sponsored programs including identity theft protection, financial resources, and shopping discounts. There are programs for members at every stage in their career. In fact, there are many ways for members to save the cost of their dues and more.

### 71. *When can I afford to retire? (For members with a PERA pension)*

*Audience: ESP*

The answer to this question depends not only on how well you have planned financially, but also on what your plans are in retirement. While you are working, your income comes from your paycheck. In retirement, your income will come from three sources: your pension, social security, and any savings you have accumulated in accounts such as 403(b)/457/IRAs and savings. In this session, members will begin to understand how defined benefit pensions work and how income in retirement is calculated based on the pension option you choose. You will also learn about various investment plans and the differences between them so you can plan what is best for you. Also important are health care choices, and decisions related to long-term care insurance as a means to provide independence as well as helping to protect assets and retirement savings.

### 72. *When can I afford to retire? (For members with a TRA pension)*

*Audience: Teacher*

The answer to this question depends not only on how well you have planned financially, but also on what your plans are in retirement. While you are working, your income comes from your paycheck. In retirement, your income will come from three sources: your pension, social security, and any savings you have accumulated in accounts such as 403(b)/457/IRAs and savings. In this session, members will begin to understand how defined benefit pensions work and how income in retirement is calculated based on the pension option you choose. You will also learn about various investment plans and the differences between them so you can plan what is best for you. Also important are health care choices, and decisions related to long-term care insurance as a means to provide independence as well as helping to protect assets and retirement savings.



# POLICY AND POLITICS

Education is an increasingly political issue. These classes will help members and leaders understand how elected officials and the policies that they make impact our schools and students...and how to influence those decision makers.

## *73. Legislative session preview/update (offered after the November 2018 election)*

*Audience: Teacher; ESP; Early career educator; Union leader (Exec committee, officer, BR, etc.)*

What are the governor's and lawmakers' priorities likely to be in 2019? We will offer our predictions on what to expect in the 2019 legislative session.

## *74. The 2018 Campaign*

*Audience: Local leaders, any interested member*

Learn more about what's coming up in the November election, Education Minnesota's priorities and plans, and how members can get involved in helping to ensure that all pro-public education voters get out and vote. This interactive combination of briefing and discussion will engage members in identifying how they can get involved in elections in a personal and fun way.

## *75. Winning Local Referendums: Set a Goal. Write a plan. Execute. Learn how to organize locally and work with community and labor allies for the win.*

This session will cover the tools, resources and help available to locals that are working to pass an operating, building or technology referendum. The session includes valuable information for new and veteran leadership on how to create and execute a successful referendum campaign. The session explains what resources Education Minnesota offers, how to evaluate your community's climate on levies, and working with other community and labor organizations such as parent groups and AFL-CIO Area Labor Councils (ALCs). Learn from other locals on the do's and don'ts of winning a referendum.

# EDUCATION MINNESOTA CORE TRAINING FAQs

Education Minnesota's Core Trainings are focused on building strong, effective locals. This statewide program builds on the strength within locals to help build a solid foundation for success. The trainings give leaders and members information and skills in five important areas: member rights, negotiations, local organizing, health insurance and peer review. Education Minnesota staff facilitate each training opportunity. A trainer must be assigned by Education Minnesota staff before a Core Training Request Form is submitted.

## Where and when are Core Trainings offered?

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Core Trainings are offered through regional intermediate organizations (IOs) and locals. As they develop their yearly programming, IOs/locals are encouraged to consider sponsoring Core Training events to benefit their members and leaders. IOs/locals contact field office staff to have their Core Trainings placed on the Core Training master schedule. IOs/locals publicize the Core Trainings in their area of the state.

## Who may attend Core Training?

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Members should check the Core Training master schedule on the Education Minnesota website for Core Trainings offered in various parts of the state ([educationminnesota.org/Advocacy/UnionU/core-training](http://educationminnesota.org/Advocacy/UnionU/core-training)). Education Minnesota field staff also have this information. Any member of Education Minnesota may attend any Core Training event.

## What is the reimbursement from Education Minnesota?

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To expand participation to as many members as possible, Education Minnesota reimburses an IO/local up to \$30 for each Education Minnesota member completing a five-hour Core Training segment. This reimbursement is meant to offset part of the cost of sponsoring a training event (food and meeting room rental, for example). Copies of expenditure receipts are required for reimbursement. The minimum of ten participants to receive reimbursement has been removed.

## How does an IO/local request this reimbursement?

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An IO/local must promote its trainings to all Education Minnesota members through the Core Training master schedule. At the training event, all participants must sign the Core Training registration reimbursement form, indicating the name of their local. After the training, the IO/local president/chair must sign the form and return it to Education Minnesota's St. Paul office, Attn; Shirley Roeber, 41 Sherburne Ave., St. Paul, MN 55103.

## How does my local benefit from Core Trainings?

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- Members develop the ability to advocate for other members through Member Rights Advocacy (MRA) training.
- They learn to prepare for and participate in contract negotiations via the Certified Negotiator Program (CNP) for teachers or ESPs. Some members might also attend CNP to help them decide whether to become a local negotiator.
- They learn to build power among members, demonstrate member unity and grow community support in the Local and Community Action Team (LCAT) program.
- Members learn to train their local colleagues on giving and receiving valuable feedback on their teaching in Peer Review: Strategies for Success.
- Members will acquire knowledge and skills to advocate for quality health insurance for their local through Health Insurance Basics and Beyond.
- The result of completing the Core Training is a stronger and more vibrant local union.

# CORE TRAINING REIMBURSEMENT OPPORTUNITIES

*Core Training opportunities qualifying for reimbursement in 2018-19 are:*

1. Certified Negotiator Program (CNP) Parts I and II (10 hours total)
  - Part I for teachers (5 hours)
  - Part II for teachers (5 hours)
  - Part I for ESPs (5 hours)
  - Part II for ESPs (5 hours)
2. Health Insurance Basics and Beyond
  - Health Insurance (5 hours)
3. Local and Community Action Team (LCAT) Parts I and II (10 hours total)
  - Part I (5 hours)
  - Part II (5 hours)
4. Member Rights Advocacy (MRA) Parts I, II and III (15 hours total)
  - Part I (5 hours)
  - Part II (5 hours)
  - Part III (5 hours)
5. Peer Review: Strategies for Success (5.5 hours total)
  - Peer Review (5.5 hours)

The following pages contain descriptions of each Core Training segment. Also included are space and setup requirements to help your intermediate organization/local choose the trainings that fit your members' needs. Education Minnesota is committed to training that builds local strength, protects members' rights and teaches the skills to negotiate good contracts.

# CERTIFIED NEGOTIATORS PROGRAM (CNP)

## *Space requirements*

- Room needs adequate space to allow participants to easily move about for group activities.
- Space is needed for breakout sessions during negotiations practice component, ideally two separate but adjoining rooms.
- Wall space must be adequate for bargaining timeline, posters, flip charts.
- Participants must be able to see a viewing screen and to work in groups; round or conference-style tables preferred.
- A screen or blank wall is necessary for viewing projected images and print.
- An internet connection is required for the AFT LeaderNet Survey Creator training.
- A table must be placed near one entrance for sign-in sheets, nametags and table tents.

## *Set-up time*

- Schedule ample time for presenter(s) to arrange room, put up posters, set out participant materials, test AV equipment and sign in participants.

## *Other requirements*

- Sponsoring IO provides meals, snacks, meeting space, nametags and table tents.
- Education Minnesota provides the training materials and presenters.

## *CNP for ESPs and Teachers – description*

Negotiators acquire knowledge and skills to lead their locals to settlement. There are two separate versions of Certified Negotiators training. One is designed for teacher-negotiators; the other for ESP-negotiators. Each version is made up of two five-hour components. The complete 10-hour training can be done on a Friday night and Saturday. The training is interactive, and group participation is expected.

## *CNP for ESPs Part I – overview (5 hours)*

- Public Employment Labor Relations Act (PELRA)
- Bargaining Team Dynamics
- Member Surveys
- Researching Contract Language and Cost of Living Data

*CNP for ESPs Part II – overview (5 hours)*

Participants must complete CNP for ESPs Part I before Part II.

- Costing proposals
- Bargaining scenario
- Bargaining communications

*CNP for Teachers Part I – overview (5 hours)*

- Public Employment Labor Relations Act (PELRA)
- Surveying members
- Loonsville survey results activity
- Research and resources
- Loonsville research
- Costing

*CNP for Teachers Part II – overview (5 hours)*

Participants must complete CNP for Teachers Part I before Part II.

- Practice revisited
- Balancing trustee and representative
- Bargaining team dynamics
- Preparing a proposal
- Presenting a proposal to the district
- Closing the deal

# HEALTH INSURANCE BASICS AND BEYOND

## *Space requirements*

- Room needs adequate space to allow participants to easily move about for group activities.
- Wall space must be adequate for timeline, posters and flip charts.
- Participants must be able to see a viewing screen and to work in groups; round tables preferred.
- A screen or blank wall is necessary for viewing projected images and print materials.
- A table must be placed near entrance for sign-in sheets, nametags and table tents.

## *Set-up time*

- Schedule ample time for presenter(s) to arrange room, put up posters, set out participant materials, test AV equipment and sign in participants.

## *Other requirements*

- Sponsoring IO/local provides meals, snacks, meeting space, nametags and table tents.
- Education Minnesota provides the training materials and presenters.

## *Description*

Education Minnesota has developed this training as a response to the complicated topic of insurance. With rising costs and new laws in place, our members need to have a better understanding of insurance in general and how it works. Participants will gain knowledge around the various components and terminology of insurance, the laws that deal with insurance, and the skills necessary to make comparisons between insurance plans, as well as how to utilize a district insurance committee to its maximum potential. Topics covered in this training include group insurance, legal rights and responsibilities, side by side comparisons and an effective insurance committee.

# LOCAL AND COMMUNITY ACTION TEAM (LCAT) TRAINING

## *Space requirements*

- Room needs adequate space to allow participants to easily move about for group activities.
- Space is needed for breakout sessions for organizing conversation training; ideally two separate but adjoining rooms.
- Wall space must be adequate for timeline, posters and flip charts.
- Participants must be able to see a viewing screen and to work in groups; round tables preferred.
- A screen or blank wall is necessary for viewing projected images and print materials.
- A table must be placed near entrance for sign-in sheets, nametags and table tents.

## *Set-up time*

- Schedule ample time for presenter(s) to arrange room, put up posters, set out participant materials, test AV equipment and sign in participants.

## *Other requirements*

- Sponsoring IO/local provides meals, snacks, meeting space, nametags and table tents.
- Education Minnesota provides the training materials and presenters.
- Training can be scheduled on a Friday night and Saturday or over the course of two to three evenings.

## *Description*

The LCAT program helps locals with internal organizing and community engagement campaigns. The goal is to build positive, sustainable relationships among educators and those who live and work in their communities. Locals do this by creating teams that include local leadership, negotiators, members of settlement committees and those with an interest in organizing in their schools and communities. Training sessions are offered to give teachers and ESPs foundational skills to help their local union build power and reach their goals. Participating local teams should consist of at least one member of the bargaining team, one member of the local's leadership group and two additional members who will become part of the Local and Community Action Team. The complete 10-hour training can be done on a Friday night and Saturday. The maximum number of participating local teams is six.



### *LCAT Part I – overview (5 hours)*

- STEP Analysis: the environment in which we work, live and negotiate
- SWOT Analysis: internal analysis of the local's strengths, weaknesses, opportunities and threats
- Building an LCAT
- Identifying organizing issues

### *LCAT Part II – overview (5 hours)*

Participants must complete LCAT Part I before Part II.

- One-on-one conversations
- Planning your campaign
- Next steps

# MEMBER RIGHTS ADVOCACY (MRA)

## *Space requirements*

- Room needs adequate space to allow participants to easily move about for group activities.
- Wall space must be adequate for hanging posters.
- Participants must be able to see a viewing screen and to work in groups; round tables preferred.
- A screen or blank wall is necessary for viewing projected images and print.
- A table must be placed near entrance for sign-in sheets, nametags and table tents.

## *Set-up time*

- Schedule ample time for presenter(s) to arrange room, put up posters, set out participant materials, test AV equipment and sign in participants.

## *Other requirements*

- Sponsoring IO/local provides meals, snacks, meeting space, nametags and table tents.
- Education Minnesota provides the training materials and presenters.

## *MRA Part I – description*

MRA Part I is an introduction to the role of a member rights advocate. Participants develop the knowledge and skills to assist other members in understanding their rights and resolving conflicts using a variety of strategies. The training is interactive, and group participation is expected.

## *MRA Part I – overview (5 hours)*

### *Introduction*

- Attributes of a Member Rights Advocate
- Participants' experience timeline
- Rights/responsibilities of representing members
- Duty of Fair Representation (DFR)
- Advocacy model

### *Valuing member concerns*

- Conflict definition
- Thomas-Kilmann conflict style inventory
- Ladder of Inference

### *Investigation*

- Five W's of inquiry
- Guidelines for effective interviews
- Making a record
- Potential resources
- Preparing the member

### *MRA Part II – description*

Participants must complete MRA Part I before enrolling in Part II. In MRA II, participants develop skills to use various alternatives to grievances for resolving conflicts. Participants develop additional knowledge and skills to assist other members in understanding their rights and resolving conflicts using a variety of strategies. The training is interactive and group participation is expected.

### *MRA Part II – overview (5 hours)*

#### *Introduction*

- Part I review
- Situation activity

#### *Defining the issues*

- Differentiating factors of an issue
- Accompanying a member to a meeting

#### *Decision making*

- Member Rights Advocate as problem solver
- Issue activity
- Role of organizing in problem solving
- Options overview
- Grievance definitions and timelines
- Negotiations
- Meet and confer
- Mediation
- Legal
- Government relations
- Organizing strategies activity
- Brainstorming activity
- Skill-building activity

### *MRA Part III – description*

Participants must complete MRA Parts I and II before enrolling in Part III. MRA III uses participants' knowledge and skills from Parts I and II, and focuses deeply on three topics: organizing, representing a member in a disciplinary meeting and grievance processing. The training is interactive, and group participation is expected.

### *MRA Part III – overview (5 hours)*

#### *Introduction*

- Warp Speed activity
- Basics of organizing
- Organizing skills practice
- Organizing attributes

#### *Representing a member in a disciplinary meeting*

- Before the meeting, advocate's role, preparation
- The right to representation, NLRB, Weingarten and other warnings
- Skills practice: role of the representative
- Skills practice: during the meeting
- After the meeting
- Solutions scenario

#### *Grievance processing*

- Preparing for a meeting with the district
- Skills practice: district meeting
- Writing a grievance
- Other options

# PEER REVIEW: STRATEGIES FOR SUCCESS

## *Space requirements*

- Room needs adequate space to allow participants to easily move about for group activities.
- Wall space must be adequate for hanging posters.
- Participants must be able to see a viewing screen and work in groups.
- A screen is necessary for viewing projected power points and documents.

## *Set-up/take-down time*

- Schedule 90 minutes for presenters to arrange room, materials and technology. Schedule 45 minutes for take-down.

## *Other requirements*

- Sponsoring IO/local provides meals, snacks, meeting space, nametags and table tents.
- Education Minnesota provides the training materials and presenters.

## *Description*

Peer review training uses a “train-the-trainer” model to enable locals to develop their own training programs for teacher observation and feedback. Peer review programs can then be adapted for locally designed teacher development and evaluation (TDE) plans. Teams of at least two people will receive the resources and materials necessary to support further peer review training in their districts.

## *Overview (5.5 hour session)*

### *Introduction*

- Legislative requirements
- Research review
- Establishing context

### *Foundations*

- Review of observation models
- Review of feedback models
- Adapting observation model to Teacher Development and Evaluation (TDE) plan
- Adapting feedback model to Teacher Development and Evaluation (TDE) plan

### *Applications*

- Facilitation techniques
- Facilitation tools
- Facilitation models

### *Conclusion*

- Peer review implementation at the local level





**THE VOICE FOR PROFESSIONAL  
EDUCATORS AND STUDENTS**

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*Education Minnesota is an affiliate of the American Federation of Teachers,  
the National Education Association and AFL-CIO.*

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