

*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)
- **Elaine Wilson-Reddy:** (859) 319-3666, [gelainewr@gmail.com](mailto:gelainewr@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:** <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](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 Student Teacher Boundaries **NASDTEC**

#### **APPROPRIATE USE OF TECHNOLOGY**

- Appropriate Use of Social Media **NASDTEC**
- Ethical Use of Technology & Student Confidentiality **KEA**

#### **BULLYING**

- **NEA**
  - Cyberbullying/Cyber Safety
  - Federal, State, and Local Policy Related to Bullying
  - Intervention Strategies for Educators
  - School Connectedness
  - Creating Bully-Free Environments within Structured Settings
- **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**
  - Classroom Management Overview
  - Classroom Management Discussion Sessions
- **NEA**
  - Addressing Challenging Behaviors
  - Classroom Expectation and Routines
  - Creating Classroom Community
  - Aspects of and Engaged Learner
  - Organizing the Physical Layout of the Classroom
  - Trauma-Informed Pedagogy
- **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

## **DIVERSITY/ CULTURAL SENSITIVITY**

- Cultural Sensitivity Training for Kentucky School Certified Personnel **ACE**
- Diversity Training **JCTA**
- Leading Just Schools **KEA**
- Cultural Competency and Responsive Teaching **PLB**

- **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 for Professional Competence
  - Educator Responsibility to Students
  - Educator Responsibility to the Profession
  - Educator Responsibility to the School Community
  - Educator Responsibility & 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**
- Be the Elephant: Preventing Sexual Harassment and Abuse of Students by Education Personnel **Elaine Wilson-Reddy**
- **TC**
  - Harassment in the Workplace Part I
  - Harassment in the Workplace Part II

## **SPECIAL POPULATIONS**

- State and Federal Special Education Training **ACE**
- **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**
- **PLB- Child Abuse**
  - Child Abuse Prevention
  - Keeping Kids Safe
- Confidentiality Training for Kentucky School Certified Personnel **ACE**
- Fiscal Management Training for Kentucky School Certified Personnel **ACE**
- How to Teach Online for the Classroom Teacher **PLB**
- **PLB- Mental Health**
  - Recognizing Early-onset Mental Health Disorders
  - Suicide Prevention
- **TC- Communication**
  - Communication Styles in the Workplace Part I
  - Communication Styles in the Workplace Part II
  - 5 Steps to Improve any Relationship
  - Roadblocks to Effective Communication
- **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
- **Cooperating Teachers NEA**
  - Listening and Nonverbal Communication
  - Positive Professional Relationships
  - Communication
  - Equity Literacy
  - Andragogy (Adult Learning)
  - Managing Difficult Conversations
  - 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
- **Interstate Teacher Assessment and Support Consortium (In TASC) Standards NEA**
  - Collaboration Between Colleagues
  - Communicating with Stakeholders
  - Teaching the Teacher: The Importance of Continuous Learning
  - 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
- **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
- **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

### **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](mailto:breanna.listermann@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