Minnesota teachers bring training to rural Bolivia

Jackie Smith and Debbie Hadas spend their summers like most educators—teaching and participating in professional development opportunities. But unlike most other educators, for the last five years Smith and Hadas’ professional development classes have been taking place in rural Bolivia.

Smith and Hadas work with the nonprofit organization Mano a Mano, whose mission is to create partnerships with impoverished Bolivian communities that improve health and increase economic well-being. They spend about two-and-a-half weeks in Bolivia each summer, teaching the teachers and learning from them as well.

Smith is an instructional coach in St. Paul. Hadas is now retired from her English language learner teaching position in Apple Valley.

“About six years ago, a group of teachers who were connected through church and other organizations were asked to put together a professional development session for teachers in the rural communities of Bolivia,” said Smith. “Teachers in rural Bolivia had few opportunities for professional growth.”

Smith and Hadas, along with a few others, got to work planning lessons. “We had to come up with teaching strategies that could be easily shared and that would require minimal resources,” said Smith.

The group has developed model large-group reading lessons and presentations for the teachers, as well as math games that increased student engagement using accessible items like dice or playing cards.

“We focus on simple tools for teachers to differentiate in their classroom,” Smith said. “We've returned to the places we've gone and have seen how they modified the strategies to suit their students and their environment.”

And the learning is not just a one-way street. “We’re learning from them too,” said Hadas. “We see teachers that don’t have the material resources American teachers have, but they are no less committed to their students.”

“We’ve learned a lot over the last five years about the education system in Bolivia and how we can match our lessons to fit into their system,” Smith said. “It’s not a lot of time to be there. You have to have everything prepared before you go. It’s not like you can make copies when you get there.”

The first day of the trip includes visiting with the community and teachers first to see what they need most and what challenges they face.
Choices outside the classroom affect test scores

This spring I went looking for some of the most influential people in Minnesota education and found them in London, inside a glass-and-steel conference center just down the walk from their massive, 90-year-old stone headquarters overlooking the Thames River.

It was May and the annual meeting of shareholders of Pearson PLC, the giant education corporation and Minnesota’s contractor for the Minnesota Comprehensive Assessments. The company moved the meeting to that nearby conference center on a quiet London street to hide from all the protesters, including educators like me. I attended the meeting as a concerned shareholder. I was there with the American Federation of Teachers and other international unions and organizations to demand Pearson divest from Bridge International Academies, a chain of for-profit schools in Africa and India. The businesses deliver highly scripted lessons through computer tablets and employs low paid and lightly trained teachers. The tuition is too expensive for the poorest families and the schools allegedly don’t accept students with special needs. These schools and others like them everything wrong with for-profit education.

We also called for changes to Pearson’s testing business in the United States, which sells the most high-stake tests to states and prep materials to districts for those tests. But the angriest group of protestors were the shareholders outraged that CEO John Fallon received a $10.5 million, after the company also shows up when students use pencil-and-paper tests, tend to score better than when Pearson used to make a lot of money selling overpriced and chewed out the board and in this case, it means students take too long, especially for third and fourth graders. When three pages turn out, they just start marking answers—but some students stay focused longer than other children do. So why are the tests so long? Ask the Legislative Auditor.

In 2013, the Minnesota Legislature passed a law requiring the MCAs for students in grades 3-7 to be “fully adaptive,” which means given on computer and the difficulty of the questions changes in response to the students’ previous answer. Further, the law required the Minnesota Department of Education include questions that it believes are below grade level, although this is exactly what not to do when measuring the difficulty of the questions, reporting the results of an opinion poll without checking the questions for bias, learning when pollsters asked their questions, reporting the financial interests of the people generating the data and giving the methodology a skeptical look. Yet repeated the test scores it reports. As a result, statewide tests have been lengthened without much benefit.

How are these tests actually measuring—knowledge or attention span? Are we assessing the use of computers? How? About speed of the web connection on testing day, or even access to the right prep materials? The choices made by powerful people far from Minnesota’s classrooms affect the scores we read about every summer. The best interests of Minnesota students may, or may not, be the top priority of the decisionmakers. Regardless of whether we agree with the company’s viral testing, we should consider them when using test scores to set policy that impacts billions of dollars of public money and, more importantly, creates need for many young Minnesota children learn.

To be clear, I’m not saying there isn’t a serious gap in academic success between Minnesota’s students of color and their white classmates. The total effect of all the outside factors wouldn’t be enough to erase the inequalities in Minnesota schools and society. The differences in graduation rates wouldn’t change much. Test scores tend to follow socioeconomic status, and all the other indicators of what’s happening to people far from us. It’s worth examining how much the testing technology puts into the data. Maybe the testing industry really has moved beyond the metrics of bias against young people of color. And it’s worth examining how much the testing technology puts into the data.

It’s worth asking if a stumbling multinational would be tempted to move the scales toward profits on its tests—and if the state’s regulators would be able to catch it. It’s worth checking, every year, if the testing industry really has moved beyond the metrics of bias against young people of color. And it’s worth examining how much the testing technology puts into the data.

So what are these tests good for? Are they measuring what powerful people far from Minnesota’s classrooms want us to believe? And it’s worth examining how much the testing technology puts into the data. Maybe the testing industry really has moved beyond the metrics of bias against young people of color. And it’s worth examining how much the testing technology puts into the data.

Student Succeeds Act. It is as headlines generate political issues which in part on the condition that they give credit to Education Minnesota. The Minnesota Educator is published for members to share news about education issues and training contact for more information as well as the every political news that affects public education in Minnesota.

For general inquiries and business of the test scores it reports. As a result, statewide tests have been lengthened without much benefit. How are these tests actually measuring—knowledge or attention span? Are we assessing the use of computers? How? About speed of the web connection on testing day, or even access to the right prep materials? The choices made by powerful people far from Minnesota’s classrooms affect the scores we read about every summer. The best interests of Minnesota students may, or may not, be the top priority of the decisionmakers. Regardless of whether we agree with the company’s viral testing, we should consider them when using test scores to set policy that impacts billions of dollars of public money and, more importantly, creates need for many young Minnesota children learn.

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Gathering first-person accounts of the journey of immigrants and sharing them with the world is the core mission of Green Card Voices, a Minnesota nonprofit organization: “We felt it was important to take back the narrative of immigrants and refugees,” said Tea Rozman-Clark, Ph.D., co-founder and executive director of Green Card Voices.

Rozman-Clark and others came together in 2013 to do just that. Today, the organization has recorded 300 stories, published three books and produced digital content and exhibits to bring these stories to a mass audience.

“The storytellers are willing to do it because we often feel powerless when people are talking about who we are,” Rozman-Clark said. “This is them telling their stories. We all have a story. You need to take the time and listen to understand. Every new wave of immigration to this country has a lack of understanding.”

Three years ago, Green Card Voices was beginning to gather stories when Wellstone International High School, an all-immigrant, English-learner school in Minneapolis, reached out and wanted to have their students participate.

“We recorded the 30 stories of the youth and felt it was so compelling,” said Rozman-Clark. “At the time, bullying was going up. Because it was an all-immigrant school, the larger community was at a loss because they weren’t getting to know them. There was no opportunity for them to meet other kids if they didn’t go to school together.”

The Minneapolis book received acclaim, so much so that Green Card Voices got a call from a school in Fargo wanting to do its own book. Then, attention turned to St. Paul and LEAP High School, another all-immigrant, English-learner school.

“We look at the demographics of refugees,” said Rozman-Clark. “They are completely different in Minneapolis, which is primarily East African, than in St. Paul, who are primarily from Asia.”

Rozman-Clark reached out to Amy Hewett-Olatunde, an English and writing teacher at LEAP High School, to help coordinate the project. Hewett-Olatunde jumped at the chance to share her students’ stories.

“They gave me the six questions that students would be asked in their interview,” she said. “They were going to do the interview in January, so I embedded the questions in their journal assignments throughout the first part of the year.”

Right before winter break, the 30 students had answered the six questions through different assignments and Hewett-Olatunde shared the news about the book.

“I talked with them about the Minneapolis book and said, ‘Don’t that sound like your stories and what you’ve been writing about?’,” she said. “Some students started cheering, but others were very hesitant. I had to build the trust with them and explain the process.”

First, the students did a video interview to gather their story and to be used as digital content. Hamline student teachers then came to LEAP High School and helped them transcribe their interview and helped them form their written essay.

“I got to see them editing their own work and I was absolutely proud of them,” said Hewett-Olatunde. “They were really growing in this process.”

From there, the book went to the editors and was printed.

“The students couldn’t believe this was real, once they saw the printed book,” said Hewett-Olatunde. “They were so proud of themselves.”

“The students have had opportunities to be celebrated at a gala to launch the book, as well as participate in book readings at stores around the state and were invited to a Minnesota Twins game to be honored. That part has also been transformative for them,” said Hewett-Olatunde.

WE ALL HAVE A STORY
Editor’s note: Here is a sample of Seesaw posts that we, as parents, received from Katie Storlie during the first few weeks of my son Evan’s year in her kindergarten class.

App helps educators share their classrooms with parents

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

Educators are constantly looking for better ways to communicate and share with parents. Of course, there’s actually an app for that! There are many apps that allow educators to share pictures, videos and message parents. One being used by many educators is Seesaw.

Seesaw has both a free and paid version of its app, which allows educators to create digital portfolios or journals for their students. Students and educators are both able to use the app and upload photos, videos, drawings, PDFs and links.

Erin Rehnblom, a first grade teacher at Prairie View Elementary and Middle School in the Elk River district, found out about the app in a professional development session three years ago and has used it ever since.

“The app has completely changed my teaching,” she said. “The most significant difference is in the ability to ‘flip’ my classroom to differentiate instruction for all students. I can record myself teaching mini lessons for students. They watch these while I am working with either another small group or with the whole group. I am also more aware of each individual student’s strengths and weaknesses. Students record their learning or ‘teach’ a concept on Seesaw. I am able to see and hear firsthand their learning and understanding.”

Seeing students use the technology, even at a young age, is something Katie Storlie, a kindergarten teacher at Northpoint Elementary School in the Spring Lake Park district, loves about the app as well.

Teaching my kindergarteners how to upload their work to Seesaw is so age-appropriate with the large picture icons,” she said. “Using Seesaw has allowed a platform for my kindergarten students to become self-directed in their sharing of digital learning. It allows me as a teacher to assess in different and more meaningful ways.

“Often students will come running up to me when they feel excited about their work and ask ‘Can I post this on Seesaw?’ even if I didn’t have it in the plans to do so. It is exciting for me as a teacher to have my students so excited about sharing their learning.”

Finding ways to teach students to be digital citizens is also important for Rehnblom, and Seesaw’s privacy protections are a key component to that learning.

“It is a completely safe way for students to become digital citizens at an early age,” she said. “We have no idea what technological advances that our students will experience. I am able to safely prepare my students for digital responsibility with a safety net. They take students’ privacy very seriously and ensure that students work and identities are protected.”

The feedback from parents has also been overwhelmingly positive, said both Storlie and Rehnblom.

“They have said that they feel like they get to be at school,” said Rehnblom. “They get to see how their child grows and learns through the year. They get to see the small moments of the day. It’s instant gratification because it pops up on their phones or devices. One parent told me it was like the highlight reel on ESPN.”

“I can share progress and communication with families on a continual basis, instead of just at twice-a-year conferences,” said Storlie. “Once a student posts their learning, as a teacher I am able to comment on their work and provide feedback to the students and family. I often provide next steps for the student to meet their learning targets. In the app, families can comment right back with questions, or ‘great job’ comments to their students.”

Both Storlie and Rehnblom have become Seesaw Ambassadors, which has allowed them to learn more and train others to use the app.

Seesaw also has the ability to work with other apps, track students’ work and data, connect with blogs and send direct messages to parents.

“There are so many cool ways that teachers K-12 are using Seesaw as a formative assessment and communication platform with families,” said Storlie. “Seesaw is an app that is made for teachers. Their website, Facebook and Twitter is chock-full of professional development for you if you are just starting out or have been using it since it started.”

To learn more about the app and its offerings, go to https://web.seesaw.me.

A look at the first week of kindergarten through Seesaw

Editor’s note: Here is a sample of Seesaw posts that we, as parents, received from Katie Storlie during the first few weeks of my son Evan’s year in her kindergarten class.

– Kieren Steinhoff

Before open house, Storlie sent us an email with the instructions to download the Seesaw app. She had posted a video introducing herself, so Evan could see what she looked like and what his new classroom would be like.

Evan on his first day of kindergarten.

We have been able to see snapshots of the types of activities they are working on in his classroom.

While working on letter assessment, we could see how Evan was progressing and comment back to Storlie if we had any questions or concerns.

A reminder that school pictures are coming up.
Political Action Committee provides members voice in political work

Education Minnesota’s Political Action Committee is a group of members from across the state who guide the organization’s political and election programs. The committee’s board members are appointed to represent each of Education Minnesota’s election districts and specific membership categories, such as education support professionals and educators in the State Residential Schools. The PAC recently set goals for the 2018 campaign. Their hope is to elect a pro-public education governor and build member grassroots political power.

At the January 2017 board meeting, PAC members decided on a values framework for the 2018 campaign intended to guide a process that will elect a pro-public education governor, develop more grassroots political activists and build affinity toward union membership. This framework consists of the following values:

- Strategic and well-timed
- Inclusive and relational
- Transparent
- Participatory and democratic
- Something different

Educators throughout the state will have a chance to get involved with the endorsement process. The process begins with a gubernatorial debate at the political conference Nov. 17-18. All declared candidates have been invited. Members can submit debate questions via social media and watch the debate on Facebook Live.

The political conference will also feature opportunities for members to meet with their PAC board representatives. PAC board members will be reaching out to members to find out what their priorities and interest areas for activism leading up to the 2018 election.

To learn more about the board, go to www.educationminnesota.org/advocacy.

THE 2017-18 POLITICAL ACTION COMMITTEE BOARD MEMBERS

To find out which election district represents you and the contact information for your board member, go to www.educationminnesota.org/advocacy.

- Election District A
  John FitzSimons, Anoka-Hennepin Education Minnesota
- Election District B
  Doug Werner, Minneapolis Federation of Teachers/Paraprofessionals and School Related Personnel, Local 59
- Election District C
  Barb Herrington-Hall, St. Paul Federation of Teachers
- Election District D
  Mary Mohr-Sonocca, Spring Lake Park Teachers United
- Election District E
  Josiah Hilt, St. Croix Education Association
- Election District F
  Heather Mathews, Dakota County United Educators
- Election District G
  Melissa Del Rosario, Bloomington Federation of Teachers
- Election District H
  Ryan Redetzke, Education Richfield
- Election District I
  Anna Dougerty, Education Minnesota-Osseo
- Election District J
  Brenna Meunier, Sauk Rapids-Rice Education Association
- Election District K
  Jeremy Peterson, Chicago Lakes Education Association
- Election District L
  Leah Hood, Education Minnesota Lakeville
- Election District M
  Linda Pleissticker, Winona Education Association
- Election District N
  Justin Lang, Owatonna Education Association
- Election District O
  Appointment pending
- Election District P
  Appointment pending
- Election District Q
  Roxanne Norlin, Education Minnesota-Pillager
- Election District R
  Kim Davidson, Crookston Education Association
- Election District S
  Dale Christy, Education Minnesota-Grand Rapids, Local No. 1314
- Election District T
  Carrie Colonna, Minnesota State College Faculty
- ESP Representative
  LINDI French, Minneapolis Federation of Teachers/Paraprofessionals and School Related Personnel, Local 59
- SRSEA Representative
  Doug Korpi, State Residential Schools Education Association

SAVE THE DATE!

The Education Minnesota Political Conference will be held Nov. 17-18 at the Minneapolis Convention Center. More details on how to register and class offerings will be available on www.educationminnesota.org in the coming weeks!

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Visit our booth at the MEA Conference for special promotions and giveaways!
Free child care available at MEA conference

Education Minnesota will once again offer child care during the MEA conference, Oct. 19-20. The service will be open to kids ages 6 months to 10 years and will be free to all Education Minnesota members. Nonmembers will be able to use the service, but will be charged a fee. Prescreening is required. You can find more information and the registration form at www.educationminnesota.org/events/mea/child-care. On-site registration may be possible, depending on participation rates. Member registrants will be prompted to enter a credit card number to hold a spot, but will not be charged.

ACCENT on Children’s Arrangements will be open from 7:30 a.m. to 4:15 p.m. on Thursday, Oct. 19, and 7:45 a.m. to 12:45 p.m. on Friday, Oct. 20. The on-site center will be located in Ballroom H in the St. Paul RiverCentre. Nonmembers will be able to use the service, but will be charged a fee—$30 per child on Thursday and $35 per child on Friday. ACCENT has prepared a children’s program called Camp MEA, which will include age-appropriate, curriculum-enriched environments containing hands-on, creative activities. Lunch and snacks will also be provided. The staff are teachers, professional child care providers or mothers, who have all completed ACCENT’s specialized training program. All supervisors are CPR and pediatric first aid certified. The staffing ratios and operating procedures will meet or exceed national standards.

A comprehensive check-in system, including a photograph of the child and parent who will be picking the child up, will be in place. The activities will follow a program schedule, which includes active movement time, craft time, snack time, story time, free play and quiet time. The center will offer developmentally appropriate activity zones, including video games, karaoke machines, arts and crafts, Legos, books, jump ropes, parachutes, board games, dress-up costumes and more. For more information on the ACCENT company, go to www.accentoca.com.

How to use the MEA event app

The Education Minnesota event app allows MEA attendees to create their own schedules, locate sessions and exhibitor booths, learn about and network with speakers, exhibitors and other attendees, win prizes and stay up to date with event announcements.

To download the app, find it in your app store by searching “edmn.” If you already have the Education Minnesota event app, click on the upper right corner. Click on “Back to All Events,” and the MEA should automatically load.

You can also access the event app information online at https://event.crowdcompass.com/mea2017.

MEA Friday workshops for members only

A major change is taking place at this year’s MEA conference. The popular Friday workshops are now open to Education Minnesota members only.

In the past, the workshop rooms have been full to capacity and Education Minnesota wants its members to be able to receive the training they want during the conference.

A majority of Friday’s workshops topics fulfill the specific license renewal requirements in positive behavioral interventions, accommodations and modifications, reading, student mental health, or technology. Others fulfill the general license renewal requirements.

Workshop topics include restorative processes and trauma-informed schools, social emotional learning, equity vs. equity, embracing fads like fidget spinners, culturally responsive classrooms, computer coding in elementary schools and the power of play in the classroom.

Read pages 7-10 of this issue for more information about the MEA conference and the workshop offerings for both Thursday and Friday.

Register early for a chance to win gift cards. You must be present at the conference to win. Go to www.educationminnesota.org/events/mea to register.

Members can also register on site Thursday, Oct. 19, from 7 a.m. to 3:50 p.m. and Friday from 7 a.m. until noon. Members attending the Thursday sessions are also invited to visit the registration booth on the Kellogg level to enter a contest for prizes!

Education Minnesota Foundation for Excellence in Teaching and Learning

Contributions to this foundation will provide financial support for innovative programs initiated by Education Minnesota members, locals and affiliates that promote educational access for learners and excellence in teaching. Grants also support professional development for education support professionals and higher education faculty.

In accordance with Education Minnesota Bylaw Article 2, Section 3, Subd. c, I hereby request the following:

Please refund to me $________ (maximum $5) of my Education Minnesota foundation assessment that will not affect Education Minnesota membership rights or benefits but will make you ineligible to receive a grant from this foundation. Retired members and fair share are not assessed, thus do not qualify for the refund.

Deadline for refunds: Refund requests MUST be received by the Education Minnesota Foundation for Excellence in Teaching and Learning by:

1) by Oct. 31 for continuing members; or
2) within 30 days of signing a membership application for new members.

NO PHOTOCOPIES ACCEPTED.

Return this form to:

Education Minnesota Accounting Department: Attn: Refund Request 41 Sherburne Ave. St. Paul, MN 55103-2196

ALL OF THE FOLLOWING FIELDS ARE REQUIRED. PLEASE PRINT LEGIBLY.

Name:
Last 4 digits of SS#:
City, State, ZIP:
Local/Affiliate:
Signature:
Date:

A request for refund of the Education Minnesota Foundation for Excellence in Teaching and Learning assessment will not affect Education Minnesota membership rights or benefits but will make you ineligible to receive a grant from this foundation. Retired members and fair share are not assessed, thus do not qualify for the refund.
President’s Welcome

As educators, we value and promote educator quality and professional development. It’s up to us to help each other maintain our licenses, grow in our professions and prepare students for the future. Being a part of Education Minnesota means frequent, diverse and valuable training for educators, by educators.

The Minnesota Educator Academy conference is one of those union-sponsored opportunities to improve your practice, develop as an instructional leader and network with other educators. This year’s MEA conference features a rich lineup of more than 100 workshops focused on engaging students, equity, student mental health, restorative practices and much more. As always, you will find ample opportunities to earn continuing licensure credit.

I look forward to seeing you Oct. 19 and 20 at the Saint Paul RiverCentre! Together,

Jeff Duncan-Andrade
Executive Director, AROS

Jeff Duncan-Andrade to deliver Thursday keynote 11:30 a.m., Thursday, Oct. 19, Roy Wilkins Auditorium
East Oakland teacher and school leader Jeff Duncan-Andrade will talk about equity in education and how community responsive practices can transform engagement and outcomes for all students.

Duncan-Andrade is an associate professor of Raza Studies and Education at San Francisco State University. He is also the 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.

His work on the elements of effective teaching in schools serving poor and working-class children is recognized throughout the U.S. and abroad. Duncan-Andrade lectures around the world and has authored two books and numerous journal articles and book chapters on effective practices in schools.

He holds a doctorate in social and cultural studies in education and a bachelor of arts degree in literature, both from the University of California–Berkeley.

Keron Blair talks about love as an act of resistance 8:30 a.m. Thursday, Oct. 19, Ballroom A
Keron Blair, executive director of the Alliance to Reclaim Our Schools, will talk about love as an act of resistance—using your voice and knowledge as educators to advocate for the public schools our children deserve.

AROS is a national coalition of parent, youth, community and labor organizations who are fighting to reclaim the promise of public education as our nation’s gateway to a strong democracy and racial and economic justice.

Blair is an organizer with more than a decade of experience working for social change, most recently as the membership director for United Working Families in Chicago. He was also the field director for Raise Illinois, a statewide campaign to raise Illinois’ minimum wage, and for Illinois Unites for Marriage, the campaign that secured the freedom to marry for gay couples in Illinois.

NEA Vice President Becky Pringle moderates panel on restorative practices 9:50 a.m. Thursday, Oct. 19, Ballroom A
Becky Pringle, vice president of the nation’s largest labor union for educators, will lead a discussion on restorative practices and trauma-informed practices.

This panel will include educators, parents and students. Education Minnesota’s Educator Policy Innovation Center completed a research report this spring on exclusionary practices and how schools should plan for a transition away from such interventions and toward the full-scale adoption of a restorative culture.

Pringle, a middle school science teacher with 31 years of classroom experience, began her leadership as a local president and then went on to serve on the board of directors for the NEA and the Pennsylvania State Education Association. She received her bachelor of science degree in elementary education from the University of Pittsburgh and a master’s degree in education from Pennsylvania State University.

Anne Garity explores student mental health 1:30 p.m., Thursday, Oct. 19, Ballroom A
Anne Garity will talk about remediating social/emotional deficits so restorative practices work. Garity has a mental health practice in Minneapolis and is on the clinical faculty of the University of Minnesota Department of Child Psychiatry, School of Social Work and Post-Graduate Certificate Program for Infant and Early Childhood Mental Health. She developed an intervention model that is being used widely to change attitudes and teaching approaches with stressed children.

In addition to mental health work, Garity also consults extensively with schools and child welfare to promote this shift.

When: 7:30 a.m.-3:50 p.m. Thursday, Oct. 19, and 9 a.m.-12:30 p.m., Friday, Oct. 20
Registration: None required for Thursday. Education Minnesota members are encouraged, but not required, to register in advance for Friday’s sessions. Registration for Friday’s sessions will be open 7 a.m.-3:50 p.m. Thursday and 7 a.m.-noon Friday.

Where: Saint Paul RiverCentre, 175 Kellogg Blvd., St. Paul
Admission: Free and open to the public on Thursday, Friday is free and open to members only.
Exhibits: 7:30 a.m.-3:30 p.m. Thursday only
To get to Saint Paul RiverCentre
- From I-94 eastbound: Exit on Marion/ Kellogg Boulevard or Fifth Street
- From I-94 westbound: Exit on Kellogg Boulevard; follow to RiverCentre
- From I-35W northbound: Exit on Kellogg Boulevard, going east
- From I-35E southbound: Exit on Wacouta Street; turn right on Kellogg Boulevard

Where to park
- RiverCentre Ramp, 150 W. Kellogg Blvd.
- Science Museum of Minnesota, 120 W. Kellogg Blvd.
- Smith Avenue Transit Center, 145 N. Smith Ave.

Learn more about what Education Minnesota gives them a seat at the table in the debates and how they amplify the voices of actual educators and professionals. Education Minnesota promotes equity and social justice in schools.

Together, we are creating a more just world where all students are supported to achieve their full potential.

Anne Gearity
Director, Education Minnesota

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Jeff Duncan-Andrade
Executive Director, AROS

Keron Blair
Executive Director, AROS

Becky Pringle
Vice President, NEA

Anne Gearity
Director, Education Minnesota

"Together, we are creating a more just world where all students are supported to achieve their full potential." - Anne Gearity

"We must continue to fight for the future of public education and the rights and dignity of all students." - Becky Pringle

"Education is a right, not a privilege. We must ensure that every child has access to high-quality education." - Jeff Duncan-Andrade
## Conference at a glance – Thursday, Oct. 19, 2017

Complete workshop descriptions at www.educationminnesota.org, Events, Minnesota Educator Academy (MEA)

<table>
<thead>
<tr>
<th>Location</th>
<th>8:30-9:30 a.m.</th>
<th>9:50-10:50 a.m.</th>
<th>11:15 a.m.-12:45 p.m.</th>
<th>12:45-1:30 p.m.</th>
<th>1:30-2:30 p.m.</th>
<th>2:50-3:50 p.m.</th>
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<tr>
<td>Room 2</td>
<td>Native Studies Summer Workshop for Educators</td>
<td>I'm Not Your Mascot: Understanding American Indian Students in Public Schools</td>
<td>I'm Not Your Mascot: Understanding American Indian Students in Public Schools</td>
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### General Session

**Keynote by Jeff Duncan-Andrade, Wilkins Auditorium**

- Lunch Break
Conference Highlights

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Navigate MEA with ease with our event app for mobile devices. The app allows attendees to create their own schedules, locate sessions and exhibitor booths with ease, learn about and network with speakers, exhibitors and other attendees, stay up-to-date with event announcements and more! Download the CrossCompass_App AttendeeHub app from your app store. Search “2017 MEA Conference” and download the event app.

Visit our job fair
7:30 a.m.-3:30 p.m., Thursday, Oct. 19
Are you a student teacher or an educator looking for a job? Education Minnesota has hosting a job fair all day this year’s conference!
Meet with prospective employers from school districts and unionized charter and private schools in the Exhibit Hall. Follow Education Minnesota’s website and social media accounts for an updated list of job fair exhibitors.

Free child care for members
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Donate books for homeless kids
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Donate new and gently used books for children in need at the annual “Reading and Books to the Rescue” book drive conducted by the Minnesota Literacy Council, which serves Minnesotans of all ages.

Stock up
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More prizes Friday
8:30 a.m.-noon, Friday, Oct. 20 – Ballroom Level
Register by noon Friday, Oct. 20, at the ESI Member Benefits table for a variety of prizes including gift cards. Winners will be posted by 12:30 p.m. near the ESI table. You must be present to win.

Flu shots
8:30 a.m.-2:30 p.m., Thursday, Oct. 19 – Exhibit Hall
Flu shots are available at the Minnesota Visiting Nurse Agency table in the exhibit hall. MNVNA accepts most major insurance plans with presentation of an insurance card. Otherwise, the cost is $38.

Red Cross blood donations
9 a.m.-2 p.m., Thursday, Oct. 19 – Exhibit Hall
Give blood Thursday at the American Red Cross blood donation center in the exhibit hall. Sign up in advance at 1-800-RED CROSS or online at redcrossblood.org/make-donation; enter ZIP code 55102.

Need an interpreter? Sign language interpreters will be provided for the Thursday general session. For other needs, please contact Megan Boldt, 651-292-4818, 800-652-9073 or megan.boldt@edmn.org as soon as possible.

Thursday Ballroom Sessions

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Looking for quality training? Join us at the state’s largest professional development event for educators!

MEA Conference, Oct. 19-20, 2017
Saint Paul RiverCentre
175 W. Kellogg Blvd., St. Paul, MN 55102

This union-sponsored professional development event is free and features more than 100 workshops and hundreds of educational exhibits on Thursday. Earn relicensure credit, network with your peers, meet with prospective employers at our job fair and win prizes at Minnesota’s largest professional development event for educators. Free childcare is also available for Education Minnesota members.

New this year! Friday will be limited to Education Minnesota members. Only visit www.educationminnesota.org to register for Friday and check out the speaker lineup.

Questions or interested in presenting? Contact Megan Boldt at megan.boldt@edmn.org or 651-292-4818.

MEA Conference, Oct. 19-20, 2017
Saint Paul RiverCentre
175 W. Kellogg Blvd., St. Paul, MN 55102

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WWW.EDUCATIONMINNESOTA.ORG | OCTOBER 2017
Exhibitors — Thursday, Oct. 19

An updated list with booth numbers will be provided at the conference or on the event app Oct. 19.
Education Minnesota’s State Fair booth was once again a success. Educators who worked the booth shared stories, took pictures and gave high-fives and well-wishes to students about to start back at school. Here’s a look at how the booth “fared” during the 12-day Great Minnesota Get-Together:

**14,000**
PHOTO CALENDARS PRINTED

**4,000**
#THANKANEDUCATOR NOTES FILLED OUT

**172**
MEMBER VOLUNTEERS

**11**
SUBJECT AREA GROUPS HIGHLIGHTED

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!
Bolivia from page 1

The next two days serve as the professional development workshop or conference.

“We always do it in cooperation with the local teachers to make it work for them,” said Smith.

After the conference is over, the U.S. teachers are able to travel with the Mano a Mano staff, visit sights throughout the country and see some of the other work the nonprofit is doing.

According to its website, Mano a Mano has built more than 300 infrastructure projects throughout Bolivia—from clinics and schools to roads and water reservoirs.

“It’s a beautiful country,” said Hadas. “People are warm and friendly.”

But it’s not a vacation, says Smith.

“We come home tired,” she said. “But we come home engaged and invigorated. It’s very personally empowering to work in a peer relationship. It’s really a professional exchange for me.”

And Smith has been able to bring what she learns from her peers in Bolivia into her classroom in St. Paul.

“There is such a sense of community there,” she said. “When you start a meeting, everyone is going to get up and greet each other. There is something special about learning about their culture. And as a teacher, I then want to give my kids time to be together as a community and share in their cultures.”

Each year, Smith and Hadas reach out to other educators to join them, but it’s not always easy. They try to get four educators to come along, and invite anyone else who is interested to help with child care or technology.

“Funding has always been a challenge,” Smith said. “And you have to find teachers willing to give up two-and-a-half weeks of their summer and potentially pay for it. We always have 10-15 people who want to go, but then it whittles down.”

The organization, as well as Smith and Hadas themselves, works to get donations and fundraise to help offset the costs. But they hope to spread the word about their efforts to receive more funding, as well as more interested participants.

“My dream would be to have an application process and then offer them a full scholarship,” Smith said.

To learn more about the teacher professional development program, email the organization at manoamano@manoamano.org.

To learn more about Mano a Mano and their work in Bolivia, go to http://manoamano.org.

Educators from rural Bolivian communities work on small whiteboards, and learn how to use this tool in their math curriculum.

Photos courtesy of Ben Samuel Martinez and Mano a Mano

(From left) Debbie Hadas, Jackie Smith and Sarah Husbey stand with Bolivian school children during one of their visits to the country, in which Minnesota educators train Bolivian educators.

TEAM UP WITH CALIFORNIA CASUALTY

Give your athletes a sporting chance with a Thomas R. Brown Athletics Grant. Apply to receive $1,000 to $3,000 for your middle or high school’s team.

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

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

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

To learn more about the grants, call your California Casualty Account Representative at 888-656-7574.
Nominations open Oct. 1 for 2018 Teacher of the Year award

Nominations open Oct. 1 for the 2018 Minnesota Teacher of the Year award, and remain open through Nov. 15.

Nominations can be submitted online by accessing a simple nomination form on www.educationminnesota.org. The Minnesota 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 a candidate for National Teacher of the Year.

Eligible nominees must meet these criteria:

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

• Hold a bachelor’s degree and a Minnesota teaching license.

• Have completed three years of teaching by the nomination deadline.

• Intend to teach during the 2018-19 school year.

• Anyone may nominate a teacher. Self-nominations are accepted.

The state program has been highly successful nationally—Minnesota ranks second behind California with four National Teachers of the Year.

For more information or to receive a nomination form, call Megan McKern at 651-292-4872 or 800-652-9073.

The Minnesota Teacher of the Year is in its 54th year as the state’s official recognition program honoring excellence in education. Any teacher who is nominated can choose to continue in the selection process by completing a portfolio, which includes essays about their philosophy of teaching, education message, professional accomplishments and letters of support.

A selection committee representing Minnesota leaders in education, business and government meet 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 a finalist.

Finalists have a half-hour interview with the selection panel in May. After those interviews, the panel decides who is the year’s recipient.

The recipient is announced at a banquet each May. The surprise announcement comes at the end of the celebration of all teachers throughout Minnesota.

Education Minnesota organizes and underwrites the program, which means the union handles only the business of running the program, not the selection process. Minnesota is one of a small number of states in which the union runs the program. Most are run through the state’s department of education.

The business of selecting panel members and deciding on the selection process is done by the program’s chairs, who are faculty at teacher education institutions in Minnesota.

Program and award support also comes from Education Minnesota ESI, Educators Lifetime Solutions, EFS Advisers, 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.

Reflections on the Teacher of the Year process

When my colleagues told me years ago that I had been nominated for Minnesota Teacher of the Year, I was floored. I had no idea of the path of self-reflection, affirmation and renewed dedication that was ahead of me. I didn’t know about the amazing people I would meet. But for the moments after the nomination phone call, I had questions. So I did what every teacher with 27 years of experience would do if they had the chance. I called my parents for advice.

The difference is that I was not only calling my parents, but also my education heroes. Both of my parents were online by accessing my English teachers, and my father was nominated and became the 1971 Minnesota Teacher of the Year. Telling my heroes about my nomination carried some hefty significance.

I was only two years old when my dad was the Minnesota Teacher of the Year, but I’ve spent my life meeting people whose lives were changed because they spent time with him.

After years of watching the impact he made, I decided to go into teaching myself. Here is how that conversation went:

Me: Dad, I’ve decided to become a teacher.

Dad: You know you’re not going to make much money, right?

Me: Yes.

Dad: Is it your passion?

Me: Yes.

Dad: Then that’s your answer.

A Secret Worth Keeping

Throughout the process of preparing my materials and sending them in, I needed to keep my dad’s previous win a secret from the committee. I wanted to be judged on my own merits. While I wanted to hear whether or not I was accepted as a semifinalist and then finalist, my dad would simply say, “We know who you are.”

Each teacher deserves to have their hard work recognized, knowing the other teacher finalists was inspiring. Each is a powerhouse with an amazing message, and each walked humbly through this process. On May 7, 2017, the 11 finalists were recognized at the Minnesota Teacher of the Year banquet. We sat at a table while the previous year’s winners were honored. My father stood directly in front of me. After announcing my dad’s name, Denise Specht, president of Education Minnesota, said, “And it must run in the family, because his daughter is sitting right behind him.”

The secret was out. I had never been more proud to be your daughter, Dad. Thanks for reminding me about who I am. I’ll remember. I promise.

Mary Zilge, elementary music teacher in the Lakeside school district and 2017 Minnesota Teacher of the Year finalist

What was the best piece of advice you’ve received or the best resource you’ve found to help you succeed in your job?

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

“Collaboration is key. Don’t be afraid to ask questions and don’t be too proud to ask for help when needed.”

– Melissa Williams, Education Richfield

“Email is other people’s ‘to-do list.’ Start the morning with your own to-do list and check email at a different time.”

– Laurie Meyers, Minneapolis Federation of Teachers and ESPs

“By far, the greatest gem for success was the book "First Days of School" by Harry Wong. It is concrete and right on point to the most important elements enhancing good discipline, classroom setup and overall setting you up for success. Seriously, if you follow these guidelines, it will be hard to fail.”

– Jackie Nornes, Education Minnesota Retired

“I’m an associate educator with ECFE at Minneapolis public schools. I would say the best advice I ever received was from a now-retired teacher. She always said remember every parent wants what is best for their child. I think whenever dealing with families it’s an important reminder.”

– Linda Case, Minneapolis Federation of Teachers and ESPs

“I think the answer to what is the best piece of advice and what is the best resource to help us succeed in our jobs is education labor unions. At all levels they provide help and support, now more than ever.”

– Jill Nye, Winona Education Association

“Building relationships is the #1 key to classroom management.”

– Kathryn Kowalsky, Elk River Education Association

“The best piece of advice I received was from the director of the Campus Lab School at St. Cloud State University, Dr. Douglas Johnson. He always encouraged his teachers to express our complaints to him with one caveat: If we came with a complaint, we also had to come with a solution and a plan. I have used this advice throughout my life as a teacher, a parent and as a citizen.”

– Mary Martini, Education Minnesota Retired

“One of the best resources I have found is the Get STEM site where updates are emailed on a weekly basis. This is one of those emails I always open as I have found so many great free resources, events and webinars related to STEM. A resource I used after being introduced to it from its site is the Ag Mag. It is free and packed with so much local information regarding MN Agriculture. You can order a class set for free and it comes several times per year.”

– Jodi Preble, New Prague Education Association

2017 Minnesota Teacher of the Year finalist Mary Zilge poses with her father, 1971 Minnesota Teacher of the Year Thomas Melchoir, at the recognition banquet last May.
It took Heather Giese 10 years of working in the Willmar School District to learn what the union is all about. Giese and others now work to help make sure that is not the case for all educators new to the profession.

NextGen EdMN is a committee for members who have been in the union working in education for 15 years or less. Giese, a graduate support specialist with the Minnesota Regional Centers of Excellence, recently took over as committee chair but has been active for many years.

“We need to reach these younger members and get them involved in the beginning,” she said. “It can’t be 10 years before they understand what the union does for us.”

NextGen has been doing outreach at Education Minnesota events and this year at Summer Seminar started a cohort to get members to create NextGen groups at the local level. “We want newer members to get involved at the local level and influence the union as a whole with our lens in mind,” Giese said. “We want people to bring up the issues that are important to them at the local level, the bargaining table.”

Each member of the cohort was given a small grant to plan a NextGen event in his or her local and was asked to find out what attracts those newer members to go to union events.

The statewide NextGen committee will continue to have a presence at events like the upcoming MEA conference, and Giese hopes any NextGen members will make sure to find the committee members to connect and learn more about the group.

“All of our newer educators are part of NextGen. You just need to reach out and we’d love to help you,” she said.

“Teaching is a tough career. Our union is here to support us. As a NextGen group, our voice needs to be heard. What do you need? What supports should we put in place to help support you in your career?”

If you are interested in learning more about NextGen, reach out on Facebook at www.facebook.com/NextGenEdMn or follow the group on Twitter at https://twitter.com/NextGenEdMn.

HELP EDUCATORS AFFECTED BY HURRICANE HARVEY, IRMA

The National Education Association and American Federation of Teachers have joined forces to help educators in Texas and Florida who were affected by hurricanes Harvey and Irma.

The NEA has donation links to their foundation, which will be used to help support teachers living in Texas and Florida. Their site, www.nea.org/home/71517.htm, also has links to classroom resources and books on talking about hurricanes.

The AFT’s website, www.aft.org/our-community/disaster-relief-helpful-resources, has links where people can donate to its disaster relief fund, as well as links to support other relief organizations and information on how to talk in your classroom about natural disasters and the recent hurricanes.

The AFT and First Book are working together to create a school supply and basic needs fund for Texas educators affected by Hurricane Harvey. Go to www.firstbook.org for more details on how to donate directly to classrooms.

Education Minnesota encourages its members to help support our union brothers and sisters in these affected areas. Please consider donating, if possible.

Resources for students, educators with questions about DACA

Educators may be facing questions from students or worry themselves about the future of the Deferred Action for Childhood Arrivals (DACA) program. Education Minnesota, the National Education Association and American Federation of Teachers have resources available to help educators talk with students who have questions and get help and training for themselves.

Education Minnesota training, legal help available

Education Minnesota has professional development opportunities available for members looking to receive training on the rights of immigrant students. Training focusing on English language learners and how best to meet their needs is part of the improvement of educators’ professional practice.

Education Minnesota legal staff can also offer guidance if members have questions about their status under DACA. Contact Community Outreach Coordinator Robin Wonsley at robin.wonsley@edmn.org or 651-227-9541.

NEA EdJustice offers resources for educators supporting DREAMers

The NEA’s social justice and political website, www.neajedjustice.org, features advice for educators dealing with students who have questions about their family or friends and the stories they hear about injustice or bias. The site also features a guide for educators to get familiar with unique mental health issues facing youth in immigrant communities. Also available are resources to help educators stay up to date on the rapidly changing immigration policy landscape impacting DREAMers, and ways to tie these current events into your classroom.

AFT guide to rights of immigrant students

The AFT, along with other partners, has developed a guide about the educational rights of immigrant students now that the DACA program has been rescinded. The guide talks about the rights for all students in this country to have access to a free public education, as well as what educators can do if they feel a student’s rights have been violated. AFT’s Share My Lesson website also features classroom resources for educators wanting to teach students about immigration and create inclusive school communities. Also available online is a classroom poster that states “DREAMers Welcome.” To see all of the resources available, go to www.aft.org/our-community/immigration.

POLITICAL ACTION COMMITTEE REFUND REQUEST

Thousands of members of Education Minnesota decide to contribute to the union’s political action committee. The PAC is one of our main tools to bring the educator voice to the policy debate by electing people who will listen. Those PAC dollars are used to win local levies and to back candidates and organizations that support lower class sizes, high standards and professional educators.

If you would like to request a refund of your contribution please use the form below.

In accordance with Education Minnesota Bylaw Article 2, Section 3, Subd. b, I hereby request the following:

[Form below]

A request for refund of the Education Minnesota Political Action Committee contribution will not affect membership rights or benefits. Retired members and members of Continuing Education (Continuing Members; or contributions, membership, and political committee contributions of Education Minnesota's dues that will be contributed to the general account of Education Minnesota Political Action Committee for the 2017-2018 academic year.

ALL OF THE FOLLOWING FIELDS ARE REQUIRED. PLEASE PRINT LEGIBLY.

Name:
Last 4 digits of SS#: 
Address:
City, State, ZIP:
Local/Affiliate: 
Signature:
Date:

A request for refund of the Education Minnesota Political Action Committee contribution will not affect membership rights or benefits. Retired members and members of Continuing Education (Continuing Members; or contributions, membership, and political committee contributions of Education Minnesota’s dues that will be contributed to the general account of Education Minnesota Political Action Committee for the 2017-2018 academic year.

1) by Oct. 31 for continuing members; or
2) within 30 days of signing a membership application for new members.
What are educators required to say to the police?

One of the difficult situations educators face is when a member of law enforcement requests protected data about a student.

The Minnesota Government Data Practices Act (MGDPA) is more protective than the Federal Education Rights and Privacy Act (FERPA) in this regard and requires there be a court order, not just a subpoena, to release private educational data. Private educational data includes information such as immigration status or DACA status. It also includes attendance records, discipline records, parent communications and health records. Law enforcement officials do not have automatic legal access to this data, whether or not you have automatic legal enforcement requests.

In the end, the district has an obligation to protect this data and should advise you prior to releasing anything.

Advice on how to proceed share, you should contact an obligation to protect this data and should advise you what you can and cannot share, you should contact your supervisor and request advice on how to proceed prior to releasing anything. In the end, the district has an obligation to protect this data and should advise you on what can be shared.

These situations can be especially difficult when they involve a police liaison officer who has been assigned to your school. By virtue of this assignment, the liaison officer may have legal access to private educational data, but only if the district has designated him or her as a “school official” under its records policy and be or she has a “legitimate educational interest” in receiving the information. This means the officer needs district permission prior to providing private educational data, unless the officer is a designated school official.

It is also important to remember that the police liaison’s job is to fulfill his or her duties as a police officer and he or she is not acting as an educator or friend. This person may also be called upon to assist in the investigation of staff, not just students, and educators should not assume the officer is acting in the educator’s best interest. No matter how nice or helpful the person is acting in the educator’s best interest. No matter how nice or helpful the person is interacting with someone else in the community, you are ever in doubt about what you can and cannot share, you should contact your supervisor and request advice on how to proceed prior to releasing anything. In the end, the district has an obligation to protect this data and should advise you on what can be shared.

Debra Corhouse

Corhouse is a staff attorney for Education Minnesota.

MEMBERS WANT TO KNOW

Plan to Attend an ESI Workshop at Education Minnesota’s MEA Conference

Make plans to attend an ESI educational workshop!

ESI conducts workshops across Minnesota and at local, regional and state-wide events. On average, 150 workshops are attended by as many as 5,000 members and their guests at no charge. Members frequently feel more comfortable making important decisions that affect their financial future following an ESI workshop. Commonly, members close to retirement encourage their younger colleagues to start planning as early as possible.

Take time to attend one of our workshops at the Minnesota Educator Academy on October 19, 2017. For further information, refer to the conference program in this issue.

Attend an ESI workshop at the MEA conference on Thursday, October 19, at the St. Paul RiverCentre

FINANCIAL PLANNING ESSENTIALS

8:30-9:30 a.m., Room 1
Financial Planning for Beginners 9:50-10:50 a.m., Room 1
Financial Planning for Students 1-2 p.m., Room 1
Understanding Your Pension in Retirement 2:30-3:30 p.m., Room 1

VISIT THE EXHIBIT HALL ON OCT. 19 7:30 A.M.-3:30 P.M.

Legal Briefs

Debra Corhouse

Debra Corhouse is a staff attorney for Education Minnesota.

To most effectively interact with police officers out in the community. In St. Paul, for example, police officers are currently getting apps on their phones that can provide important background data on vulnerable individuals that are within 30 to 50 feet of the officer. The person registers online, wears a bracelet, button or card that sends a signal, linking the officer to important vital information, including how best to interact with the individual. Educators are uniquely positioned to assist vulnerable students and their families in communicating these strategies to the police. In these cases, families must consent to the release of private educational data for this purpose, or ideally, provide it directly themselves. Because of all of the places where protected data can intersect with law enforcement, it is important for educators to know what information can and cannot be released to the police.

Debra Corhouse

Corhouse is a staff attorney for Education Minnesota.

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EDUCATION MINNESOTA OPPORTUNITIES

NEW TRAINING PROVIDES INTRODUCTIONS TO RESTORATIVE, TRAUMA-INFORMED PRACTICES

Education Minnesota is now offering two new professional development trainings, based on last year’s Educator Policy Innovation report on trauma-sensitive, restorative practices.

“Introduction to Restorative Practices” and “Introduction to Trauma-Informed Practices” are now both part of the Education Minnesota Professional Training for Educators offerings.

“There is an alarming trend of the uses of exclusion practices, which leads to students’ aggression both verbal and physical, students experiencing trauma and students mastering the art of breaking relationships and leaving,” said John J., a once-urban teacher turned to an occupational therapist in the Northeast Metro 916 School District, who served on the team that created the EPIC report and helped develop this training.

“They’ve been incredibly supportive,” Johnson said. “I’ve heard from educators who have attended the training and have seen improvements in student behavior and engagement.”

The trauma-informed practices training will look at the Minnesota Adverse Childhood Experience (ACEs) study and how toxic stress alters students’ brains and its impact on learning.

“People will learn how we get here, what is toxic stress, how trauma and toxic stress change brain development and students’ education performance, and how using trauma-sensitive-restorative justice practices shifts exclusion to inclusion,” Johnson said.

The 60-minute trainings can be done separately, or together as a two-hour block. If you are interested in the trainings, please contact your local field staff.

PROFESSIONAL DEVELOPMENT

Minnesota English Learner education conference

The Minnesota English Learner Education Conference is a partnership between MinneTESOL and the English Language Department of Education. It will be held Oct. 26-28 at the DoubleTree by Hilton Bloomington. Keynote speakers are Tatyana Kleyn, an associate professor and director of the Multilingual Education and TESOL program at the City College of New York, and Jaylani Hussein, the executive director of the Minnesota chapter of the Council on American-Islamic Relations (CAIR-MN). Registration is $184 for MinneTESOL members and $224 for nonmembers. Discounts are available for student, institutional assistants, paraprofessionals and retired teachers.

For more information or to register, go to http://minnetesol.org/conf-conference.

School mental health conference

The state Department of Human Services will host its second annual Minnesota School Mental Health Conference Nov. 8-10 at Craygon’s Resort in Brainerd. This year’s conference theme is “Everyday Tools to Build Resilience.” Attendees will learn how to understand culture and trauma affect students’ ability to learn, how mental health and school evidence-based practices can provide integrated supports to students, and explore different funding opportunities for school mental health services.

For more information about the conference and for registration and lodging information, go to https://mn.gov/dhs/slmh.

Art educators fall conference

Art educators who want to attend the conference will hold its fall conference Nov. 3-4 at the Holiday Inn and Suites in St. Cloud. The conference will feature Deborah R. Reed, the executive director of the National Art Education Association, and Patricia Olson, an American graphic designer, painter, feminist artist and educator. A registration fee is $195 for AEM members and $210 for nonmembers, with additional discounts for students and retired members.

For more information or to register, go to http://aem-mn.org/professional-development.

CLASSROOM RESOURCES

Mill City Museum field trip scholarships available

The Mill City Museum offers a wide range of educational opportunities to Minnesota’s students. Thanks to the support of the McKnight Foundation, Mill City Museum is able to offer free museum admission and partially subsidized busing for students from qualified public schools. To qualify, schools must be from the Twin Cities metro area, have 50 percent or more of students enrolled in the federal free or reduced lunch program and visit the museum in January, February or March.

For more information visit http://millcitymuseum.org/mill-city-mcknight-foundation-scholarship. Call 651-259-3097 or email mcmschedulingoffice@mnps.org for details or to register.

Free agriculture curriculum, subscriptions for AgMags

Minnesota educators are eligible for a free subscription to the AgMag and AgMag Jr series from Minnesota Agriculture in the Classroom. The magazines cover Minnesota K-6 academic standards based content for geography, history, science and nonfiction literature. The first of three issues will be mailed to classrooms in mid-October. The AgMag website also features free educator guides and worksheets, as well as lesson and activity ideas.

Go to www.mnagmag.org to subscribe or for more information.

The AgMags are part of the Minnesota Agriculture in the Classroom program. The MAITC website also features searchable, free curriculum for K-12 educators. Also available on the site are workshop offers, other classroom literature book bundles and a school garden guide.

To see all of the educator resources available, go to https://www.agclassroom.org.

STUDENT OPPORTUNITIES

Earth Science Week photo contest

The American Geosciences Institute is sponsoring a contest during Earth Science Week. To participate, students of all ages can submit a photo that relates to Earth science. The contest is called “Encourage Earth and Human Understanding: Here,” showing ways that humans interact with Earth systems. One grand prize winner receives $250 and eight other winners receive a $50 prize pack. The submission deadline is Oct. 13.

For more information, go to www.earthsciweek.org/contests/photography.

Free Historical Society passes for sixth graders

Educators and parents can now request 2017-18 Sixth Grade Minnesota History Passes. The pass provides free admittance for the sixth grader to all Minnesota Historical Society sites and museums through Aug. 31, 2018. Parents, siblings and others are also eligible for a pass. The pass is not valid for field trips, paid programs or specially priced exhibits.

For more information or to request passes for your students, go to http://education.mnhs.org/6th-grade-minnesota-history-pass.

GLOBAL CHALLENGES STUDENT VIDEO CONTEST

The World of 7 Billion student video contest focuses on current global challenges to make a compelling class project. Open to all students grades 6-12, winners receive cash prizes and there are resources available for teachers too. The contest challenges students to create a short video connecting world population growth and one of three global challenges: Advancing Women and Girls, Feeding 10 Billion, or Preventing Pollution.

Students can win up to $1,000 and participating teachers will receive free curriculum resources. Sample lesson plans to introduce the contest are available. The contest deadline is Feb. 22, 2018.

For more information, go to www.worldof7billion.org/student-video-contest.

DIGITAL RESOURCES

National History Day in Minnesota online resources

The Minnesota Historical Society offers educators multiple online resources for implementing the National History Day Program into their classroom. Materials include student guides, teacher frameworks, workshops, webinars, videos, example letters to parents about the process and information on how to get started. Also available are classroom materials to purchase.

For more information or to see all of the offerings, go to education.mnhs.org/historyday/curriculum.

Digital citizenship curriculum from Google

Google recently released Be Internet Awesome, a digital citizenship learning framework designed for kids. The program features a curriculum, learning resources and games that help younger students learn how to be safe online. Also available on the website is Interland, a game that allows students to complete missions related to web safety. Lesson plans for educators teaching online safety in the classroom are also available. Visit https://beinternetawesome.withgoogle.com to see the digital offerings.

Library of Congress online classroom materials, professional development opportunities

The Library of Congress offers classrooms and educators library materials and professional development opportunities for educators. The site focuses on helping educators integrate primary sources from the library’s vast digital collections in their teaching. The classroom materials section can be accessed from the main landing page or by using one of the other organizational. The professional development offerings include self-paced online modules, webinars and summer institutes. Also available are free ebooks for use in the classroom, go to teacher-created materials include lesson plans, document analysis tools, online and offline activities, timelines and presentations.

ABOUT THIS PAGE

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

To submit an opportunity:

• Send a complete description of your opportunity to educator@mn.org.

• Send your item by the first Friday of the month to be considered for the next month’s Opportunities page. Include daytime contact information.

OPPORTUNITIES


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