

*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](mailto: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](mailto:michelle.jones@kea.org)
- **NASDTEC Academy:** <https://www.nasdtec.net/>
- **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](mailto: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 USE OF TECHNOLOGY**

- Technology, Social Media, and its Impact on Public Educators **ACE**
- **PLB**
  - Hybrid Teaching with Google Classroom
  - AI in Education

#### **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**

- **ACE**
  - Classroom Management Training for Kentucky School Certified Personnel
  - Student Supervision
- 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

- **ACE**
  - Professional Code of Ethics for Kentucky School Certified Personnel (3 hours)
  - Part 2: Understanding Educator Ethics (3 hours)
  - Part 3: Holistic View on Ethics and the Law (3 hours)
- Prevention and Correction **NASDTEC**
- Ethics for Educators **JCTA**
- Ethics for Educators **KEA**

- **PLB**
  - Ethics for Education Professionals
  - Ethical Conduct in Education
  - Ethical Decision Making
- **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: Norah Alaraifi Softic, [norah.softic@education.ky.gov](mailto:norah.softic@education.ky.gov) or [EPSBEducatorEthics@education.ky.gov](mailto: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