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.

Fair share fee case to be heard by Supreme Court
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 “let’s want to hear from you” campaign and received responses from all over the state. Thank you for taking the time to select your answers. Look on page 1 for this month’s question and how to submit your answers. Your answers enter 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 has been very helpful to have the Hapara system where I can oversee what they are doing on the Chromebooks to keep them accountable!”

– Judy Pregal, 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, iPad and laptop computer for Friday Dance Party during lunch.”

– Karen 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.”

– Jil Nysew, 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 I began teaching that these children are becoming used to technology! But one way I use technology in the reality again 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 engaging through apps such as Sesame Street. Students learn 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 set a specific individual, a whole class, or all students and families. I also like that you can schedule messages to be sent at a scheduled day and time, like after school on a Friday or on a Sunday at 7 p.m.”

– Lauri Meyers, Minneapolis Federation of Teachers and ESPs

*What type of technology have you used in your school or on your campus and how has it helped improve your work?*
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 enough to take on new ideas and 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 upbeat 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 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.”

Corey Bulman

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

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 opportunity for educators to participate in restorative practices, like circles.

“Kids are going to 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

Anne Gearity is a clinical faculty member of the University of Minnesota Department of Child Psychiatry, School of Social Work and Post-Graduate Certificate Program in 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.”

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 Jeannie Olson, a teacher at the Cloquet Area Learning Center; Michael Stanesfski, 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 Olsson. “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.’”

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

“ ‘Kids are going to 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.’

“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 Blain.

“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.”
What brings members to the MEA conference?

“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

“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

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

– Angie Kalthoff, St. Cloud 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 want to learn something new, from different people from all over the state.”

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

“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 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.

Cameron was recently inspired by a post from @playlikeapirat, 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 can use 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 likely to be part 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 year,” she said.

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

“Every couple of days, 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. 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 to other people as it is to you. 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.

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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.
- Anne Krathethe, 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 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 Westbrooke Walnut Grove Schools. Currently serving on the Board of Teaching.
- Nate Woelber, the superintendent for Westbrooke 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/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.
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. Many educators of some of the states whose attorney generals have sued DeVos and the Trump administration over her proposals.

In July, Minnesota joined 17 other states in a lawsuit in Columbia in using DeVos for rescinding a rule that would have let students take for-profit school loans and have their education loans forgiven in cases of fraud.

Attorney General Lori Swanson said the Minneapolis Star Tribune that the lawsuit is protecting taxpayers as well as students.

In September, DeVos revoked the the Dear Colleague Letter and proposed a budget in May that would:

- Cut the federal investment in Title IV-FY2018 by 13.6 percent;
- Cut $10.6 billion in federal education money 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 student loan funding.

DeVos’ attacks come as students and local school officials, in Donald Trump and DeVos proposed a budget in May that would:

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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 Spegel said.

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

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.

Filing 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 valued at an authorized number of nights, hotel parking, reimbursement for meals and other convention-related expenses, up to $490 (with original, itemized receipts).
- Subsistence costs for state delegates working in year-round school settings will be reimbursed at 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.

Filing 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

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.

FILING FORM FOR NEA RA STATE-CREDENTIALED DELEGATE-STUDENT

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

PLEASE PRINT CLEARLY.

I, [Name], hereby submit my name 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:

Active Member: [Specify:
- 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)]

Any other:__________

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

Please complete the following information:

Name: ______________
Local: ______________
Home/Cell Phone: ______________
School Phone: ______________
School Email: ______________
Personal Email: ______________

(Optional information for internal use)

---

First Time Delegate? Yes ______ No ______
Pre-K-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 as members all candidates for each election district in the Minnesota Education 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-CREDENTIALED DELEGATE

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

PLEASE PRINT CLEARLY.

I, [Name], hereby submit my name 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:

Active Member: [Specify:
- 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)]

Any other:__________

Please complete the following information:

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

(Optional information for internal use)

---

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

First Time Delegate? Yes ______ No ______
Pre-K-12 ______ Higher Ed ______ ESP ______

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: Education Minnesota includes as members all candidates for each election district in the Minnesota Education 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 Feb. 20, 2018.
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!

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.
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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.

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.

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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.

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.
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.

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 Roeseer, 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 with other Education Minnesota groups.

“…”When people donate to our activities, they know that 100 percent of it goes to the kids,” said McInnis. 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.

Community Outreach Committee members collected books and donations at the MEA conference, Oct. 19. The committee works on charitable activities throughout the year.
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 trainees 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 personhood 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 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 Strong, teacher and building representative from Education Minnesota Osebo.

Register is free, but space is limited. Education Minnesota reserves the right to limit the number of applicants from the same school. Meals, lodging and all training materials are available without cost to each trainee. 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-Emerging-leaders-program.

Pre-college psychology grants for gifted and talented programs

The Esther Katz Rosen Pre-College Psychology Grant Committee 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 accepted through Feb. 22.

For more information on the program or how to apply, go to www.apa.org/apt/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 plan to have students view the video 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 peace, victory and civil rights over the Axis power 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.

For more information can be found at www.nationalwwmuseum.org/students-teachers-information-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, Lynn Novick, PBS LearningMedia has created two special resource collections for middle and high school teachers called “The Ken Burns Collection” and “Teaching about the Vietnam War Collection.” The collections include firsthand accounts from veterans, reenactment footage, historical photographs and multimedia lesson plans focused on forming meaningful connections to the curriculum discussed in class. Additionally, PBS will be delivering a four-part virtual series for teachers on key topics dominating the Vietnam War era. This series will take place the week leading to Veterans Day. More information will be made available on pblesarningmedia.org.

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