

This list has been developed to help guide educators in their search for recommended training. This is not an all-inclusive list. If you wish to enroll in a training that is not listed below, please see the instructions at the bottom of this document on requesting approval. Individuals requesting one-time approval for a training are encouraged to request approval prior to taking the course.

** Please note that there are currently no pre-approved trainings on the topics of Restraint or Professionalism.**

PRE-APPROVED PROVIDERS:

- **ACE Educational Services:** (270) 933-0543, gregeross@gmail.com
- **Jefferson County Teachers Association (JCTA):** (502) 454-3400, <http://www.jcta.org>
- **Kentucky Education Association (KEA):** (502) 696-8984, michelle.jones@kea.org
- **NASDTEC Academy:** <http://www.nasdtec.academy>
- **National Education Association (NEA):** <http://nea.certificationbank.com>
- **Professional Learning Board (PLB):** <https://renewateachinglicense.com/member/cart-cat/renew-a-teaching-certificate-in-ky-kentucky>
- **Teacher Coach (TC):** (502) 696-8984, michelle.jones@kea.org

PRE-APPROVED TRAININGS:

ADMINISTRATION CODE

- Administration Code for Educational Assessment **ACE**
District Assessment Coordinators (DACs) can also assist educators in obtaining appropriate Administration Code Training

APPROPRIATE BOUNDARIES

- Appropriate Student-Teacher Boundaries **ACE**
- Appropriate Student Teacher Boundaries **NASDTEC**

APPROPRIATE USE OF TECHNOLOGY

- Cybertraps for Educators **NASDTEC**
- Technology, Social Media, and its Impact on Public Educators **ACE**

BULLYING

- **NEA**
 - Empowering Students to Find Their Voices
 - Cyberbullying/Cyber Safety
 - Education Support Professionals: First Responders
 - Federal, State, and Local Policy Related to Bullying
 - School Connectedness
 - Creating Bully-Free Environments within Structured Settings
 - Intervention Strategies for Educators
- **PLB**
 - Prevention and Policies for Schools
 - The Golden Rule Solution

- **TC**
 - Bullying Part I
 - Bullying Part II
 - Bullying Part III
 - Cyberbullying Part I
 - Cyberbullying Part II
 - Cyberbullying Part III

CLASSROOM MANAGEMENT

- Classroom Management Training for Kentucky School Certified Personnel **ACE**
- Classroom Management **JCTA**
- **KEA**
 - Brain Architecture: Trauma, Toxic Stress, and Impact on Learning
 - Creating Emotional Balance and Resilience to Enhance Learning, Part 2
 - Poverty Informed Care
 - Trauma Informed Classroom Management
- **NEA**
 - Addressing Challenging Behaviors
 - Classroom Expectation and Routines
 - Creating Classroom Community
 - Aspects of an Engaged Learner
 - Organizing the Physical Layout of the Classroom
 - Trauma-Informed Pedagogy
 - Reflective Practice to Improve Personal Effectiveness in the Classroom
 - Cooperative Learning
 - Using Student Inquiry Based Learning Cycle
 - Teach Global Competence
 - Fostering A Growth Mindset
- **PLB**
 - Classroom Management for Positive Behaviors
 - Transformative Classroom Management
 - Classroom Collaboration
 - Classroom Organization for the 21st Century
 - Partnering with Parents
- **TC**
 - Class Climate & Student Behavior Part I
 - Class Climate & Student Behavior Part II
 - Class Climate & Student Behavior Part III
 - Class Climate & Student Behavior Part IV
 - Class Climate & Learning Support Part I
 - Class Climate & Learning Support Part II
 - Class Climate & Learning Support Part III
 - Class Climate & Learning Support Part IV
 - Dealing with Difficult Students Part I
 - Dealing with Difficult Students Part II
 - Dealing with Difficult Students Part III
 - Dealing with Difficult Students Part IV

COMMUNICATION

- **TC**
 - Communication Overview
 - Expressive Communication Part I
 - Expressive Communication Part II
 - How to Provide Support
 - Improving Arguments Part I
 - Improving Arguments Part II
 - Improving Arguments Part III
 - Receptive Communication Part I
 - Receptive Communication Part II
 - Communication Styles in the Workplace Part I
 - Communication Styles in the Workplace Part II
 - 5 Steps to Improve any Relationship
 - Roadblocks to Effective Communication

DIVERSITY/CULTURAL SENSITIVITY

- Cultural Sensitivity Training for Kentucky School Certified Personnel **ACE**
- Multicultural Education: Leading To Just Schools 6-hour Series **KEA**
 - Multicultural Education: Leading to Just Schools
 - Multicultural Education: Why Do we Teach?
 - Multicultural Education: What Causes Disparity?
 - Multicultural Education: Understanding Cultural Proficiency
 - Multicultural Education: Addressing Language Barriers
 - Multicultural Education: Creating a Culturally Inclusive Classroom
- **NEA**
 - Exploring and Unpacking Bias
 - Exploring and Unpacking Historical Inequities and Public Education
 - Awareness of Current Institutional Inequities
 - Diversity, Equity, and Cultural Competence in Classroom Instruction
 - Creating a Safe and Equitable Learning Environment
 - Asset-Based, Student-Centered Learning Environments
- **PLB**
 - Cultural Competency and Responsive Teaching
- **TC**
 - Diversity and Inclusion Overview
 - Equity and Equality

EDUCATOR ETHICS

- Professional Code of Ethics for Kentucky School Certified Personnel **ACE**
- Educator Ethics Training **NASDTEC**
- Ethics for Educators **JCTA**
- Ethics for Educators **KEA**
- **PLB**
 - Ethics for Education Professionals
 - Ethical Conduct in Education

- **NEA**
 - Educator Ethics & the Law
 - Educator Responsibility to Students
 - Educator Responsibility to the Profession
 - Educator Responsibility to the School Community
 - Educator Responsible & Ethical Use of Technology
 - Setting and Maintaining Ethical Boundaries
 - Understanding Educator Ethics
- **TC**
 - Ethical Dilemmas
 - Honesty at Work

HARASSMENT

- Sexual Harassment in the Workforce Training **ACE**
- **TC**
 - Harassment in the Workplace Part I
 - Harassment in the Workplace Part II
 - Harassment in the Workplace Part III

SPECIAL POPULATIONS

- State and Federal Special Education Training **ACE**
- Autism: Teaching Students with Autism **KEA**
- Dyscalculia: Difficulty with Calculations **KEA**
- Dyslexia: What Every Classroom Educator Should Know **KEA**
- Dysgraphia: Difficulty with Writing **KEA**
- **NEA**
 - IEP Implementation: Communication and Collaboration
 - Understanding the IEP Process
 - Functional Behavior Assessment and Intervention Plans
 - IDEA: Determining Eligibility
 - Working with Students with Autism Spectrum Disorder
 - Introduction to Universal Design and Learning
 - Advocating for ELL Students and their Families at the School Level
 - Advocating for ELL Friendly Local, State and Federal Policies
 - Analyzing Assessments to Support ELL Learning
 - Understanding Academic Language
 - Understanding Second Language Acquisition (SLA) Stages
 - Using ELL Strategies in the Classroom
 - Using Formative Assessments to Support ELL Learning
 - Using Standards to Plan for ELL Students
- **PLB**
 - Accommodating All Learners
 - Accommodating through UDL
 - Cognitive Skills: Understanding Learning Challenges
 - English Language Learners in the Classroom
 - IEPs: Documentation and Implementation for Teachers
 - Understanding ADHD
 - Introduction to Autism
 - Differentiation of Gifted Learners in the Classroom

- **TC**
 - Learning Disabilities Part I
 - Learning Disabilities Part II
 - Learning Disabilities Part III
 - 504 Plan Part I
 - 504 Plan Part II
 - Individualized Education Program/Plan (IEP) Part I
 - Individualized Education Program/Plan (IEP) Part II

OTHER TRAININGS

- Anger Management: What it is and how to address it **ACE**
- Confidentiality Training for Kentucky School Certified Personnel **ACE**
- Fiscal Management Training for Kentucky School Certified Personnel **ACE**
- Time Management **ACE**
- **PLB- Child Abuse**
 - Child Abuse Prevention
- How to Teach Online for the Classroom Teacher **PLB**
- **PLB- Mental Health**
 - Recognizing Early-onset Mental Health Disorders
 - Suicide Prevention
- **PLB- Cooperating Teacher**
 - Action Research for School Improvement
 - Peer Review of Teaching
 - Teacher Coaching
- **TC- Suicide Prevention**
 - Suicide Prevention Part I
 - Suicide Prevention Part II
 - Suicide Prevention Part III

MICRO-CREDENTIALS

- Assessment Literacy **NEA**
 - Classroom Embedded Performance Assessment
 - Descriptive Feedback for Student Learning
 - Eliciting Accurate Evidence of Student Learning
 - Formative Assessment in the Teaching and Learning Cycle
 - Foundational Principles of Quality Assessment
 - Learning Targets to Establish Success Criteria and Engage Students
- Classroom Practice (In TASC) Standards **NEA**
 - Collaboration Between Colleagues
 - Communicating with Stakeholders
 - Engaging Classroom Discourse
 - Evaluating Digital Sources
 - Interdisciplinary Themes

- Linking Families and Communities to Schools for Student Success
- Promote Ownership of Learning
- Setting Objectives and Providing Feedback
- Teaching Note-taking and Summarizing Skills
- Technology Integration 101
- Using Student Evaluations to Improve Instruction and Student Learning
- Utilizing Practice Activities within Content Areas
- **Community Engagement NEA**
 - Families in Society and Cultural Contexts
 - Family Engagement as Access and Opportunities For All
 - Developing Trusting Reciprocal Relationships through Home Visits
 - Families as Co-Creators
 - Linking Family Engagement to Learning Outcomes
 - Community Partnerships for Learning and Family Well-Being
 - Leading with Professional Ethics
 - Family Engagement Systems
- **Cooperating Teachers NEA**
 - Andragogy Adult Learning
 - Equity Literacy
 - Listening and Nonverbal Communication
 - Managing Difficult Conversations
 - Positive Professional Relationships
 - Post-Observation Feedback
 - Teaching About Teaching
- **Five Core Propositions: National Board-Certified Teacher (NBCT) NEA**
 - Knowing Your Students
 - Knowing Your Content and How to Teach it to Students
 - Managing and Monitoring Student Learning
 - Thinking Systematically About Your Practice and Learning From Experience
 - Teachers are Members of Learning Communities
- **Restorative Practices NEA**
 - Exploring Restorative Practices
 - Building a Positive Classroom Community with Affective Language
 - Restorative Circles: Building Relationships in the Classroom
 - Restorative Conferencing
 - Implementing Restorative Practices
- **Teacher Leadership NEA**
 - Adult Learning
 - Communication
 - Continuing Education and Learning
 - Group Processes
 - Interpersonal Effectiveness
 - Personal Effectiveness
 - Reflective Practice
 - Technology Facility
 - Cultivating Socially Just Environments
 - Explore and Challenge Inequity
 - Purposeful Collaboration
 - Building the Capacity of Others
 - Learning Community and Workplace Culture
 - Organizational Effectiveness: Leading with Skill

- Organizational Effectiveness: Leading with Vision
- Organizing and Advocacy
- Coaching and Mentoring
- Community Awareness, Engagement and Advocacy
- Facilitating Collaborative Relationships
- Advocacy
- Policy Engagement and Relationships
- Implementation
- Policy Making
- Technology NEA
 - Introduction to Online "Netiquette"
 - Building Relationships Online
 - Connected Educator: Growing Your Professional Network
 - Curating Content
 - Facilitating a Virtual PLC
 - Providing Asynchronous Feedback to Learners
 - Troubleshooting & Providing IT Support to Educators
 - Virtual Engagement Strategies for Synchronous Learning
 - Virtual Engagement Strategies for Asynchronous Learning
 - Technology Integration: Citizen
 - Technology Integration: Collaborator
 - Technology Integration: Designer
 - Technology Integration: Facilitator
 - Technology Integration: Leader
 - Technology Integration: Learner
 - Technology Integration: Analyst
- Trauma Informed Pedagogy NEA
 - Creating a Healing Centered Learning Environment
 - Trauma Informed Support for Students
 - Developing a Healing-Centered Self Care Practice
 - Race Based Trauma
 - Using a Healing-Centered Approach to Support Refugee Students
 - Poverty Based Trauma

ONE TIME REQUEST FOR TRAINING APPROVAL

An individual may request that a course of professional development or training be approved to meet any board ordered training requirements by submitting the following information to: BreAnna Listermann, breanna.listermann@education.ky.gov or EPSBEducatorEthics@education.ky.gov.

1. Course Syllabus
2. Approximate Time for the Course
3. Course Bibliography
4. Curriculum Vitae or Resumes for the Course Developers and/or Instructors