



# MINNESOTA EDUCATOR

A publication for the members of Education Minnesota

September 2017



**THE BEGINNING OF A NEW SCHOOL YEAR IS AN EXCITING AND STRESSFUL TIME AS EDUCATORS GET BACK INTO THEIR SCHOOLS AND CAMPUSES, PREP THEIR ROOMS AND LESSON PLANS AND WELCOME STUDENTS, PARENTS AND THE COMMUNITY BACK TO CLASS. CHECK OUT RESOURCES ON CLASSROOM MANAGEMENT, WORKING WITH PARENTS AND MORE ON PAGE 3.**

**EDUCATORS ALSO HAVE THE ADDED STRUGGLE THIS FALL OF FIGURING OUT HOW TO TALK WITH STUDENTS ABOUT THE EVENTS IN CHARLOTTESVILLE LAST MONTH. SEE PAGE 3 FOR ONLINE RESOURCES FOR TALKING ABOUT HATE, RACISM, BIAS AND HOW TO CREATE SAFE SPACES FOR ALL IN OUR SCHOOLS.**

## Members learn to build union power at Summer Seminar

Hundreds of educators attended Education Minnesota's annual Summer Seminar to get high-quality professional development and take the next steps to ensure our union is strong in the future.

Nearly 570 educators from more than 150 locals gathered at the College of St. Benedict campus in St. Joseph July 31-Aug. 2 for three days of learning, leadership training and networking opportunities. The number of first-time participants hit an all-time high, making up almost half of attendees.

"The fact that we're all here today shows we care enough

about public education to give up a few summer days to make ourselves better educators," Education Minnesota President Denise Specht said during the general session. "It shows we care. That's good for us and for our students in the fall."

Summer Seminar is an annual event the union develops and staffs for member training and collaboration. The 153 courses offered covered everything from advocating for your profession to developing union leadership skills and negotiating to organizing and community engagement.

Educators dove into topics ranging from trauma-informed teaching and mental health to district-union collaboration. This year's expanded lineup included more member-led courses focused on the use of technology to deliver instruction.

Attendees also learned about the importance of engaging fellow educators in the work of our union and renewing their commitment to working together for public education.

This work is vital in the coming year and beyond to keep the labor movement strong because corporate

interests and newly elected lawmakers want to financially destabilize labor unions. The latest attack is Janus vs. AFSCME, a case making its way to the Supreme Court challenging how unions collect dues and fees for collective bargaining. If it goes as expected, workers will no longer be required to pay their fair share of collective bargaining costs. Fewer resources means it will be harder for educators to stand together to negotiate fair wages and benefits, fight for the things students need and offer training opportunities like Summer Seminar for members.

Education Minnesota can and will remain strong if all members find value in their union and show their commitment by signing a membership renewal form. Our power is in our numbers, Specht said.

"We can use what billionaires will never have—true relationships with other educators," Specht said. "We just need to find the courage to reach out to each other...short, but honest conversations, between educators. That's how we win. That's how our union survives. That's how our students get what they need to succeed."

### WE WANT TO HEAR FROM YOU!

Read the back-to-school resources article on page 3. Then answer the question, "What was the best piece of advice you've received or the best resource you've found to help you succeed in your job?" and send it to us via email, Twitter or Facebook to be entered into a drawing for a \$25 Target gift card.

Email us at [educator@edmn.org](mailto:educator@edmn.org) or post on Twitter or Facebook using #MNEducator. Find us on Facebook at Education Minnesota and on Twitter @EducationMN. Answers will be run in next month's Minnesota Educator.

Congratulations to last month's contest winner, **Mary Sue Kruger** of Montevideo.

### INSIDE THIS ISSUE...

Education Minnesota President Denise Specht pushes veteran educators to support those new to the education profession. **Page 2**

Online resources for help with getting your classroom and school ready for the new year. **Page 3**

Online resources to help educators discuss the recent events in Charlottesville, as well as create safe spaces for all students. **Page 3**

Educators fight to save Deferred Action for Childhood Arrivals program. **Page 5**

Coalition to increase educators of color and American Indian educators hosts conference. **Pages 5**

MEA conference speaker lineup complete. **Page 6**

New TV ad features educators around the state, welcoming everyone back to school. **Page 7**

Education Minnesota can help locals with school board or levy election work. **Page 9**

Educators share stories of student debt struggles with legislators. **Page 9**

New legislation aims to help with the teacher shortage. Legal brief. **Page 10**

Foundation golf tournament raises money for grants. 2017-18 application timelines released. **Page 11**

Find a fall drive-in professional development site near you. Opportunities. **Page 12**



# New school year brings opportunities to nurture new teachers

One of the best parts of fall is welcoming new educators to the profession. Just the other day I was in line at the store and the cashier was a member of Education Minnesota’s student program. She proudly told me she had just landed her first job—teaching kindergarten.

Later that same night I checked my social media feeds and found them full of new (and newly returning) teachers posting photos of their schools and classrooms as they prepared for their first days of school. Those snapshots showed pride, enthusiasm and more than a little ingenuity in stretching a dollar to outfit a classroom.

It brought me back to my first days in teaching in 1989. I was excited and nervous, but never doubted teaching was the greatest profession in the world and I would spend my career in public education. I still believe that, although when I look back at my first years, I know it should have been easier.

Back then, everyone expected the rookies to accept the hardest assignments and volunteer for every extra duty. It was part of the culture. Sink or swim. Sprint or be left behind. And do it all with a smile. If you couldn’t cut it, they would say, get out.

It was a foolish way to bring teachers into the profession. There is less of



Denise Specht, president

this kind of hazing today, but it’s not gone. Minnesota loses a third of its teachers by their fifth year and overwork and job stress are a big part of it.

This year I’m hoping we can all find ways to nurture the newest staff in our schools and instructors on our campuses. Doing so helps those new teachers, but also their students and even the veterans on the top of seniority lists.

The turnover of new teachers in Minnesota is part of a national problem. A 2014 report by the Carnegie Foundation for the Advancement of Teaching reports a shocking statistic that illustrates how much the profession has changed. In the 1987-88 school year, the researchers found the most common number of years of experience for teachers was 15. Two decades later, in

2007-08, the most common teacher was in her or his first year.

The financial cost of teacher turnover is astounding. The same report estimates the national cost of hiring teachers who quit before retirement was \$7 billion a year. The costs to districts ranged from \$4,400 in a small rural district in the study to \$15,000 to hire and train a teacher in Milwaukee.

The costs of high turnover are more than financial. When too many teachers leave, it damages the school culture by disrupting relationships and trust among colleagues and between teachers and their students. Institutional knowledge is lost and the workload on everyone in the building increases.

We even know why so many new teachers in Minnesota leave thanks to a report on teacher recruitment and retention by Education Minnesota’s own Educator Policy Innovation Center. The report says: “Minnesota teachers in their first years in the profession articulate the same stressors that teachers around the country make clear: they are asked to do too much with too little time; they are compensated so poorly they cannot pay for living expenses and health care and keep up with student loan payments; they lack opportunities for collaborative support; they

are overwhelmed by the state’s relentless focus on data at the expense of the whole child; and they are acutely aware of their starring role in dominant political narratives as scapegoats for conditions well outside of their realm of control.”

So what can we can do? I will leave aside the work Education Minnesota is doing to change state and federal policies for a moment and suggest some solutions we, the veteran educators, can do immediately. It all starts with helping our new teachers feel supported.

After the National Education Association surveyed 12,000 new teachers in 2015, the pollsters concluded that the single biggest driver of professional satisfaction was in feeling supported. Not surprisingly, new teachers who said they were professionally satisfied were unlikely to quit.

So please, experienced educators, check in often with the new teachers. If there is a no formal mentoring program in your school, start an informal one. Be patient without being patronizing and proactive without being bossy.

It is a lot to ask, but take on that extra assignment. Don’t expect the new teacher to do it. The first year or two are overwhelming and our schools just can’t afford to lose more good people

who have already put in the time and effort to earn a teaching degree.

Our union can help. We can assist with bargaining language that can support your ideas for helping our newest colleagues. Our NextGen Ed MN committee works to build local and regional union-led networks of new educators. We offer professional development at Summer Seminar, the Minnesota Educator Academy conference in October and other venues.

Finally, remember, new teachers don’t make much money. They probably have student loans to pay off. They don’t have a stash of classroom supplies built up. Find a new educator and share, loan, donate, offer and gift. Give them the support they need, even if they don’t ask.

Minnesota schools are losing too many good teachers in their first few years in the profession and we can all do our part in keeping them in the classroom where they can grow in their practice into the next great generation of Minnesota educators. I know we can succeed, but only if we work...

Together,

Twitter: @DeniseSpecht

# Do you believe music is an important part of a child’s education?

“Yes, music is a very important part of a child’s education! Music helps students expand intelligence to more than reading and math. It allows them to be creative, curious, and engaged and use their brains in new ways!”

— Lora Rogness, Perham Education Association

“YES! I believe music is not only an important part of a person’s education, but an integral part. With so much division in the world today, music ensembles are one place where a wide variety of students come together despite their differences and make beautiful art as a team. They put aside their disagreements and the problems of society. They breathe together, they create together, and they must work together and trust each other through the entire process. Music is an incredibly powerful tool that I have seen change students’ lives and bring even the most diverse groups together. Our world needs more of it.”

— Sarah De Vries, Education Minnesota Student Program-St. Olaf

“Music is absolutely important. It tells stories, lifts spirits, and children LOVE to sing.”

— Rhonda Vopava Geyette, Minneapolis Federation of Teachers

“I agree that music is an important part of a person’s education. However, the question is should it be done at the expense of giving students time to take other life skills courses. When you think about it, if a student takes music classes for 6 years they have lost the opportunity to take 6 other classes. Many of these classes would be in the elective areas of Business Education and Family and Consumer Science. It becomes very frustrating to be in “competition” for students who have to make the choice between an additional year of music (or art for that matter) or a class that will help them prepare for other aspects of their adult life.”

— Cora Hohnstadt, Education Minnesota Retired

Music Education, page 5

## MINNESOTA EDUCATOR

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

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For information about union activities, work and resources, go to [www.educationminnesota.org](http://www.educationminnesota.org).

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# Back-to-the-classroom tips, advice for educators

The National Education Association and American Federation of Teachers share educator-tested tips, advice and resources for a successful start to the school year. Both house back-to-school guides on their websites, [www.nea.org/tools/back-to-school-guide.html](http://www.nea.org/tools/back-to-school-guide.html) and <https://sharemylesson.com/collections/back-school-2016-free-resources>.

The NEA's new edCommunities site is another online space where educators can connect, share and collaborate with each other. Education Minnesota has multiple communities already created through our ConnectED learning network. Find out more about the program and how to register at [www.educationminnesota.org/resources/minnesota-educator-academy/ConnectED](http://www.educationminnesota.org/resources/minnesota-educator-academy/ConnectED).

Education Minnesota also offers multiple boards full of resources on back to school, classroom management, bulletin board creation, classroom decor, lesson plans and professional development on Pinterest, [www.pinterest.com/educationmn](http://www.pinterest.com/educationmn).

Here are more back-to-school resources for educators.

### Lesson plans

The AFT's Share My Lesson site offers Teacher Toolkits for lesson planning. The site features favorite lessons for each grade level and subject area.

The NEA offers a custom lesson plan search. Educators can use a customized Google search engine with thousands of lesson plans from across the Web, each being vetted by

NEA staff. Go to [www.nea.org/tools/LessonPlans.html](http://www.nea.org/tools/LessonPlans.html) to start your search and see what is available.

### Classroom management

Share My Lesson boards on classroom management are designed to create a positive classroom climate, convey confidence in students' abilities and respond appropriately when students misbehave. Boards include:

- Top 10 behavior management tips.
- Tips for student discipline.
- Reducing gender bias in the classroom.
- Observation data collection forms.

The NEA's back-to-school guide page includes a range of classroom management articles. Topics include:

- An educator's survival guide to common classroom conundrums.
- Setting up rules and routines.
- Dealing with classroom disrupters.
- Activities to help educators and students learn about each other.

### New teacher tips

Navigating a classroom for the first time can be an overwhelming thing. New teachers can access tips on setting up a classroom, interacting with parents and taking care of themselves on Share My Lesson. Resource topics include:

- Building parent-teacher partnerships.
- How to set up learning centers.

- Becoming a successful teacher.
- Connecting with students.

Classroom management tips from the NEA include information on establishing classroom climate, conducting class effectively, reaching all students and establishing discipline. The site also includes an article on 10 must-haves for new teachers, including how to set up a student supply center, homework landing point and information centers. The NEA Today website also shares a story about how to stay positive and survive your first year of teaching.

### Working with parents

Share My Lesson's collection includes resources that will help teachers build effective relationships with parents, as well as resources teachers can provide to parents, so that they may better understand their child's school environment and the educational standards their child will have to meet. Topics include:

- Reaching out to parents of ELL students.
- Building parent-teacher and family-school partnerships.
- An NBC News parent toolkit.

The NEA's back-to-school guide webpage includes multiple articles on how educators can work with parents. Resources include:

- Dealing with helicopter parents.
- Ten ideas for engaging parents.
- Using technology to connect with parents.



Source: Labor411.org

Don't forget to support our fellow labor unions by purchasing union-made school supplies for your classroom.

- Welcoming ELL parents into the classroom.

### Paraprofessionals and school-related personnel

The Share My Lesson site features a collection specifically for school support staff—from bus drivers and cafeteria workers to paraprofessionals, recess aides and front office personnel. Topics include:

- Professional development webinars on managing student behavior.

- Preventing bullying.
- Staying safe and healthy on the job.

The NEA's back-to-school guide page also features articles for school support staff. Topics include:

- Strategies for better bus behavior.
- Eight ways to make students feel welcome on the first day of school.
- Reducing stress.

# How to talk about hate, create safe spaces for all

In the wake of the events in Charlottesville last month, educators across the country are talking about ways to engage students in the national dialogue about racism, hate and bias, as well as create safe spaces in our schools for all students to learn and feel welcome.

The National Education Association and American Federation of Teachers have put together resource pages on how to respond to incidents of racism, bullying and hate in schools and how to talk to students about the current events in Charlottesville.

### #CharlottesvilleCurriculum

Educators from across the country have been sharing ideas and resources on social media for how to address the events in Charlottesville, using the #CharlottesvilleCurriculum. This hashtag was created by Melinda Anderson, a journalist and contributor to The Atlantic.

Educators can search

for the resources using the hashtag, but the American Federation of Teachers has also compiled some of the submissions on their Share My Lesson website, <https://sharemylesson.com/CharlottesvilleCurriculum>.

The collections feature lesson plans, activities and classroom resources. The topics include addressing racism and stereotyping, helping children cope with traumatic events, bullying prevention, immigration resources and teaching social justice and human rights.

Lesson topics include:

- Talking about race and privilege with middle and high school students.
- The history of segregation in U.S. schools.
- How to engage young people in conversations about race and racism.
- Talking to children about violence.
- Civil discourse in the classroom and beyond.
- Youth making a difference.

The Anti-Defamation League compiled a guide to talking about the so-called "alt-right" in class, including talking points on the use of propaganda as a recruitment tool and the First Amendment's protection of hateful speech. Also included on their website, [www.adl.org/blog/lessons-to-teach-and-learn-from-unite-the-right](http://www.adl.org/blog/lessons-to-teach-and-learn-from-unite-the-right), are lesson plans on confederate monuments and their removal, swastikas and other hate symbols and empowering youth in the aftermath of hate.

Teaching Tolerance, a project of the Southern Poverty Law Center, has compiled articles and classroom resources on the topic of hate speech, bullying, bias, race and activism. Their website, [www.tolerance.org](http://www.tolerance.org), currently features articles on recognizing hate and defamatory symbols in schools, including white nationalism.

The Southern Poverty Law Center has released a guide for colleges on how to respond if

#CHARLOTTESVILLECURRICULUM  
Find more resources by searching for the hashtag, #CharlottesvilleCurriculum, on Twitter or Facebook. News stories, classroom resources, Google Docs and tips from other educators can be found to help you create a dialogue or lesson plan for talking about the events in Charlottesville and what it means for your students and our country.

speakers or marches happen on their campus. Go to [www.splcenter.org/20170810/alt-right-campus-what-students-need-know](http://www.splcenter.org/20170810/alt-right-campus-what-students-need-know) to see suggestions on what to say and what to do if something happens on your campus and who is the "alt-right."

### Responding to hate, bias

The National Education Association's EdJustice campaign engages and mobilizes activists in the fight for racial, social and economic justice in public education.

The site features a page on Uniting Against Hate, <http://educationvotes.nea.org/unite-against-hate>, which focuses on how educators

can react to the tragedy in Charlottesville.

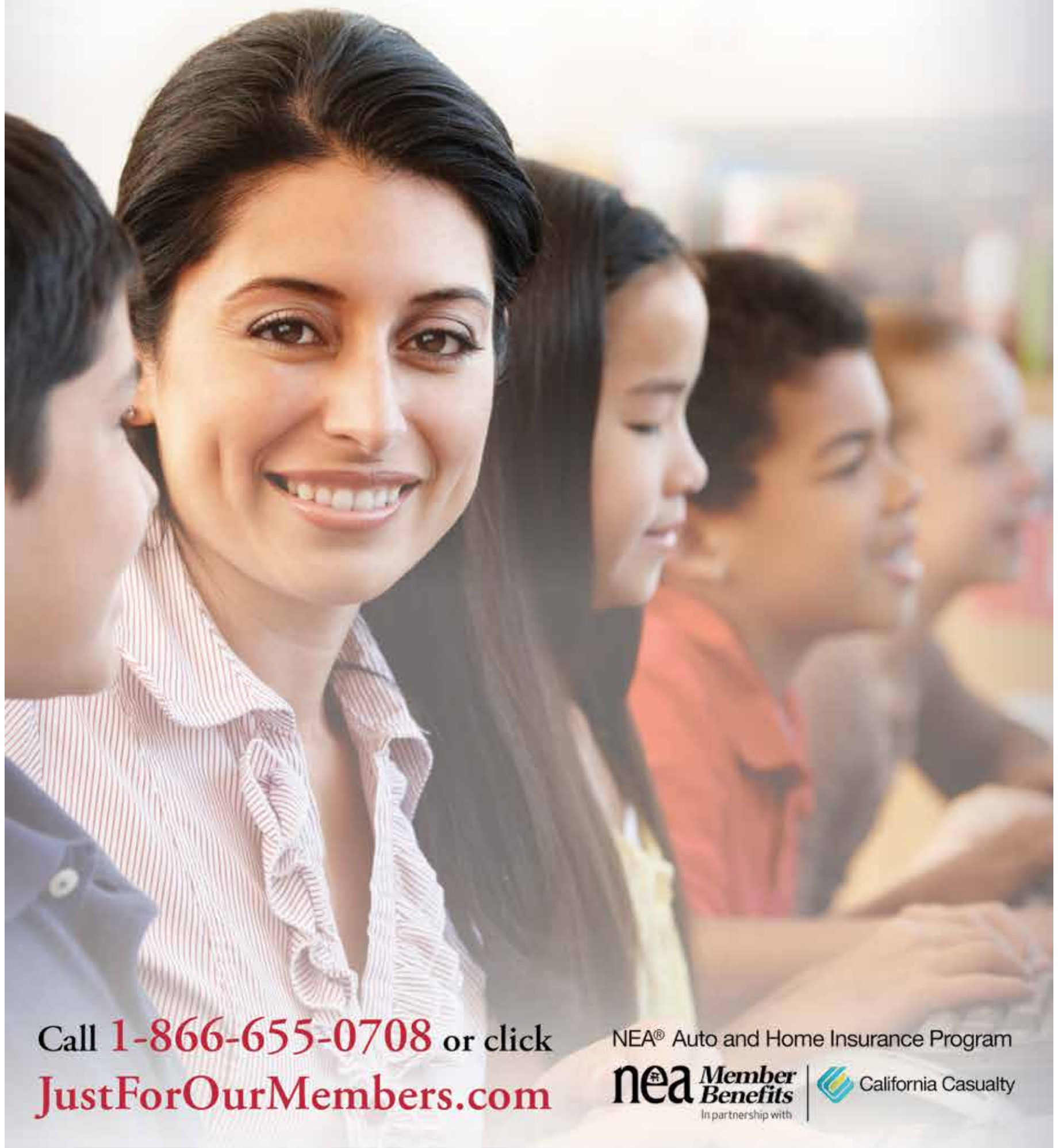
Articles and links on the site include:

- Tips from the National Association of School Psychologists for talking to your students about racial violence and other national tragedies.
- How to deal with acts of racism and hate in schools—before, during and after a crisis occurs.
- Talking about race in the classroom.
- Helping children cope with a traumatic event.
- Teaching tolerance and acceptance.



# We focus on you, *so you can focus on them.*

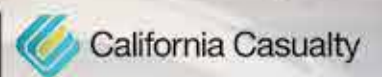
It's California Casualty's policy to do more for the people who give more. That's why we are the only **Auto and Home insurance** provider to earn the trust and endorsement of NEA. Take advantage of the combined buying power of over 3 million fellow members and get your quote today.



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# Educators join fight to save DACA program

St. Paul teacher Juanita Ortiz knows all too well how the rise in deportations affects children of undocumented parents.

Ortiz had a first-grader who called her father every day at quitting time to make sure he was on his way home. The girl was afraid U.S. Immigration and Customs Enforcement would pick him up. Her parents never left the house together—it was too risky.

“This was a very bright student, but this was on her mind all of the time and affected her ability to concentrate,” Ortiz said Aug. 15 during a press conference commemorating the five-year anniversary of the Deferred Action for Childhood Arrivals program. “The fear is real for our Dreamers and it is affecting their learning. How I am going to teach these students with this fear hanging over their heads?”

The DACA program was

created in 2012 by President Obama for immigrants brought to the United States illegally as children. But supporters are worried about the fate of the program. Ten states have threatened to sue the federal government if DACA isn’t rescinded by Sept. 5.

DACA is not a green card or legal permanent resident status. It gives people two-year work permits and protection from deportation. Recipients have to pay \$495 for each renewal. About 800,000 people nationally participate in DACA.

President Donald Trump promised on the campaign trail he would eliminate the DACA program on his first day in office, but has left it alone so far. This has angered some who favor a more hardline approach on immigration and sparked the threat of lawsuits.

Ortiz and Minneapolis Federation of Teachers



St. Paul Public Schools teacher Juanita Ortiz talked about how the Deferred Action for Childhood Arrivals program has affected her students at a press conference commemorating its five-year anniversary. Ortiz, along with Minneapolis Federation of Teachers President Michelle Wiese (second from left) joined other advocates to talk about the importance of keeping the program in existence.

President Michelle Wiese joined advocates and DACA recipients to talk about how important it is to reform our immigration system in a way that keeps families together.

They said a comprehensive overhaul is needed to provide a roadmap to citizenship for those who were brought to the United States as children. “Children, and I mean

all children, regardless of their immigration status ... have a right to a free public education where they feel safe,” Wiese said.

# Conference continues coalition’s work to increase diversity in education workforce

Hundreds of educators from around the state convened at Metropolitan State University in St. Paul to have intentional and strategic conversations around the ongoing work to diversify the teacher workforce—racially, ethnically and linguistically.

The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota hosted its second annual conference for current and aspiring educators of color and American Indian educators Aug. 9-11. Dozens of breakout sessions covered topics from restorative justice circles and disparities in trauma to culturally relevant pedagogy and curriculum reform.

Rose Wan-Mui Chu, an associate professor in the Urban Teacher Program at Metropolitan State University, said she believes solutions to diversifying the teacher workforce are out in

the community. We just need to start working in tandem.

“It’s not about the talking, it’s about the walking,” Chu said.

The coalition was created in 2015 by a group of educators who were concerned about barriers that especially impact people of color who want to enter and stay in the teaching profession. The goals of the coalition are to double the number of teachers of color in Minnesota and have 20 percent of the students in teacher preparation programs be people of color.

Nearly one-third of Minnesota students in K-12 are student of color or American Indian, but just 4 percent of teachers are people of color or American Indian.

The coalition has a five-pronged approach to diversifying the teaching profession: support expanded pathways to teaching, create inclusive

climates and curriculum, provide financial incentives and support for aspiring and new teachers of color, eliminate discriminatory teacher testing requirements and provide induction and retention support.

Angela Valenzuela talked in her keynote address about growing our own teachers and the fight for ethnic studies and engaged policy. She is a professor at the University of Texas at Austin and the director of the National Latino Education Research Agenda Project, which aims to cultivate grow-your-own programs across the country.

Stubborn patterns of inequity cause the lack of diversity in teaching, Valenzuela said. The solution includes creating more grow-your-own programs, creating strong ethnic studies curriculum so students can see their history and experiences reflected

in their education, moving away from high-stakes testing, offering options for bilingual education and funding schools properly so students and educators have the resources they need.

“The teaching profession is the gateway to all professions,” Valenzuela said. “Public education is a very key site of intervention.”

Education Minnesota was one of the sponsors of the conference. There are a variety of other ways you can be an advocate for social justice issues and equity in our public schools through your union.

Join one of Education Minnesota’s educator of color forums—the African American Educators Forum, American Indian Education Professionals, League of Latino Educators and Pan Asian Educators Forum. The forums engage and connect educators of color through

trainings, conferences, social gatherings and issue-based organizing.

A kick-off celebration for the educator of color forums is scheduled 4:30-7:30 p.m. on Oct. 6. The location is to be determined. Find out more about the forums at [www.educationminnesota.org/advocacy/Educators-of-color/Forums](http://www.educationminnesota.org/advocacy/Educators-of-color/Forums).

Education Minnesota members are also working to develop anti-racism resources and personal growth experiences for social justice educators. Join our Racial Equity Community of Practice and MEA FIRE groups at [mynea360.org](http://mynea360.org) to learn more about these inspiring and important opportunities.

For more information on the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota, visit [www.tocaimn.com](http://www.tocaimn.com).

## Music education *from page 2*

“There are scores of studies proving the value of music in our education settings but being a music teacher, I don’t think anything states it better than this poem by an Unknown Author.

That is Why I Teach Music

Not because I expect you to major in music,  
Not because I expect you to play or sing all your life.  
Not so you can relax or have fun.  
BUT--so you will be human  
so you will recognize beauty  
so you will be sensitive  
so you will be closer to an Infinite beyond this world  
so you will have something to cling to  
so you will have more love, more compassion,  
more gentleness, more good....in short,  
more life..

Of what value will it be to make a prosperous living unless you know how to live?”

— Mary Sue Kruger, Montevideo Education Association

“Yes, I believe that music is an important part of a child’s education as it teaches the child skills that are transferable to the classroom. In music class students learn to: focus their attention, wait their turn, listen for specific elements (such as rhythm), work with others, learn new vocabulary (e.g. staccato) and broaden their cultural knowledge by learning about music from different cultures. Music performance also builds confidence as well as learning to work towards a goal. Music is also a great stress reliever and is an opportunity for the child to play with classmates within the school day. And we know that play during the school day improves the child’s learning!”

— Christine Garklavs, United Teachers of South Washington County

“Our duty as educators is to provide a well-rounded education; music is an essential element of this. Music studies activate different parts of the brain as well as provide opportunities for students to learn about

something besides the more standard subjects. Plus, it is just plain engaging! Music education should not be merely an option--it should be a standard.”

— Debbie Cain, Fridley Education Association

“Definitely! One must remember that music is co-curricular not extra-curricular like sports. I was in my high school choir for 4 years and still sing today. I have 2 children: one was in high school choir and the other was in the high school band.”

— Marianne Olson, Education Minnesota Retired

“I believe it is important for students to have the opportunity to participate in music classes as part of their education. Students who have an interest or special talent in the area of music should have the opportunity to develop their skills in this area.”

— Melissa Williams, Education Richfield



# Lineup complete for 2017 MEA conference

East Oakland teacher and school leader Jeff Duncan-Andrade will headline this year's MEA conference Oct. 19 at the Saint Paul RiverCentre.

Duncan-Andrade, an associate professor of Raza Studies and Education at San Francisco State University, will speak about equity in education and how community responsive practices can transform engagement and outcomes for all students.

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.

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

His research interests also span the areas of urban schooling and curriculum change; urban teacher development and retention;



Jeff Duncan-Andrade



Anne Gearity



Becky Pringle



Keron Blair

critical pedagogy; and cultural and ethnic studies. 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.

The Minnesota Educator Academy (MEA) conference Oct. 19-20 is union-sponsored professional development for educators, by educators. It includes a full day of activities on Thursday and a half-day program on Friday.

Other featured speakers on Thursday include Dr. Anne Gearity, a Minneapolis mental health practitioner known for her work developing an intervention model for working with

stressed children; a panel on restorative practices led by NEA Vice President Becky Pringle; and Keron Blair, the director of the Alliance to Reclaim Our Schools.

Friday will be open to members only. Education Minnesota wants to make sure our members can get

the most up-to-date training. Many of our MEA workshops are so popular, we have to turn away attendees.

Free child care will also be available onsite for members only Thursday and Friday. Preregistration is strongly encouraged to guarantee a spot. On-site registration

may be possible, depending on participation rates.

Check out our full lineup of workshops and speakers and register for both Friday's sessions and child care at [www.educationminnesota.org/events.aspx#mea](http://www.educationminnesota.org/events.aspx#mea).



## WELCOME BACK!

In honor of celebrating our **60th year of serving educators**, earn a **\$60 gift card\***. Mention this ad when you open a new checking account with direct deposit at UECU.

**Hurry! There's only a few short months to take advantage of this special promotion!**

\*Open a new checking account with direct deposit by December 31, 2017, to qualify. Must mention ad at account opening. Existing UECU checking account holders are not eligible. Direct deposit must occur by January 31, 2018, to receive the \$60 giftcard. Giftcard will be distributed to the member within one month of first direct deposit and will be reported on a 1099-MISC. \$5 savings account required for membership. Federally insured by NCUA.



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# New TV ad welcomes Minnesota back to school

After a busy and productive summer, it's time to welcome back to school all of our members and students. Our welcome back TV ad, featuring members and students from around the state, debuted Aug. 21 and runs for two more weeks on broadcast and cable television statewide. Members were

filmed for the ad at Summer Seminar Aug. 1. Check out the ad on Education Minnesota's YouTube page, where you'll also find videos of members offering back-to-school tips for the new school year. More back-to-school tips are available at the ad campaign website:

[BelieveInWeMN.com/tips](http://BelieveInWeMN.com/tips). The back-to-school ad is part of Education Minnesota's "Believe in We" campaign. One of the core purposes of the campaign is to emphasize how our members and the Minnesota public share the same values for our students—fairness, freedom, opportunity, equity,

inclusiveness, excellence—and that we must all speak up for these values. "Believe in We" also will help our members express the value of belonging to Education Minnesota and the power we have when we speak with a united voice. The campaign calls on everyone—educators,

students, parents, employers, school administrators and board members—to speak up for the one place that welcomes, embraces and helps students from all walks of life find their voice: public schools.



(Top left) Rosemary Ash, a kindergarten teacher from Milaca Elementary School, delivered lines for Education Minnesota's welcome back TV ad during Summer Seminar at the College of St. Benedict in early August.

(Top right) Nancy Cordes, an English as a Second Language teacher from Robbinsdale, recorded the latest welcome back to school TV ad, as well as tips for students and parents on how to handle the back-to-school season.

(Left) Tucker Quetone, an English teacher from Rochester, worked with staff from the ad agency, Flint Group Duluth, and Education Minnesota staff on the back-to-school ad.

(Bottom) Waleid Hassan, a high school math teacher from Osseo, participated in the ad shoot. The TV spot welcomes students, staff, parents and community members to the new school year.

See video clips of these educators and others who shared their back-to-school tips on Education Minnesota's YouTube page, as well as [BelieveInWeMN.com/tips](http://BelieveInWeMN.com/tips).





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For Official Rules, alternate method of entry, prize descriptions, and odds disclosure visit [www.lysol.com/BoxTops](http://www.lysol.com/BoxTops). Open only to legal residents of the fifty (50) United States and D.C. who are 18+ who are members of BoxTops4Education.com and have designated a school to support at time of entry. Void where prohibited. Online giveaway starts July 1, 2017 at 12:00am CT & ends September 29, 2017 at 11:59pm CT. 500 Daily Box Tops offer starts June 1, 2017 at 12:00am CT & ends September 29, 2017 at 11:59pm CT. No purchase necessary.

For every 5 Box Tops for Education (BTFE) Lysol products you purchase in a single transaction on or after 6/1/17 and entered by scanning your receipt through the Box Tops Bonus App by 12/31/17, you can earn 100 Bonus Box Tops (\$10) for a BTFE eligible enrolled school. To redeem offer, download the free Box Tops Bonus App and be or become a member of BTFE.com. Standard data rates may apply. For additional restrictions and more information on how to redeem this offer visit [www.lysol.com/BoxTops](http://www.lysol.com/BoxTops).

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# Local races have a major impact on our schools

Local races have a major impact on our communities—especially our public schools and the education profession.

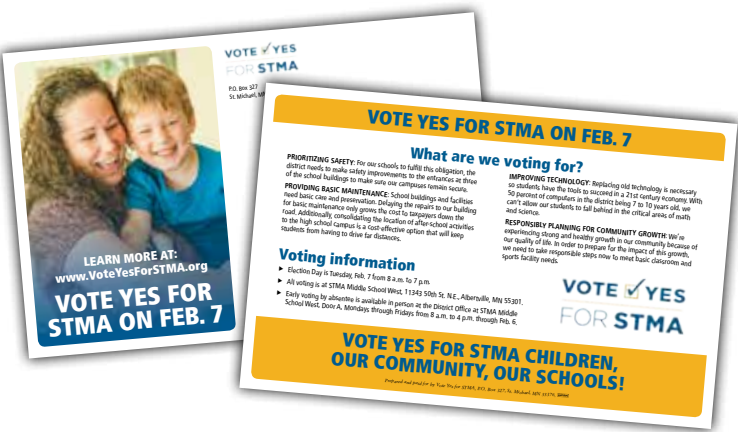
Education Minnesota can help your local create a campaign plan to win your levy or school board election.

North Branch learned this year that harnessing the collective power of area labor unions, community members, parents and educators can bring even the most difficult “vote yes” campaigns over the top.

The district’s facilities and equipment sorely needed updating, but voters repeatedly rejected ballot measures for the necessary school improvements. Seven attempts had failed over the past 15 years.

For the eighth attempt, North Branch brought in support from Education Minnesota, the Chisago County Labor Assembly and the St. Paul Regional Labor Federation, which gave the “vote yes” campaign more resources, political expertise and volunteers.

Stacy Johnstone, president of the North Branch Education Association, said



the coordinated resources gave them access to phones, targeted voter lists, design and printing for materials and more supporters to phone bank and door knock. Education Minnesota staff offered their expertise, outlining the do’s and don’ts to winning a campaign.

North Branch area voters on May 23 overwhelmingly approved three ballot questions for more than \$75 million in school upgrades.

“We wouldn’t have been able to come up with the money and the resources on our own to get the word out and get accurate information out to voters in a format they could understand,”

Johnstone said.

“It goes to show that it takes people at all levels—the district and the community—to get something like this accomplished,” she said. “It takes everybody—parents, businesspeople, superintendents, teachers, janitors, local labor unions.”

Johnstone also said it helped improve relations with the district, which have been contentious after difficult rounds of contract negotiations.

“It was a lot of people working together for the first time in a long, long time,” she said.

## HERE ARE SOME WAYS EDUCATION MINNESOTA CAN HELP YOUR LOCAL

### Working with other organizations

- It’s important to work with parent groups and levy campaign committees, school district leaders and AFL-CIO Area Labor Councils.

### Data

- Education Minnesota can create lists that target likely supporters and eliminate voters who may oppose your issue. Targeted lists reduce unnecessary work and help harvest supporters for your campaign.

### Equipment

- Locals can get cellphones and minutes at no cost for use in campaigns. Depending on availability, locals can also use Education Minnesota laptops and online phone lists.

### Design and printing

- Education Minnesota’s in-house graphic designer and print shop can create and print postcards, signs and other documents for your campaign.

### Financial resources

- Education Minnesota’s Political Action Committee makes funds available to locals for use in campaigns. To be eligible, at least 90 percent of a local’s members must be contributing to the PAC. To find out if your local is eligible or for how much, please contact Education Minnesota staff member Sarah Burt at [sarah.burt@edmn.org](mailto:sarah.burt@edmn.org).

**Need help? Contact Jim Meyer, [jim.meyer@edmn.org](mailto:jim.meyer@edmn.org) or 800-652-9073 x4813 for levies or Anna Brelje, [anna.brelje@edmn.org](mailto:anna.brelje@edmn.org) or 800-652-9073 x4841 for school board races.**

# Educators, lawmakers tackle student debt crisis

Student debt is no longer just a burden—it has become a barrier for many who want to enter the teaching profession and make it a lifelong career.

Making post-secondary education affordable and accessible so all students can pursue higher education free from the stress of unmanageable loans and debts can be done. But what is the best way to tackle this crisis and how do we get our lawmakers to take action?

Those were the questions educators grappled with at Education Minnesota’s Student Loan Debt Symposium Aug. 9 in St. Paul.

Attendees heard from state legislators about the landscape at the Capitol on the student loan debt crisis and how educators can advocate for solutions to this problem. They also started brainstorming actions that will help push this issue to the front burner during the 2018 legislative session.

The nine lawmakers who attended the symposium agreed that their fellow legislators recognize student debt is an issue, but do not understand that it is truly a crisis.

“I’ll never understand a nation that puts up barriers to something that makes it better,” said Sen. Jason Isaacson, DFL-Shoreview. “We have to do better. People who care about this have to win back the majority in the state Legislature.”

Legislators encouraged attendees to meet with their

senators and representatives and share their stories. They also suggested reaching out to unlikely allies like the Chamber of Commerce to come up with solutions lawmakers on both sides of the aisle can support.

The symposium is part of Education Minnesota’s popular Degrees, Not Debt program, which helps educators relieve their debt burden and advocate for making college more affordable and accessible to all. This is particularly important for our public schools. If teaching becomes an unaffordable profession, it will become even more difficult to attract and retain high-quality educators and weaken the diversity and depth of our teaching corps.

Next steps include planning back-home meetings with legislators to talk about the mental and physical toll of increasing student debt. Participants also brainstormed some solutions that Education Minnesota could push next legislative session, including creating a student loan ombudsperson and expanding the Minnesota Teacher Shortage Loan Repayment program to include more fields like counselors, nurses and other non-classroom educators.

Want to get involved in Education Minnesota’s Degrees, Not Debt program or learn more about loan forgiveness programs? Visit [www.educationminnesota.org/advocacy/Degrees-Not-Debt/Overview](http://www.educationminnesota.org/advocacy/Degrees-Not-Debt/Overview).



(Above) Nine lawmakers met with Education Minnesota members to discuss how student debt has become a barrier for those thinking of becoming an educator.

(Below) Education Minnesota staff and members share their stories of how making post-secondary education more affordable could impact those going into education and how loan forgiveness programs can help relieve the stress of current educators trying to pursue their passion and pay their bills.





# Legislation addresses teacher shortage issues

*“Knowledge is power.  
Information is liberating.  
Education is the  
premise of progress, in  
every society, in every  
family.” – Kofi Annan*

The 2017 legislative session increased funding and passed new legislation with the intent to help address teacher shortage. This legislation focuses on three areas: increasing the number of teachers of color, promoting and encouraging students and community members to enter the teaching profession and providing funding to ease the financial barriers of entering and staying in the teaching profession.

## Increasing teachers of color and addressing teacher shortage

### Collaborative Urban and Greater Minnesota Educators of Color Program

- Amends title of current program to include “Greater Minnesota” and states the specific purpose “Educators of Color.” (See HF2 pp 82-83, Article 2, Sect 57, Subd 27)
- Continues Collaborative Urban Educator (CUE) funding for four private colleges (St. Thomas, Concordia, Hamline and Augsburg will each receive \$195,000 in fiscal years 2018 and 2019), and increases program by \$220,000 each fiscal year for competitive grants to recruit and retain teacher candidates of color and American Indian candidates at other public or private institutions throughout the state.



Cedrick R. Frazier

Total appropriation is \$1 million in both fiscal years 2018 and 2019.

### American Indian teacher preparation

- Continues funding (\$460,000 per fiscal year) for existing American Indian teacher preparation programs at four higher education-school district partnerships. (See HF2 pg 84, Article 2, Sect 57, Subd 31)

### Grants to teacher candidates

- Amends policy to include teachers of color and American Indian candidates with the percentage of grants at least equal to the percentage of K-12 students of color and American Indian students in the state (currently 32 percent), and specifies that grants for student teachers shall be up to \$7,500 per candidate. (See SF943 pp 29-30, Article 2, Sec. 11, amending 136A.1275)
- Appropriates \$500,000 in fiscal years 2018 and

2019 in addition to \$2.8 million one-time appropriation in 2016 that has not yet been administered for Grants to Student Teachers in Shortage Areas program 136A.1275. (See SF943 pg 9, Article 1, Sect 2, Subd 30)

## Introducing and facilitating new candidates to join the teaching profession

### Concurrent enrollment “Intro to Teaching” College in the Schools courses

- Creates a new grant program to expand concurrent enrollment with the development of “Introduction to Teaching or Education” courses offered in high schools for college credit in order “to encourage students, especially American Indian students and students of color, to consider teaching as a profession...” (See HF2 pg 49, Article 2, Sect 31 amending 124D.09, subdivision 10)
- Appropriates \$375,000 in fiscal years 2018 and 2019. (See HF2 pp 81, Article 2, Sect 57, Subd 23)

### Paraprofessional to Teacher “Grow-Your-Own” Programs

- Continues grant funding of \$1.5 million per fiscal year (\$500,000 more than base appropriation) for districts with at least 30 percent students of color to develop nonconventional teacher residency programs that provide tuition

scholarships and stipends to district employees and community members seeking teaching licensure. (Current programs sharing \$1.5 million include Minneapolis Public Schools, St. Paul Public Schools and Northeast Metro 916 Intermediate School District)

- School districts that receive funds are “strongly encouraged to recruit candidates of color and American Indian candidates to participate in the Grow Your Own new teacher programs” and may also use funds to develop programs for secondary students to pursue teaching. (See HF2 pp 81, Article 2, Sect 57, Subd 23)

### Hiring Bonuses and Grow-Your-Own Programs in Alternative Pay System

- Amends policy to expand possible uses of Alternative Teacher Professional Pay System, also known as Q-Comp, funds to offer hiring bonuses to provide students with equitable access to effective and diverse teachers (120B.11, subd 2, clause 3) who demonstrate skills for closing achievement gaps.
- “Help fund a Grow Your Own new teacher initiative involving non-licensed educational professionals, including paraprofessionals and cultural liaisons.” (See HF2 pg 45, Article 2, Sect. 23, part (c) amending 122A.414, subdivision 2)

## LEGAL BRIEFS

### Helping reduce the economic barriers of joining the teaching profession

#### Teacher Shortage Loan Forgiveness

- Amends current program criteria that defined shortage area as only licensure and geographic areas. It now includes teachers of color and American Indian teachers as a shortage area with this additional definition: “economic development regions where there is a shortage of licensed teachers who reflect the racial or ethnic diversity of students in the region as reported by the commissioner of education.” (See HF2 pg 63, Article 2, Sect. 45, amending section 136A.1791, subdivision 1, part (e) )

These continued and newly created laws could be helpful in addressing the lack of teachers of color, as well as concurrently help tackle the teacher shortage areas. Accordingly, allowing students to have qualified and effective teachers in their classroom and increase the likelihood that those teachers will reflect the varied backgrounds of those students.

♦ Cedrick R. Frazier  
*Frazier is a staff attorney for Education Minnesota.*

# New podcast features innovative Facing Inequities and Racism in Education program

Education Minnesota’s innovative training program, Facing Inequities and Racism in Education, or F.I.R.E., was featured Aug. 16 on the “Wide Ruled” podcast, which examines issues of equity in education.

In the podcast, Education Minnesota President Denise Specht and organizers of the program tell the story of how a curriculum-writing initiative became an examination into the hidden biases and stereotypes everyone carries. Only after educators take a hard look at themselves, F.I.R.E. organizers say, can they make real change in their schools.

Host Nathaniel Bozarth and his guests from Education Minnesota discuss how educational policies, standardized

testing and educators’ own unconscious biases affect racial inequalities in schools. The episode was recorded in July at the bi-annual TEACH conference hosted by the American Federation of Teachers.

The F.I.R.E. program is now training its first cohort of 29 volunteer racial equity advocates, who are all working educators from districts in Minnesota. A committee of educators selected them from more than 80 applicants. All have knowledge or experience in providing the sort of anti-bias training that improves student achievement.

After several months of training, these advocates will go back to Minnesota districts to work with educators. They will produce professional

development classes and work with communities on racial equity, participate in conflict resolution and restorative justice within school districts, and help our educators working through issues around racial equity as a supportive peer.

The podcast is available on Soundcloud, iTunes, other podcast sites and [www.brainroot.tv/wideruledpodcast](http://www.brainroot.tv/wideruledpodcast).

“Wide Ruled” is a story-based podcast on the past and present of equality in education. The podcast highlights stories of teachers innovating in their classrooms while contextualizing these stories in the wider education system, past and present. Wide Ruled is a production of Brainroot Light and Sound.

## WHAT IS MEA F.I.R.E.?

F.I.R.E. is the Minnesota Educator Academy’s anti-racism program, and the acronym stands for Facing Inequities and Racism in Education.

The program’s goal is to establish a comprehensive, systemic and sustainable framework to support all educators in developing a mindset of racial equity, in an effort to empower educator voice in advocating for racial justice.

Education Minnesota members are working to develop anti-racism resources and personal growth experiences for social justice educators.

Along with the racial equity advocates, the F.I.R.E. program also works with educators interested in becoming community storytellers.

Join the Racial Equity Community of Practice and MEA FIRE groups on ConnectED at [mynea360.org](http://mynea360.org) to learn more about these opportunities or go to [www.educationminnesota.org/resources/minnesota-educator-academy/MEA-Fire](http://www.educationminnesota.org/resources/minnesota-educator-academy/MEA-Fire).





# Foundation hosts 24th annual golf tournament

Members, local leaders, officers, staff and member benefits providers hit the golf course once again to help support projects that promote teaching and learning.

The 24th annual scramble golf tournament Aug. 7 brought in \$42,125 for the Education Minnesota Foundation for Excellence in Teaching and Learning. Since its inception, the event has raised \$720,806.

The tournament is sponsored by Education Minnesota ESI, a corporation affiliated with Education Minnesota that enhances the economic status of the union and its more than 86,000 members by providing programs of exceptional value.

Through the foundation, Education Minnesota members have opportunities for thousands of dollars in grants that support professional development, student success initiatives and community engagement in public schools and colleges.

The Education Minnesota Foundation for Excellence in Teaching and Learning is one of two major sources of grants through the union that are open only to active members.

The foundation offers grants in various categories and scholarships for members pursuing National Board Certified Teacher status.

Also, the IMPACT grant for a member-led project working with a nonprofit.

In the last full school year, the foundation awarded 32 classroom grants and 25 grants for technology.

Nine ESPs and eight higher education faculty received professional development grants last year.

The Education Minnesota foundation is built on members helping members. By contributing only \$5 a year through dues, any active member is eligible to seek grant funding for such things as innovative classroom programming, a professional development opportunity or to purchase technology for students.

The foundation board, which evaluates proposals and makes the awards, is comprised of Education Minnesota members.

View the 2017-18 timelines in the box to the right and go to [www.edmnfoundation.org](http://www.edmnfoundation.org) for more information about the foundation and how to apply.

## 2017-18 FOUNDATION GRANT APPLICATION TIMELINES

- The Education Minnesota Foundation for Excellence in Teaching and Learning will offer the following grants to eligible members during the 2017-18 school year.
- Professional Development Grants (New name): Formerly called Classroom Professional Development, Higher Education Faculty Professional Development and Education Support Professionals Professional Development**
- Professional Development Grants are intended to provide education support professionals, higher education faculty and teachers with opportunities to take the lead in acquiring and sharing new skills and knowledge. Recipients of the higher education faculty grant must pay for all grant expenses out-of-pocket, and then submit receipts to the Education Minnesota Foundation for reimbursement. ESPs and teachers may request up to \$1,500, and higher education faculty may request up to \$3,000.
  - Applications are due Nov. 1, 2017 and April 6, 2018.**
- Bruce Vento Science Educator Professional Development Grant**
- The Bruce Vento Science Educator Professional Development Grant supports educators who teach science as part of their day and want to acquire and share new skills and knowledge. Applicants may request up to \$1,500.
  - Applications are due Dec. 8, 2017.**
- Classroom-Focused Grants (New name): Formerly called Classroom Project, Classroom Technology and Second-Year Classroom**
- Classroom-Focused Grants are intended for licensed personnel who work with students and wish to improve their practice and student achievement. Applicants may request up to \$3,000 for a project designed now and implemented in the upcoming school year.
  - Applications are due Dec. 8, 2017.**
- IMPACT Grant**
- IMPACT Grant projects must be coordinated by an active member of Education Minnesota who has teamed up with a nonprofit organization or their local union/school district. Approximately \$15,000 is available for one year. The budget should reflect a one-year project.
  - Applications are due Jan. 12, 2018.**
- National Board Certified Teachers (NBCT) Scholarship**
- The NBCT process is demanding and complex. The Foundation Board is looking to award scholarships to members who are familiar with and able to commit to that process.
  - Applications are due Nov. 1, 2017.**

# MEMBERS WANT TO KNOW

Negotiating discounts and special benefit options for members

### Discount Programs

**PerksConnect Online Shopping**

- Order discount gift cards and access discounts to local and national merchants.
- [edmn.perksconnection.com](http://edmn.perksconnection.com)
- Click on: "Register Now."
- Use group code EDMN12
- Toll-free: 877-253-7100

**BOSE® Music Products**

- Special savings on most Bose® products.
- Toll-free: 877-803-0838

### Finance

**Credit Union**

- Providing banking products and services since 1957.
- Professional development, student loans, scholarships, grants and free classroom resources.
- [www.uecu.coop](http://www.uecu.coop)
- 651-264-0669 Toll-free: 800-229-2848

**Financial/Retirement Planning**

- Personal financial review, pension planning, and asset management with a local advisor.
- Free workshops for members, including early career and those close to retirement.
- [www.efsadvisors.com](http://www.efsadvisors.com)
- 763-689-9023 Toll-free: 877-403-2374

**Mortgage/Loan Services**

- Purchase, refinance, new construction and home equity.
- [www.mneducatorshomes.com](http://www.mneducatorshomes.com)
- 952-252-4490

**Credit Card**

- Competitive rates, reward options.
- Toll-free 888-758-7946/code GAAM
- For info about rates, fees, other cost and benefits associated with the use of this credit card, call the number listed above. This credit card program is issued and administered by Bank of America, N.A.

### Insurance and Health

**Auto and Home/Renters Insurance**

- Special pricing and features for auto, home, renters, boats and more.
- Online quotes: [esi.educationminnesota.org](http://esi.educationminnesota.org)
- Liberty Mutual: 952-229-5692
- Darlene.VonArx@libertymutual.com
- Travelers: 888-695-4640

**Health Insurance Solutions**

- Affordable health care for all stages of life including Medicare enrollment/supplements, aging off parents' plan and COBRA alternatives.
- [www.educationmn.mnh.net](http://www.educationmn.mnh.net)
- 952-465-0072 Toll-free: 877-926-3366

**Long-Term Care Insurance**

- Protect your savings and assets; special discounts for members and families.
- [www.efsadvisors.com](http://www.efsadvisors.com)
- 763-689-9023 Toll-free: 877-403-2374

**Senior Care Navigation**

- Assistance with aging parents and 24/7 personal concierge service for all senior care needs and services.
- [www.lifesprk.com/edmnnav](http://www.lifesprk.com/edmnnav)
- 952-345-8770 Toll-free: 855-345-3317


### No cost member benefit

**Identity Theft Recovery Plan**

- No cost recovery plan for active members; paid for by ESI. Register today.
- Upgrade to family coverage for as little as \$2/month.
- Other members including retired, students, substitutes and more can purchase plans at negotiated discount rates.
- [www.educationminnesota.securusid.com](http://www.educationminnesota.securusid.com)
- 612-238-0340 Toll-free: 877-833-9041

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# EDUCATION MINNESOTA OPPORTUNITIES

EDUCATION MINNESOTA PROFESSIONAL DEVELOPMENT – FALL DRIVE-INS

**Northland United Fall Drive-In**  
Sept. 27 at 4:45 p.m.  
Hampton Inn & Suites  
1019 Paul Bunyan Dr. SE  
Bemidji, MN 56601

**Hiawatha Valley Teachers United Fall Drive-In**  
Sept. 27 at 4:30 p.m.  
Dover-Eyota High School  
615 South Ave. SW  
Eyota, MN 55934

**Southcentral Minnesota UniServ Fall Drive-In**  
Sept. 27 at 5 p.m.  
Albert Lea Senior High School  
2000 Tiger Ln.  
Albert Lea, MN 56007

**Education Minnesota Central (EMC) Fall Drive-In**  
Sept. 27  
Princeton Middle School  
1100 82nd Ave.  
Princeton, MN 55371

**Kramer Brown Fall Drive-In**  
Oct. 4 at 5:30 p.m.  
Lincoln High School  
101 Knight Ave. S.  
Thief River Falls, MN 56701

**Central Lakes United Fall Drive-In**  
Oct. 4 at 4:45 p.m.  
Willmar High School  
2701 30th St. NE  
Willmar, MN

**Cannon Valley UniServ Valley Rally**  
Oct. 4 at 4:45 p.m.  
Faribault Middle School  
704 17th St. SW  
Faribault, MN 55021

**Western North Fall Drive-In**  
Oct. 4 at 5:30 p.m.  
Courtyard by Marriott  
1080 28th Ave. S.  
Moorhead, MN 56560

**Great Southwest United Fall Seminar**  
Oct. 4 at 4:30 p.m.  
Jackson County Central High School  
1128 N. Highway  
Jackson, MN 56143

**Western South Fall Drive-In**  
Oct. 11 at 4:30 p.m.  
Holiday Inn  
5637 Highway 29 S.  
Alexandria, MN 56308

**Great Southwest United Fall Seminar**  
Oct. 11 at 4:30 p.m.  
Tracy High School  
934 Pine St.  
Tracy, MN 56175

**Minnesota Valley United Fall Drive-In**  
Oct. 25 at 4:45 p.m.  
Dakota Meadows Middle School  
1900 Howard Dr. W.  
North Mankato, MN 56003

**North Suburban Service Unit**  
Oct. 30 at 4:15 p.m.  
Westwood Middle School  
711 91st Ave. NE  
Blaine, MN 55434

**Mid-Minnesota United**  
Nov. 15 at 4:30 p.m.  
Little Falls High School  
1001 5th Ave. SE  
Little Falls, MN 56345

ABOUT THIS PAGE

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

**To submit an opportunity:**

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

PROFESSIONAL DEVELOPMENT

**Bdote Field Trip: Dakota in the Twin Cities**  
Spend the day visiting local sites of significance to Dakota people and learning about them from Dakota perspectives.  
“Bdote Field Trip: Dakota in the Twin Cities” is from 8 a.m. to 4 p.m. Sept. 17. The cost is \$90 and seven continuing education hours are available upon request.  
As you experience these places, you will challenge assumptions made about Dakota history and identity and gain a deeper understanding of the significance of places like Pilot Knob, Wakan Tipi and Mounds Park to this land’s first people.  
Indigenous people of this place (Turtle Island) have the longest relationship to the land. Because of the nature of this program and experience, the fee is waived for indigenous participants.  
To register, go to <https://mnhum.org/k12/professional-development-educators/bdote-field-trip>.  
The Minnesota Humanities Center partners with organizations to offer this workshop for groups of 20 to 40. Contact Eden Bart, 651-772-4261 or [eden@mnhum.org](mailto:eden@mnhum.org), for more information.

**Register now for EdCampMSP 2017**  
Clear your calendars for EdCampMSP 2017. This free event is from 8 a.m. to 3:30 p.m. Sept. 30 at the Flipgrid headquarters, 251 N. First Ave., #500, Minneapolis, MN 55401.  
Flipgrid is a video discussion community for your classroom that supercharges your students’ voices. You add the topics, your students respond with short videos and everyone engages! EdCamp MSP will utilize grids to ignite our idea sharing and

professional connection and growth.  
The morning will be the traditional open space where attendees build a schedule based on participants’ passions and learning needs. After lunch, attendees create a new agenda that builds upon what was learned and discussed in the morning.  
Register now at [www.eventbrite.com/e/edcampmsp-2017-tickets-36843477834](http://www.eventbrite.com/e/edcampmsp-2017-tickets-36843477834).

**Learn about intervention strategies for youth experiencing complex trauma**  
Learn new skills to work effectively with youth and parents who have lived through attachment disruptions and relational trauma.  
“Attachment Focused Therapy With Teens and Parents: Skills to Reinforce a Secure Base for Youth Navigating Independence and Complex Trauma Histories” is from 12:30 to 3:30 p.m. Sept. 13 at the Eagan Community Center, 1501 Central Parkway, Eagan, MN 55121. The cost is \$89 and three continuing education hours are available.  
Attendees will learn about, practice and roleplay different integrative therapy interventions. To register, visit [www.macmh.org/event-page/workshops-trainings/summer-2017-training-series/#7](http://www.macmh.org/event-page/workshops-trainings/summer-2017-training-series/#7).

CLASSROOM RESOURCES

**Free accounting classroom presenters available**  
Members of the Minnesota Society of Certified Public Accountants are available to come speak to students to share just how diverse the accounting profession can be by talking to students about accounting careers. Each speaker will provide free materials to students, such as career planners and salary guides.  
For more information or to request a speaker, please contact Tabitha McDonald at [tmcdonald@mncpa.org](mailto:tmcdonald@mncpa.org) or 952-885-5522.

DIGITAL RESOURCES

**Financial education resources available through University of Minnesota Extension**  
The University of Minnesota Extension program offers multiple resources to teach students about personal finance. The interactive financial education resources are aimed at teaching middle and high school students about money management. Topics include entrepreneurship, consumer roadmaps, credit scores, financial aid for students, hands-on banking, financial resources for living on your own and much more.  
To see all of the topics and explore the offerings, go to [www.extension.umn.edu/family/personal-finance/youth-and-money/student-resources/middle-school](http://www.extension.umn.edu/family/personal-finance/youth-and-money/student-resources/middle-school).

**Project Paradigm Challenge for classrooms**  
The Paradigm Challenge is an annual competition that inspires youth to use STEM skills plus kindness, creativity and collaboration to make a difference. The 2017-18 challenge aims to generate new ideas, or improve on an existing idea, to improve personal health through wellness or healing. Youth aged 4 to 18 compete in three age divisions. Submission types include posters, videos, inventions, public messages, community events, websites, mobile apps or anything else that will help reduce waste.  
For more information, go to [www.projectparadigm.org](http://www.projectparadigm.org).

**Sound Learning by Minnesota Public Radio**  
Sound Learning connects Minnesota Public Radio programming with statewide academic standards. Students can independently listen to a feature and read the transcript as research or to reinforce key points. Teachers can use Sound Learning lesson plans to incorporate the drama of audio into group exploration of a topic. Subject areas include history and civics, world religions, economics and personal finance, language arts and science and health.  
To see all of the offerings, go to [soundlearning.publicradio.org](http://soundlearning.publicradio.org).

**Virtual art field trips, lessons**  
Discover art works, collections and stories from all around the world.  
Google Arts and Culture focuses on daily features of art pieces, collections and looks into artists’ lives. The website also features virtual tours of sites, such as Prambanan Temple, Sydney Opera House, the Museum of Modern Art and the National Museum of Modern Art in Tokyo.  
To review the offerings, go to [www.google.com/culturalinstitute](http://www.google.com/culturalinstitute).

GRANTS

**NEA Foundation teacher grants**  
The NEA offers grants in two categories, Student Achievement and Learning & Leadership.  
Student Achievement grants are designed to help teachers engage students in critical thinking and problem solving in standards-based subject matter. Winning programs should also improve students’ inquiry, self-paced learning, and critical reflection skills.  
The Learning & Leadership grants fund professional development experiences and collegiate study for educators. Grants range from \$2,000 to \$5,000. The next application deadline is Oct. 15.  
For more information, go to [www.neafoundation.org/pages/grants-to-educators](http://www.neafoundation.org/pages/grants-to-educators).