

Infinitec Trainings Meeting Minnesota Mandated Requirements (Teachers Tiers 3 and 4)

MN Requirement	Infinitec Trainings
<p>Positive Behavioral Intervention Strategies Applicants must include in their professional development activities which address positive behavioral intervention strategies. This category includes the renewal requirement of evidencing accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state's graduation rule.</p>	<p>MASA Presents: The Bird's Eye View of PBIS (Positive Behavioral Interventions and Supports) (.5 credits) MN PBIS Presents: Engaging Youth in PBIS Individual Student Tier 1 (.5 credits) MN PBIS: School-wide PBIS Overview/What is PBIS? (1 credit) Additional modules covering Tier 2, Tier 3 and Sustainability are found by searching for PBIS on the Infinitec website.</p>
<p>Reading Preparation Teachers must have in-service preparation in scientifically-based reading instruction, which the law identifies as: "instruction and practice in phonemic awareness, phonics and other word-recognition skills, and guided oral reading for beginning readers, as well as extensive silent reading, vocabulary instruction, instruction in comprehension, and instruction that fosters understanding and higher-order thinking for readers of all ages and proficiency levels." Note: the following licensure fields are exempt from evidencing the reading preparation renewal requirement: school counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, recreation personnel.</p>	<p>MASA Presents: You Can Make a Difference and Know It: Evidence-Based Practice in Reading (1.75 credits)</p>
<p>Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents Applicants must include in their professional development activities which provide an understanding of key warning signs for early-onset mental illness in children and adolescents. The 2016 Legislature requires a</p>	<p>Suicide Prevention Among Teens (1.25 credits) MASA Presents: Concerns and Challenges of Mental Health in Education (1.25 credits)</p>

<p>separate mandatory minimum of at least one hour of Suicide Prevention Best Practices as part of the renewal condition for Early-Onset Mental Illness in Children and Adolescents.</p>	
<p>English Learners Evidence of growth in best teaching practices through <u>district-approved training</u> for meeting the varied needs of English learners from children to adults. Minnesota statute requires this training align with Interstate Teacher Assessment and Support Consortium (InTASC) <u>standards for English learners</u>. This requirement may be evidenced in the summative evaluation.</p>	<p>Infinitec offers trainings that may meet district-approval. Consider: <u>EL 06 English Learners and Special Education</u>: Covers common themes around language development and acquisition, the stages of acculturation, the stages of second-language acquisition, and when to refer ELs for special education <u>MASA Presents: Personalized Learning</u>: In this video, Michelle Ament from Eden Prairie describes the process the district navigated to design and implement a system capable of responding to and supporting success for every student. <u>EL 03a Understanding & Meeting the Learning Needs of EL SLIFE Part 1</u>: Part 1 of this presentation provides an overview of EL and SLIFE population, service and legislation. It addresses the learning needs of SLIFE in K-12. <u>EL 03b Understanding & Meeting the Learning Needs of EL SLIFE Part 2</u>: Part 2 of this presentation addresses the key program components for meeting SLIFE learning needs. <u>Culturally and Linguistically Responsive AAC</u>: In this session, Dr. Gloria Soto reviews the characteristics of culturally and linguistically responsive AAC practices and presents evidence-based strategies for culturally appropriate bilingual AAC assessment and intervention. She discusses partnering with families to determine values, needs, priorities, and resources when implementing AAC. Objectives: After the presentation, participants will be able to: (1) Develop a culturally and linguistically responsive assessment and intervention plan that is representative of</p>

	<p>your client’s home language and culture. (2) Collaborate with the family and prioritize home language and culture maintenance when developing an intervention plan. (3) Customize AAC systems to include relevant vocabulary that is culturally and linguistically appropriate and representative.</p>
<p>Cultural Competency Effective for all tiered license renewals in 2020 and thereafter, training that promotes self-reflection and discussion including, but not limited to the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns. Training programs must be designed to deepen teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school communities.</p>	<p><u>Cultural Competency</u> Your district or local re-licensure committee will determine if the combination of this presentation and the 3 part CLEAR Model series will meet licensure requirements. You are encouraged to utilize the links and complete the discussion questions for individuals or groups.</p> <p><u>CLEAR Model (1): Culturally Responsive Pedagogy</u> This video intends to increase our capacity for culturally responsive teaching by presenting adaptive strategies and system thinking tools. The presentation includes reflective questions and activities.</p> <p><u>CLEAR Model (2): Situational Adaptive Leadership, Part 1 of 2</u> This video intends to increase our capacity for culturally responsive leadership by presenting adaptive strategies and system thinking tools. The presentation includes reflective questions and activities.</p> <p><u>CLEAR Model (3): Situational Adaptive Leadership, Part 2 of 2</u> This video intends to increase our capacity for culturally responsive leadership by presenting adaptive strategies and system thinking tools. The presentation includes reflective questions to address moving from a model of dominant culture to a common culture model.</p>

Other Common Requirements	Infinitec Trainings
Mandated Reporting	<p><u>Mandated Reporting</u> This presentation addresses what is required by law, defines different types of child abuse, and addresses mandated reporting.</p>
Bloodborne Pathogens	<p><u>Bloodborne Pathogens</u> This video provides the viewer with knowledge of what are bloodborne pathogens, what are potentially infectious bodily fluids, how to protect oneself and how blood and body fluids should be cleaned up.</p>
Minnesota Right to Know Act of 1983	<p><u>Employee Right-to-Know (Hazard Communication Standard)</u> This Right-to-Know presentation is based on the Hazard Communication standard, which requires employers to inform and train workers about the hazardous chemicals and substances in the work environment. It applies to all employees in the United States that are exposed or potentially exposed to hazards in the workplace, including schools.</p>
HIPAA/FERPA	<p><u>Privacy in Education: Understanding FERPA and HIPAA</u> It's our ethical and legal responsibility as educators to safeguard student information against unauthorized disclosure. Understanding our privacy responsibilities and laws, particularly FERPA and HIPAA, is mandatory. This presentation focuses on that goal.</p>
Data Privacy	<p><u>Social Security and Identity Protection</u> Social Security numbers fall under the umbrella of personally identifiable information along with one's birth-date, gender, address, education, medical history and financial information. It is paramount that educators and school staff with access to this</p>

	<p>information protect confidentiality and prevent access from theft. This presentation identifies prohibited activities, rules and exceptions, public inspection of documents and frequently asked questions about legal compliance under FERPA.</p>
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