

EPSB Approved Trainings Provided by KEA, NEA, PLB, and Teacher Coach
Click on the training of your choice for details and registration information.

Kentucky Education Association

- Classroom Management Overview
- Classroom Management Discussion Sessions
- [Ethics for Educators](#)
- Ethical Use of Technology & Student Confidentiality
- Leading Just Schools
- [Poverty Informed Care](#)
- [Trauma Informed Classroom Management](#)

National Education Association **(<http://nea.certificationbank.com/>)**

EDUCATOR ETHICS

- [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](#)

RESTORATIVE PRACTICES

- [Exploring Restorative Practices](#)
- [Building a Positive Classroom Community with Affective Language](#)
- [Restorative Circles: Building Relationships in the Classroom](#)
- [Restorative Conferencing](#)
- [Implementing Restorative Practices](#)

EXCEPTIONAL LEARNER

- [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](#)

ENGLISH LANGUAGE LEARNERS (ELL)

- [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](#)

ASSESSMENT LITERACY

- [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](#)

TECHNOLOGY FOR EDUCATORS

- [Building Relationships Online](#)
- [Connected Educator: Growing Your Professional Network](#)
- [Curating Content](#)
- [Facilitating a Virtual PLC](#)
- [Introduction to Online "Netiquette"](#)
- [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

- [Technology Integration: Citizen](#)
- [Technology Integration: Collaborator](#)
- [Technology Integration: Designer](#)
- [Technology Integration: Facilitator](#)

- [Technology Integration: Leader](#)
- [Technology Integration: Learner](#)
- [Technology Integration: Analyst](#)

BULLYING

- [Cyberbullying/Cyber Safety](#)
- [Federal, State and Local Policy Related to Bullying](#)
- Intervention Strategies for Educators
- [School Connectedness](#)
- [Creating Bully-Free Environments within Structured Settings](#)

CLASSROOM MANAGEMENT

- [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](#)

COOPERATING TEACHERS

- [Listening and Nonverbal Communication](#)
- Positive Professional Relationships
- Communication
- Equity Literacy
- Andragogy (Adult Learning)
- Managing Difficult Conversations
- Post-Observation Feedback
- Teaching About Teaching

INTERSTATE TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (In TASC) STANDARDS

- [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](#)

FIVE CORE PROPOSITIONS: NATIONAL BOARD-CERTIFIED TEACHER (NBCT)

- 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

Professional Learning

Board (<https://renewateachinglicense.com/summer/cart-cat/renew-a-teaching-certificate-in-ky-kentucky>)

BULLYING

- [Bullying: Prevention and Policies for Schools](#)
- [Bullying: The Golden Rule Solution](#)

CHILD ABUSE

- [Child Abuse Prevention](#)
- Keeping Kids Safe

CLASSROOM ENVIRONMENT/MANAGEMENT

- [Classroom Collaboration](#)
- [Classroom Management for Positive Behaviors](#)
- [Classroom Organization for the 21st Century](#)
- [Transformative Classroom Management](#)
- [Partnering with Parents](#)

CULTURAL COMPETENCY

- Cultural Competency and Responsive Teaching

EXCEPTIONAL LEARNERS

- [Accommodating All Learners](#)
- [Accommodations through UDL](#)
- [Cognitive Skills - Understanding Learning Challenges](#)
- [English Language Learners](#)
- [Documentation and Implementation for Teachers](#)
- [Understanding ADHD](#)
- [Introduction to Autism](#)
- [Differentiation of Gifted Learners in the Classroom](#)

ETHICS

- [Ethics for Education Professionals](#)
- [Ethical Conduct in Education](#)

MENTAL HEALTH

- [Recognizing Early-Onset Mental Health Disorders](#)
- [Suicide Prevention](#)

ONLINE LEARNING

- [How to Teach Online for the Classroom Teacher](#)

Teacher Coach

BULLYING

- [Bullying Part I](#)
- [Bullying Part II](#)
- [Bullying Part III](#)

CYBERBULLYING

- [Cyberbullying Part I](#)
- [Cyberbullying Part II](#)
- [Cyberbullying Part III](#)

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](#)

CLASSROOM MANAGEMENT & CLIMATE

- [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/EQUALITY

- Equity and Equality
- [Diversity and Inclusion Overview](#)

ETHICS

- [Ethical Dilemmas](#)
- [Honesty at Work](#)

EXCEPTIONAL NEEDS

- [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](#)

HARASSMENT

- [Harassment in the Workplace Part I](#)
- [Harassment in the Workplace Part II](#)
- [Harassment in the Workplace Part III](#)

SUICIDE PREVENTION

- [Suicide Prevention Part I](#)
- [Suicide Prevention Part II](#)
- [Suicide Prevention Part III](#)