



MINNESOTA EDUCATOR

A publication for the members of Education Minnesota

July 2018

CELEBRATING FUTURE TEACHERS

School districts recognize student athletes and scholarship recipients who commit to a college. Why not also honor those entering the education profession? Local unions and teachers in a handful of districts organized “future teacher signing ceremonies” this spring. **Learn more about the events on page 3.**

Educators continue to choose union, even in face of attacks

Last month, the paraprofessionals in Rochester Public Schools voted overwhelmingly to form a local chapter of Education Minnesota. They are the latest group to join the union.

“We are excited to fight for the well-being of our students alongside our teacher colleagues as part of Education Minnesota,” said Janel Monson, a student support services paraprofessional at Sunset Terrace Elementary School in Rochester, who was recently elected president of the new unit.

“We will continue to advocate for safe, welcoming

schools for all and respect for the profession; being part of a strong union only elevates our voice further at the state level to do that.”

Nineteen new bargaining units have joined Education Minnesota since January 2016. They represent hundreds of paraprofessionals, education assistants, custodians, behavior specialists, media assistants and teachers.

“Education Minnesota is thrilled to have Rochester paraprofessionals join our union family—tens of thousands of their fellow educators—in raising their collective voice for what’s right for students,

families, educators and public education,” said Denise Specht, president of Education Minnesota.

“More and more educators understand that coming together in union gives them the ability to make meaningful improvements to learning and working conditions in our schools and help build vibrant communities across our state,” Specht said. “Our union has never been stronger.”

Monson said that as their group of paraprofessionals grew, so did their needs. That led them to look to Education Minnesota and a union that they felt would fight for what they believe in,

and provide a voice for them.

“The biggest concerns, besides money and insurance costs, were staff development, lack of a building orientation for new hires, safety, paras meeting with site administration, lack of communication with district, lack of input in their jobs, and a feeling that the district admin, the school board and the public have no idea what our jobs entail,” said Shannon Barrett, a paraprofessional who worked as a local organizer for Education Minnesota during the authorization process.

“We are looking forward to making some positive

changes regarding our concerns around respect and value,” said Barrett.

“We knew that Education Minnesota was the perfect union for our unit since they already represented our local teachers, and we knew that joining together under the same union would help strengthen both units with a larger voice,” Monson said.

“We are excited to join forces with 85,000 union members, and work with a union that will allow us the opportunity to manage our own unit, that listens to the members, supports us when needed and is powerful enough to help us reach our goals.”

NEW CONTEST! WHERE ARE YOU READING YOUR MINNESOTA EDUCATOR THIS SUMMER?

The Minnesota Educator is taking a summer break from its “We want to hear from you” contest.

Instead, we would like to see where you are reading your Minnesota Educator while school is out on summer break, too!

See the full contest details on page 2. The contest will run for two months. Participants will be entered into a drawing for a \$50 Target gift card!

Congratulations to last month’s contest winner, **Jody Sjoblom** of Red Wing!

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The details matter in cultural competency training

The latest debate at the Professional Educator Licensing and Standards Board reminds us that we will never overcome the challenges facing our students if we are too afraid to name them.

The PESLB wants to give precise definitions to the cultural competency training educators will need to earn their new, tiered licenses. The spirit of the old human relations requirement lives on in the proposed rule.

The board suggests Minnesota teachers should have an academic introduction to concepts including implicit bias, systemic racism, gender identity, sexual orientation and other cultural barriers between students and their educators.

Critics on the right oppose those specifics and prefer windy political language, which George Orwell once wrote consisted “largely of euphemism, question-begging and sheer cloudy vagueness.”

Education Minnesota supports the more precise definitions developed by PELSB after consultation with education groups dedicated to improving the success of students on the margins.

Students and their families see themselves in the details. And, it must be said, teachers have learned through experience that lofty



Denise Specht, president

administrative goals with vague directions often end in frustration and failure.

At the heart of the debate is whether the PELSB may approve a set of rules to clarify terms in statute. This is the statute. Imagine trying to write a lesson plan around such broad language.

“For purposes of statewide accountability, ‘cultural competence,’ ‘cultural competency,’ or ‘culturally competent’ means the ability of families and educators to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.”

That’s a fine, aspirational definition, but it fails to give enough details to ensure consistent quality across training programs. It may also let educators go through the training without ever leaving our comfort zones; a

tempting trap that prevents us from growing into the best educators we can be.

The PELSB wants to the flesh out requirements for cultural competency training with the following rule.

“‘Cultural competency training’ means a training program that promotes self-reflection and discussion on all of the following topics: racial, cultural, and socioeconomic groups; American Indian students; implicit bias; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities. Training programs must be designed to increase teachers’ understanding of these topics and their ability to implement this knowledge with students, families, and the school community.”

That definition not only acknowledges the very different needs of students with varied life experiences, but also nudges educators toward a greater understanding of how school policies have contributed to the inequalities in our society.

We cannot hide from the truth that a lack of understanding of our student’s lives outside of school can result in misinterpreting student behavior, which turns into unfair discipline, excessive referrals to special education for students of color and too

few referrals to gifted and talented programming.

An administrative law judge, who has already heard testimony from interested groups, including Education Minnesota, will decide the question of whether the PELSB can implement the rule.

The opponents couch their criticism in dry, legal language. They say the board doesn’t have the authority to pass the rule, but I doubt that’s the real motivation. Instead, I see people so defensive about their view of the world that they can’t acknowledge the existence of fluid gender identities, unconscious bias, socioeconomic classes and institutional racism.

How else to explain to the horror-struck tone of the arch-conservative Child Protection League’s take on a proposed rule for training educators? The group says on its website that the rule “violates every tenet of freedom of thought, freedom of speech, and freedom of conscience. It uses intimidation and fear against students and teachers alike to push an ideology that clashes with mainstream Minnesota beliefs and values.”

The CPL is the same group that bought a fear-mongering full-page ad in the Star Tribune to dissuade the Minnesota State High School League from producing guidance for coaches of transgender athletes. That

was in 2014. They were wrong then, too.

Everyone who steps into a Minnesota school with the intention to educate every student who comes through the door accepts the responsibility to do their best. That commitment naturally includes seeking out the resources and training to improve their practice. And in our time of rapidly diversifying student populations, we must have the courage to support the precise definitions for cultural competency training developed by the PELSB through its open process.

As one middle school teacher testified in June, “Most teachers I work with desire to learn more history, more skills, more strategies and techniques for how to navigate intercultural differences with respect and honor.”

If we, as a profession, don’t insist that teachers receive the tools they need to challenge implicit bias, or the training they require to connect with students on the margins, we can say, “we treat all kids fairly” all we want, but we won’t actually do it, no matter our intentions.

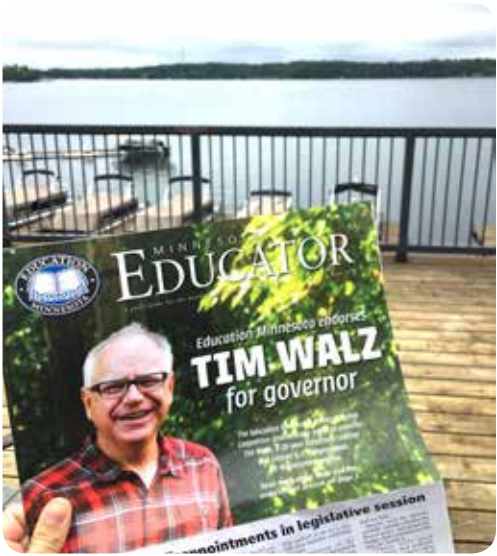
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NEW CONTEST!

Where are you reading the Minnesota Educator this summer?

Education Minnesota invites its members to share a photo of where they are reading their Minnesota Educator newspaper this summer! Over the next two months, share a photo on social media using #mneducator or email it to educator@edmn.org to be entered into a drawing for a \$50 Target gift card. Submissions are due Aug. 3. Happy reading and happy summer!



MINNESOTA EDUCATOR

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SIGNING EVENTS PROMOTE TEACHING PROFESSION

High schools across the country host events for students who are signing commitments to play college athletics or receiving scholarships for academics. Wouldn't it make sense for educators to promote students entering their own profession?

That's the question John Millea posed on Twitter and his blog last spring. Millea, the media director for the Minnesota State High School League, saw a story about a high school in central Iowa holding a "future teacher

signing ceremony" and asked if any Minnesota district would like to hold a similar event.

"I thought it was just about the greatest idea I had ever heard," he said. "My mom is a retired teacher and two of my three children are teachers, so education is very close to my heart."

The response was enthusiastic to Millea's tweet. This spring, numerous districts held signing events for students who are planning to major in education.



BURNSVILLE

One of the events took place at Burnsville Senior High School and was organized by Millea's daughter, Allison Millea.

"I took the idea and worked with P. David McDevitt and Hayley Ohama, our Future Teachers of America advisers, to organize and honor our future teachers," Allison Millea said. "FTA had many of the students who participated come to the event and the rest heard about it through word of mouth."

Burnsville had 14 students participate, signing commitment forms.

Allison Millea said the students felt special and important, and as a teacher, she wants them to make sure they know they are choosing a great profession and will be supported when they enter the field.

"Teaching has a lot of challenges, obviously, but I feel so confident in the future with these students leading the way," said Allison Millea. "We all received messages from former board members, former students and community members about how wonderful it was for these students."

"Despite all of the challenges our district has endured, these students are still motivated and encouraged to be educators. Not only that, but they were all able to verbalize what they wanted to teach and really got at the passion required to be a good teacher. Honestly, it made me proud to be their teacher and work at Burnsville High School because this staff is beyond outstanding."



MAPLE LAKE

John Millea's tweet about the school in Iowa sparked the interest of Maple Lake teacher Casey Pack.

"I thought it was a great idea," said Pack.

Fellow teacher Kim Fynboh also saw news about the Iowa event and as a student council advisor, she brought it up to the group. They decided to make it part of their Teacher Appreciation Week activities.

"As for finding out who was going into teaching, we just started asking the seniors and our guidance counselor too," said Fynboh. "Being a small school, it is easy to get in contact with people. We sent out invites to the seniors and then word got out and the couple that we missed, we got an invite out to them."

While this event was new, the Maple Lake Federation of Teachers local union has been giving out two \$500 scholarships to students going into teaching for years. The scholarships are paid for with local union dues.

"There is an application that the seniors fill out and a small committee chooses two people from the applicants that exemplify future great teachers," said Nicole Casebolt, the local president.

Adding the signing event to help promote the profession has been well-received.

"Usually we hear about it when an athlete signs with a college, but who has more of a lasting effect on future generations—educators," said Fynboh. "Our student body thought it was unique too—as they were coming into school, the ceremony was being done in our commons area for people to witness."

"I heard many students say it made them feel special and important. The staff loved it, and we hope to do it again next year," said Pack.



WILLMAR

Education Minnesota-Willmar also gives out scholarships to students going into education every year, and after seeing some of the other districts doing signing events, they organized one for their scholarship recipients.

"I saw about something similar taking place in another local," said Tammy Knapper, Education Minnesota-Willmar local president. "I wanted to highlight these students and by doing so, try to encourage others to go into teaching."

The local union has given out two \$500 scholarships to students going into education for over a decade, but this year there were two other scholarship recipients to honor.

"We had a former teacher pass away and leave over \$800,000 to our community scholarship fund, to be granted to students pursuing a degree in elementary education," said Knapper.

The two recipients of the inaugural Dorothy Brown Scholars Fund each received \$10,000 scholarships. The Scholars Fund is administered by the Willmar Civic Scholarship Association in partnership with the Willmar Area Community Foundation.

"Dorothy was a long-time teacher in Willmar," Knapper said. "She loved teaching and kids."

While this year's signing event featured the four scholarship recipients, Knapper said they will expand it to include anyone looking to pursue education in future years.

"The reaction has been overwhelmingly positive," she said. "Next year we want to include all students who will be pursuing teaching degrees."

Educators across the state step up to run for office

When the filing period for the November 2018 elections for state and local races opened, numerous educators stepped up to run for office, feeling called to do more to help public education and their communities.

The Minnesota Educator reached out to a selection of our members running for state office for the first time to hear about why they are running and why now.

Terry Gjersvik

Terry Gjersvik got a teaching job at his old high school, 24 years after he graduated. It was there he saw the change in the community he grew up in and the widening disparity in the income and wealth of the student's families. That is a big reason why he is running for Minnesota House District 27A this fall.

"The child poverty problems are not confined to the urban areas. We have significant child poverty in rural areas as well," Gjersvik said. "We see kids coming to school in the same clothes, unwashed. I know of a classroom where half of the kids have visited a family member in jail. I am running for a chance to make decisions on policy to improve the lives of all children."

Gjersvik works part time as a special education teacher Waseca Alternative Learning Center and also has a background in farming and business.

While he has dabbled in many fields, running for office is a new venture for Gjersvik, but it has similarities to being in front of a classroom.

"It does involve some teaching," he said. "You have to be thinking about how you want to explain why you are running and what you intend to do."



You also have to understand different learning styles. When I'm talking to people, I'm always looking for a whiteboard or smartboard and they aren't usually around. And just like teaching, you can't shut it off at 5 o'clock."

Jamie Mahlberg

Jamie Mahlberg says if you would have asked her two years ago if politics was in her future, she would have laughed.

"But I realized that I could no longer accept someone else making decisions that affect the lives of my community and my students who so clearly doesn't share my values," she said. "I believe we should be cultivating opportunity for everyone and investing in the kinds of policies that make the lives of average Minnesotans better."

Cultivating opportunity is why Mahlberg says she became an educator, and is now why she is running for office.

Mahlberg teaches psychology at Rochester Community and Technical College and is running for Minnesota House District 25A.

As she looks forward to the campaign, Mahlberg said she wanted to continue cultivating relationships, which is something educators do every day with students.

"Educators recognize that education is a hand up, not a hand out and we must keep fighting so that our students can achieve their goals," she said. "My students inspire me every day with stories of how they've overcome the various barriers to their success. Overcoming these struggles requires the kind of environment of opportunity I strive to create in my classroom, but to do this I have to be



an authentic and accessible teacher who my students can feel comfortable approaching."

"It's this authenticity and accessibility that translates well to the campaign trail. I may not be your polished, well-rehearsed politician, but I will be authentically myself because I don't know how to pretend to be anything else."

Murray Smart

As a retired school counselor, Murray Smart knows the value of hearing what people have to say.

"In the counseling profession, it's not just about listening to people, but hearing what they have to say and doing whatever you can to help them," Smart said.

"A lot of people tell me one of their frustrations with politicians is that they may listen, but they don't hear them or do anything to actually help."

That is why Smart is running in Minnesota House District 12A.

Smart was a teacher and coach for 15 years before becoming a school counselor. He still teaches driver's education.

"I think we need more educators in the state Legislature," he said. "I think we need to let more people know what's actually happening in our schools and how our schools need different kinds of support."

Knowing that Minnesota has one of the worst student-to-counselor ratios in the country, Smart wants to focus on increasing education funding for student support services.

"We need to improve our counselor ratio," Smart said. "But really, I don't think enough is being done on behalf of education as a whole."



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Changes to licensure system begin

July 1 marks the implementation date for the state’s new tiered licensure system that was passed into law during the 2017 legislative session. This new law brings sweeping changes to educator licensing in Minnesota.

IMPORTANT NOTE

The Professional Educator Licensing and Standards Board (PELSB) has been working since its inception in January to draft and adopt the rules that will govern the new licensure system, but the rulemaking process is laden with several timeline requirements and is such that those rules will not be in place by the July 1 implementation deadline. Estimates regarding the formal adoption of new rules range from late August and December of this year. In addition, as was predicted and ignored throughout the 2017 hearings on the matter, the online application system for the new tiers will not be ready by the implementation date either. Therefore, we are entering a period during which there may be some confusion. Education Minnesota is working with PELSB and with administrative groups to find a way to move ahead during the months between statute implementation and rule adoption.

GENERAL INFORMATION REGARDING MINNESOTA’S NEW TIERED LICENSURE SYSTEM

- Once the transition is completed, there will be no more provisional, limited, non-renewable, one-year, or standard five-year licenses. Neither will there be any variances or non-licensed community expert waivers. There will only be Tier 1, Tier 2, Tier 3, Tier 4 and substitute licenses, as well as a new type of permission, called an out-of-field permission.
- There will now be a path to full, professional licensure (a license that can be used at any public or charter school and that is renewable indefinitely) that does not require any formal training in content or pedagogy.
- There are no additional funds for districts to mentor teachers who come into classrooms without content or pedagogy training.
- There will now be a group of licensed educators (Tier 1 license holders) who are not in the teacher’s bargaining unit.
- Under the new system, lifetime substitute licenses can be used for short-call or long-call assignments in their licensure field(s). In addition, lifetime substitute license holders will no longer have to complete 125 hours of continuing education clock hours to keep their licenses active.

GENERAL INFORMATION REGARDING THE TRANSITION TO THE NEW TIERED LICENSURE SYSTEM

- In January 2018, all current licenses, including five-year standard licenses, nonrenewable, and provisional licenses, were extended by an additional year if the license was active on January 1, 2018. To see your extended expiration date, go to the licensure look up tool on PELSB’s website, <https://mn.gov/pelsb/current-educators/license-lookup>, and pull up your information. Once you get to your screen, click on the details tab. That will show your license’s new, extended expiration date. NOTE: The PDF under the license tab will not show the extended date, so refer to the details tab.
- Starting July 1, 2018, all new applicants for teaching licenses will be placed into the new tiered system, assuming they meet eligibility requirements.
- Licenses set to expire in 2019 will be converted to Tier 4 licenses at the time of renewal.
- On July 1, 2019, the PELSB will automatically convert all five-year standard licenses set to expire after June 30, 2019 to Tier 4. Those new Tier 4 licenses will have the same renewal date as was on the original, extended license.
- Example: Teacher A has a five-year standard license that currently has an expiration date of 2020. In January 2018, that same license was given a new, extended expiration date of 2021. On July 1, 2019, that license will automatically be converted to a Tier 4 license, and that new license will have the same expiration date as the original, extended license: 2021.
- All variances and non-licensed community expert waivers that were valid as of Jan. 1, 2018 were automatically extended one year, so educators working on those permissions can continue to do so through the 2018-19 academic year. No new variances or non-licensed community expert waivers will be granted.

WHO WILL BE AFFECTED BY THE GAP BETWEEN STATUTE IMPLEMENTATION AND RULE ADOPTION?

Educators relying on new permissions to teach outside of their licensure areas.

- New variances are no longer being issued. The out-of-field permissions in the new system that will serve a similar function will not be available until the rules are in place. Districts, however, still need some mechanism for allowing licensed teachers to teach outside of their area of licensure in order to be up and running in the fall. A temporary solution to this problem is to allow a district to employ someone who is a standard five-year license holder or a one-year standard license holder or a Tier 3 or Tier 4 license holder to teach for part of his or her assignment on a Tier 1 or Tier 2 license. The addition of a Tier 1 or 2 license should not affect a Tier 3 or 4 teacher’s continuing contract/tenure rights and bargaining unit status. Education Minnesota has drafted an MOU to clarify a teacher’s rights in these situations and strongly recommends that teachers not agree to these out-of-field assignments without the MOU. Talk to your building representative or local president if you are in this situation.

Districts and educators planning to apply for Tier 1 and Tier 2 licenses in order to teach in the fall of 2018.

- Because the online application system is not yet ready to launch, the application process for Tier 1 and Tier 2 licenses will be extremely labor intensive on the part of PELSB licensing staff, and those applications will take some time to process. It is possible that a Tier 1 or Tier 2 application submitted on or near July 1 may not yield a license by the start of the school year. PELSB is doing everything it can to make the process as efficient as possible, but expect delays.

GENERAL INFORMATION REGARDING LICENSURE RENEWAL IN THE NEW TIERED LICENSURE SYSTEM

- Because all licenses with an expiration date of 2018 were extended to 2019, and because teachers cannot renew until the year of their expiration date, no active license holders are renewing this year. The only people local continuing education committees are obligated to help in the spring and summer of 2018 are people whose licenses have lapsed and who need to renew in order to teach in the 2018-19 school year.
- The renewal system has been adjusted to accept CEU’s within a six-year window, so people who have CEUs that are five years old now, and whose expiration date was 2018 but is now 2019 will not have to worry about those CEUs expiring before they will be needed in 2019. This is true for all five cohorts of standard five-year license holders:
 - If your license was set to expire in 2018 but is extended to 2019, you can renew in 2019 with CEUs as old as January 2013.
 - If your license was set to expire in 2019 but is extended to 2020, you can renew in 2020 with CEUs as old as January 2014.
 - If your license was set to expire in 2020 but is extended to 2021, you can renew in 2021 with CEUs as old as January 2015.
 - If your license was set to expire in 2021 but is extended to 2022, you can renew in 2022 with CEUs as old as January 2016.
 - If your license was set to expire in 2022 but is extended to 2023, you can renew in 2023 with CEUs as old as January 2017.
 - After that, everyone will have cycled through. So, when applicants go to renew in 2024, they can only use CEUs as old as January 2019. When applicants renew in 2025, they can only use CEUs as old as January 2020, and so on.
- Therefore, our advice for all standard full-professional five-year license holders is to get your 125 hours ready before your extended expiration date, but don’t get additional CEUs before your extended expiration date unless, of course, you want them for reasons other than licensure renewal, as they won’t be counted in the next cycle. The only exception to this advice is to keep apprised of new licensure renewal requirements that include cultural competency training. That training will be required for renewal at all tiers, but it has not yet been defined in rule and therefore does not yet exist. We are not yet sure which cohort will be the first that has to meet this new requirement.

If you have further questions about licensing, talk with your local union leaders and continuing education committee members. Education Minnesota offers a training in the new tiered system, available through our professional development programs. For more information, go to www.educationminnesota.org/resources.aspx#credentials-licensure.

Court decision proves importance of voting

The U.S. Supreme Court recently decided *Husted v. A. Philip Randolph Institute*, which involved a challenge to how the state of Ohio maintained its eligible voters rolls pursuant to the National Voter Registration Act (NVRA)—specifically, how and when the Ohio Secretary of State could remove an ineligible voter from the voting rolls. This case addressed removal based on the change of residence grounds. The NVRA prescribes requirements that a state must meet in order to remove a name on change-of-residence grounds. The NVRA provides that a state may not remove a name on change-of-residence grounds unless the registrant either (A) confirms in writing that he or she has moved or (B)

fails to return a preaddressed, postage prepaid “return card” containing statutorily prescribed content and then fails to vote in any election during the period covering the next two general federal elections. In this case, the court ruled that Ohio’s use of failure to vote as proof of change of residence is not a violation of the law. In Minnesota, the secretary of state (SOS) does not use the failure to vote as a factor when determining to make a voter ineligible. Instead, the SOS uses several methods to verify voters’ addresses. If the address cannot be verified the voter is then put on the inactive list. However, the voter can still have the opportunity to vote, because Minnesota law allows same-day voter registration.

Therefore, the voter will not miss the opportunity to cast a vote on Election Day. Ohio does not allow same-day voter registration. For states similar to Ohio, which do not allow same-day voter registration, the purge of eligible voters based on the failure to vote will prevent otherwise eligible individuals from exercising their constitutional right to vote. Minnesota residents benefit from a SOS office that views the inclusive policy of same-day voter registration as a benefit to residents and the democratic process in Minnesota. Moreover, the SOS views the exclusion policy of ineligibility based on failure to vote as not good for Minnesota. This inclusive vision has allowed Minnesota to rank at or

near the top nationally for several years in regards to voter participation. This Supreme Court decision underscores the importance and high stakes of who gets to participate in the voting process. For states that decide to model this method used by Ohio to purge its voter rolls, there could be a suppressive impact on marginalized and poor communities. These communities tend to be transient and thus less likely to be responsive to the required mailing notice, which is the first step in confirming proof of residence. This leads to the exclusion of those individuals having the ability to vote for candidates or ballot initiatives that would be in their best interest. Conversely, it prevents them

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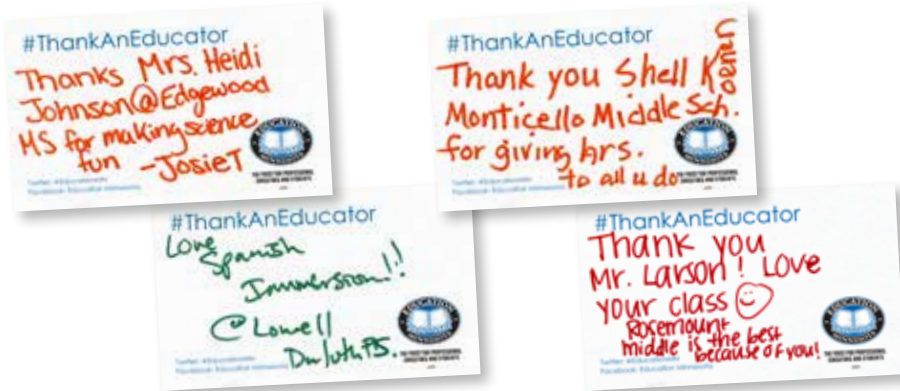
from opposing, via their vote, candidates or ballot initiatives that are against their best interests.

We are fortunate to have inclusive policies in our state. However, we must not take it for granted. We must continue to hold ourselves accountable and, if able, carry out our civic duty to cast our vote in local, state and federal elections to ensure we have policy makers that continue to lead with an inclusive vision. Every vote and everyone matters!

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

Thank you, educators!

Every year, thousands of kids and adults thank educators who were influential in their lives at Education Minnesota’s State Fair booth. We will feature a selection in each issue of the Minnesota Educator this year. Keep an eye out for your name!



MEMBERS WANT TO KNOW

SUMMER CHECKLIST

- Explore Zebit! Shop for millions of items and pay interest free over time.
<https://zebit.com/edmn>
- Create a PerksConnect account to save on gift cards, shopping, and more.
edmn.perksconnection.com
- Schedule a financial review.
EFS Advisors 763-689-9023/877-403-2374
- Compare rates on auto and home insurance.
Liberty Mutual, Darlene VonArx 952-229-5692
Travelers 888-695-464
- Check out the credit union for great rates on banking needs, loans and more.
United Educators Credit Union, www.uecu.coop
651-264-0668/800-229-2848
- Update your beneficiary for the NEA Complimentary Life Insurance.
NEA Member Benefits 800-637-4636/www.neamb.com
- Register for your complimentary identity theft plan for active members.
www.educationminnesota.securusid.com

Visit esi.educationminnesota.org for more information on ESI, AFT+ and NEA Member Benefits.

41 Sherburne Ave., St. Paul, MN 55103 651-292-4856 800-642-4624 esi.educationminnesota.org esi@edmn.org

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EDUCATION MINNESOTA

ESI

EDUCATION MINNESOTA OPPORTUNITIES

BECOME AN ELECTION 2018 WORKSITE ACTION LEADER

Worksite action leaders are at the forefront of Education Minnesota’s campaign plan because we know member voices are essential to our success in electing pro-public education candidates in November.

No one can do it for us, or will do it for us. There are two kinds of power: organized money and organized people. We are the organized people.

This summer there is an opportunity to be trained on being a worksite action leader or digital campaign organizer and get involved in November’s election.

Members are invited to attend the Summer Political Action Workshop on Aug. 15 at the Education Minnesota Brooklyn Park office.

The training will include information on being a worksite action leader, our digital campaign plan and a panel discussion featuring Congressman Keith Ellison.

For more information or to register for the Summer Political Action Workshop, go to bit.ly/2ryjCPu.

Research shows that members who didn’t vote or weren’t active have not been motivated by our

traditional campaign tactics like mailing and phone calls.

Personal contact by a friend or colleague with shared interests and values is the most effective way to motivate voters. Activating members to engage their colleagues is the best way we can mobilize 33,000 members who otherwise might not vote.

Worksite action leaders will relate to their colleagues and cut through the stereotypical campaign “noise,” as well as help to make the campaign about real issues that will improve educators’ work and home lives.

Worksite action leaders will:

- Make personal, one-on-one contact with colleagues.
- Listen and share information about education, union and pocketbook issues in the election.
- Encourage civic participation, early voting and Election Day voting by all members.
- Promote 2018 campaign opportunities with activists.

- Receive training and support as well as organizing and messaging materials from Education Minnesota organizers.

A big piece of the worksite action leader’s work will center on getting people out to vote.

Whether it’s holding early voting parties at their building or hosting happy hours after you get a group of colleagues to go vote on Election Day, these educators will be working to encourage others to get out and vote.

Education Minnesota is also hoping to do more outreach with members through digital platforms.

Educators interested in becoming a local digital engagement leader can help the union share information about the election through social media, video and texting platforms.

For more information about Education Minnesota’s worksite action leader program, go to www.educationminnesota.org/advocacy/2018-election/Worksite-Action-Leaders.

ABOUT THIS PAGE

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

To submit an opportunity:

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

PROFESSIONAL DEVELOPMENT

Stay connected through retired membership

Education Minnesota members who have retired after Sept. 1, 2015, or are planning to retire in the future and have been a member for at least 10 years are eligible to continue as a retired member at no additional cost.

For more information about applying for a retired membership and to see if you are eligible to receive the benefits at no cost, go to www.educationminnesota.org/member-benefits/join-us/retired-membership.

Two summer history conferences for teachers

The Minnesota Council for History Education is organizing two conferences for history educators this summer. In recognition of the 150th anniversary of the 14th Amendment, the first conference will focus on teaching civil rights history. This conference is scheduled for July 18 at the MSU-Mankato Edina Center. The council will also be hosting our annual History Fest conference, in coordination with the Minnesota Historical Society, on Aug. 7. At both conferences, participants will be able to choose between educator-led sessions, presentations from college professors and sessions from content experts. Parking, lunch, networking and continuing education units will be included for both events.

Interested educators can register at mnche.wordpress.com.

Reading association summer conference

The Minnesota Reading Association is hosting its summer conference July 18 at Hamline University in St. Paul. The conference will feature national literacy experts, such as author and educator Ralph Fletcher. The conference is being held in conjunction with the Hamline University Literacy Institute July 16-19. The registration fee for the conference is

\$125 for MRA members or \$140 for non-members. For more information about the conference or the literacy institute, go to <http://mra.onefireplace.org>.

Code.org summer workshops

Multiple Code.org Computer Science fundamentals workshops will take place across Minnesota this summer, aimed at K-5 teachers who have varying levels of computer science knowledge. The free workshop will provide participants with an intro to computer science, pedagogy, overview the online curriculum, teacher dashboard and strategies for teaching “unplugged” classroom activities. This workshop works for educators who have access to varying levels of technology in their schools.

For more information about the workshops, locations and how to register, go to bit.ly/codewithangie.

Regional early literacy, reading recovery conference

A regional early literacy and reading recovery conference will be held Oct. 13 at the TIES Conference Center in St. Paul. The event will include professional development sessions and include speakers such as authors and early literacy experts, Jan Richardson, Adria Klein and David LaRochelle. Registration fees are \$90 per person, or \$65 when a teacher and administrator register together.

For more information on the conference or how to register, go to <https://tinyurl.com/y8a2pzy3>.

GLSEN professional development in your districts

GLSEN, the organization committed to improving the education system for lesbian, gay, bisexual, transgender, queer and questioning students, offers professional development training for school districts. The training features tools that empower K-12 educators to ensure that all youth have access to meaningful educational experiences, regardless of sexual orientation, gender identity and gender expression. The organization also has toolkits and webinars available on their website.

For more information about the training or to see what might be available in your area, go to www.glsen.org/educate/professional-development.

CLASSROOM RESOURCES

Free library of online resources, curriculum

Curriki is an online K-12 library that hosts thousands of educator-vetted, openly licensed, online educational materials that teachers, educators, or other professionals have created and have made freely available to others for use, reuse, adaptation and sharing. Educators can create their own personal resource library. Students and educators can use Curriki Groups to collaborate on projects, curriculum development and district initiatives.

To see all of the offerings, go to www.curriki.org.

Lakeshore Learning free online lessons, activities

Lakeshore Learning offers educators more than 1,000 free lesson plans and classroom activities on their website. Included in the offerings are lesson

plans, printable worksheets, calendars, templates, clip art and craft ideas. Also available online are templates for educators to make their own writing practice worksheets, flash cards, awards and more.

To see all of the offerings, go to www.lakeshorelearning.com/general_content/free_resources/freeResources.jsp?f=m.

Minneapolis Institute of Art online resources

The Minneapolis Institute of Art offers online resources for educators, including looks into different collections and videos. The museum’s website offers online learning resources about collections like The Art of Asia, World Ceramics and World Religions in Art, as well as resources about modernism, photographs, prints and drawings from the museum’s collection. Online videos feature topics such as modernism, restoring a masterwork and the process of printmaking.

To see all of the online resources, go to <https://new.artsmia.org/discover/online-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 explore the offerings, go to <http://www.extension.umn.edu/family/personal-finance/basic-financial-education>.

GRANTS

American Honda Foundation grants

The American Honda Foundation makes grants to K-12 schools, colleges, universities, trade schools and other youth-focused nonprofit organizations for programs that benefit youth and scientific education. The maximum award is \$75,000, and the deadlines for new organizations to submit applications are Feb. 1 and Aug. 1.

For more information about the grants and how to apply, go to www.honda.com/community/applying-for-a-grant.

American Battlefield Trust field trip grants

The American Battlefield Trust’s Field Trip Fund provides funding and assistance to K-12 teachers who are planning field trips to Civil War, War of 1812, or Revolutionary War battlefields or related historic sites. The items covered by the Field Trip Fund include transportation, meals, admission fees and reasonable presenter/guide fees. Approved trips can be reimbursed for as little as \$250 or as much as \$1,500.

For more information on the grants and how to apply, go to www.battlefields.org/learn/educators/resources/field-trip-fund.