



COURSE CATALOG

2026



**Learning
Hub**

Portable Professional Learning

This portal provides our members with
FREE access to online courses anytime,
anywhere.

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Welcome to



Portable Professional Learning

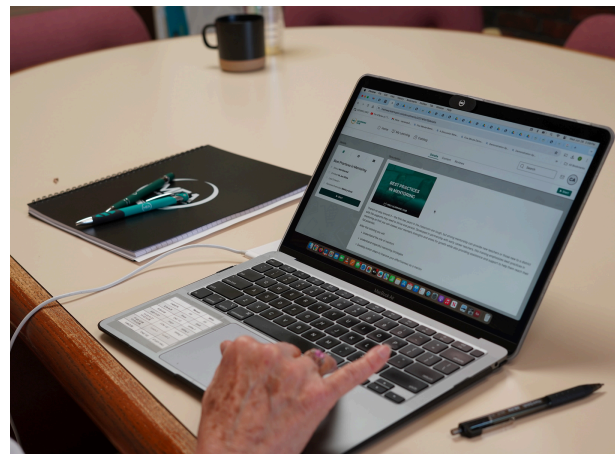
MEA is proud to introduce our Learning Hub: Portable Professional Learning. This portal provides our members with FREE access to online courses anytime, anywhere; learners can self-register and complete the work on their own time according to their own schedules. Visit: maineea.learnupon.com

About The Hub

This portal provides our members with FREE access to online courses anytime, anywhere!

Registration is easy and begin your learning journey ASAP.

Did we mention it is FREE with your membership?



Welcome!

Welcome to the MEA Learning Hub, your online destination for flexible, high-quality professional learning designed for Maine's educators. Our Learning Hub provides FREE access to a wide range of online courses that you can take anytime, anywhere. Learners can self-register, work at their own pace, and engage with content that supports their growth and practice.

Explore the Hub at: maineea.learnupon.com

When you complete course assignments, simply email them to learninghub@maineea.org. A member of our staff will review your work and award contact hours that can be applied toward state recertification.

Whether you're an early career educator building your foundation, an experienced educator seeking new strategies, or an education support professional expanding your skills, the MEA Learning Hub offers professional learning that reflects the real needs of Maine's schools and supports your success in a rapidly changing educational landscape.

Begin your journey here: maineea.learnupon.com
Be sure to [watch our instructional video](#) if you need help creating an account.

And don't forget to explore our leaderboard! You can earn badges and points for your activity on the hub and for completing courses.

Thank you for your ongoing commitment to improving your skills.



M. Cook

Mallory Cook
Director of Training and Early Educator
Engagement

Maine Education Association

Find the Professional Learning Path That Fits You

As you explore the MEA Learning Hub catalog, choose asynchronous courses, and plan your next steps for certification renewal, being intentional with your professional learning time leads to meaningful growth and impact. The ideas below offer strategic ways to guide your decisions.

Educator Effectiveness Tools

Start by self-assessing with your district's educator effectiveness tool to identify strengths and areas for growth. Feedback from your evaluator can also highlight opportunities for targeted professional learning.

Emerging Focus Areas

Explore topics that spark curiosity and reflect innovative, cutting-edge trends in education. While these areas may not be essential for your current role, they can enhance your practice and positively influence student outcomes.

→**Example:** Using artificial intelligence to deliver personalized learning support.

Academic Requirements

These are courses required for graduation or certification. They provide the foundational knowledge and skills necessary to meet program standards and professional qualifications.

→**Example:** Human development, teaching students with exceptionalities.

Student Demographics

Focus on topics and subject areas tailored to the populations you serve, based on the region where you live and work. These areas help you understand and address the unique needs, backgrounds, and experiences of your students.

Maine's Every Student Succeeds Dashboard

To better understand the students you work with, the Department of Education provides a dashboard with statewide, district, and school-level data on demographics, assessments, behavior, chronic absenteeism, educator workforce, graduation rates, and more. Visit: maine.gov/doe/dashboard

→**How to Access Data:**

- Select Year → Choose statewide, district, or school.
- Use the drop-down to select your district or school.
- Click on categories such as Student Demographics or Chronic Absenteeism.

→**What You'll Find:**

- Demographic breakdowns by race/ethnicity, economically disadvantaged, homelessness, and students with disabilities, including percentages and trends over time.
- Chronic absenteeism data showing the percentage of students missing more than 10% of school days, broken down by demographic groups.

→**Why It Matters:**

- Analyzing this data can reveal gaps in meeting student needs. For example:
- A growing number of multilingual learners may prompt you to seek training on supporting language development.
- Rising chronic absenteeism might lead you to attend sessions on family engagement or strategies to reduce absenteeism.

MEA's Learning Hub features a growing list of professional learning courses. The next pages showcase what's currently available.

Visit: maineea.learnupon.com/

Contents Page

COURSE	PAGE
An Introduction to Equitable Grading Practices and Policies	<u>6</u>
Assessing Multilingual Learners	<u>7</u>
Best Practices in Mentoring	<u>8</u>
Classroom Management: Creating and Maintaining a Trauma-Informed Approach	<u>9</u>
Creating a Positive Learning Environment	<u>10</u>
Creating Inclusive and Affirming Environments	<u>11</u>
Disability Representation and Historical Perspectives	<u>12</u>
Diversity, Equity, and Cultural Competence in Classroom Instruction	<u>13</u>
Learning About and Learning with Artificial Intelligence (AI) in Education	<u>14</u>
Mental Health: Burnout Prevention for Educators	<u>15</u>
Poverty-Related Trauma	<u>16</u>
Responding to Challenging Behaviors: Root Cause Analysis for Teachers and Professional Staff	<u>17</u>
Responding to Challenging Behaviors: Root Cause Analysis for Education Support Professionals	<u>18</u>
Supporting Multilingual Learners 101	<u>19</u>
Supporting Multilingual Learners: Second Language Acquisition	<u>20</u>
Family and Community Engagement Series: Connect	<u>21</u>

Our Courses

AN INTRODUCTION TO EQUITABLE GRADING PRACTICES AND POLICIES



An Introduction to Equitable Grading Practices and Policies

The National Education Association (NEA) and the Maine Education Association (MEA) believe educators are professionals capable of exercising sound judgment to create grading policies that best serve students, families, and school communities. Grading should reinforce caring, challenging, and inclusive learning environments that respond to students' needs and promote confidence and success.

Equitable grading is not a one-size-fits-all approach but an ongoing effort to address bias and disparities—especially racial disparities—through high-quality systems and reflective practices. By critically examining grading, educators can help dismantle systems that alienate underserved or marginalized students and ensure all learners fully engage in meaningful learning opportunities.

Objectives

1. Understand the need to prioritize equity in the development, implementation, and evaluation of grading practices and policies
2. Learn how to collect and use student performance and academic achievement to make determinations about grades and memorialize student learning in ways that honor students' assets and funds of knowledge
3. Take responsibility for disrupting traditional or outdated grading methods and learn how to adopt new approaches that align with current needs, values, and goals
4. Stretch their leadership muscles to actively embrace and maintain a shift in established practices, beliefs, or systems.

Contact Hours:

6

Objectives

1. Identify the purpose of assessing multilingual learners
2. Identify the challenges of assessing MLs
3. Evaluate assessments for their validity and reliability
4. Analyze tools for differentiated assessments

Contact Hours:
7



Assessing Multilingual Learners

Multilingual learners (MLs) have unique needs when it comes to demonstrating their understanding and knowledge in an academic setting. Creating assessments that provide MLs with opportunities to successfully demonstrate their learning is one of the key skills that teachers of MLs need to master. Assessments are one of the most important tools educators use to gather data that will drive best practices in their classroom instruction. To accurately assess MLs, teachers must identify the most appropriate tools to evaluate the reliability of assessments and create appropriate accommodations for their students. This course will support teachers through the intentional design, creation, and evaluation of assessment tools for classroom use so that results best reflect multilingual students' content knowledge, as well as their language ability.

Our Courses



Best Practices in Mentoring

There's no way around it – the first two years in the classroom are tough, but strong mentorship can provide new teachers or those new to a district with the supports they need to thrive and persist. Developed in partnership with early career teachers, this training emphasizes best practices in mentoring so that you can assess your mentee's strengths and areas for growth while also providing assistance and support to help them reach their full potential.

Objectives

1. Understand the role of mentors
2. Understand impactful mentoring strategies
3. Develop action steps to improve your effectiveness as a mentor

Contact Hours:

5

Objectives

1. Identify factors that contribute to trauma
2. Explore the relationship between trauma and student behavior
3. Understand strategies that are trauma-informed
4. Create actionable steps to integrate trauma-informed approaches into your practice

Contact Hours:
6

What members are saying:

“The material was informational. Looking forward to using what I have learned to make my classroom feel safer for my students. Pacing was excellent and was very helpful.”



Classroom Management: Creating and Maintaining a Trauma-Informed Approach

This course aims to enhance educators' understanding of how trauma can influence student responses and behaviors. It also empowers educators to foster and sustain positive student engagement in all aspects of learning and interactions. By leveraging students' strengths and resilience, educators can actively reduce the frequency, intensity, and duration of challenging behaviors, creating a supportive and nurturing learning environment. Parts of this module are based on NEA's independent study, with additional components added by MEA to create a unique and tailored experience for Maine educators.

Our Courses



Creating a Positive Learning Environment

Classroom management is often used synonymously with student behavior, but it has much more to do with an educator's routines, habits, and responses. When we think back to our favorite classes and educators, we likely picture a space that made us feel known, respected, and engaged. In this course, we will consider strategies we can implement to create a positive environment that works for all students. We will understand how respect, rapport, routines, and engagement impact the classroom environment, learn and adopt strategies we can immediately implement in our classrooms to strengthen respect, rapport, routines, and engagement, and set measurable goals to improve the classroom environment.

Objectives

1. Understand how respect, rapport, routines, and engagement impact the classroom environment
2. Learn strategies to strengthen respect, rapport, routines, and engagement
3. Set measurable goals to improve the classroom environment

Contact Hours:

3

Objectives

1. Develop strategies to adopt an asset-based mindset and presume competence, fostering inclusive educational practices that enhance the participation and development of all students, particularly those with disabilities;
2. Apply a capacity-building framework to transform educational practices and narratives, enhancing the recognition and utilization of the inherent strengths and contributions of students with disabilities;
3. Critically examine the impact of ableist language and practices on perceptions and treatment of students with disabilities, fostering awareness and proactive change in educational settings; and
4. Explore and implement strategies for employing respectful and empowering language that acknowledges disability as an integral and valued aspect of human diversity, thereby challenging systemic ableism in education narratives and interactions.

Contact Hours:
8



Creating Inclusive and Affirming Environments

In this course, you will explore the concept of presuming competence and the importance of making the least dangerous assumption about students with disabilities. Participants will develop skills and mindsets to adopt an asset-based approach when working with students with disabilities, focusing on recognizing and leveraging their unique strengths. Participants will also learn about the significance of disability language choices, discussing person-first and identity-based language and how language shapes perceptions. The course will also address anti-ableist language, empowering educators to create inclusive and affirming environments.

What members are saying:

“Intensive and dense! The material was excellent and provided practical resources.”

Our Courses

DISABILITY REPRESENTATION: HISTORICAL PERSPECTIVES AND THE IMPACT OF MEDIA



Disability Representation and Historical Perspectives

This course explores the evolution of disability representation from historical perspectives to the impact of media, examining how past practices have influenced current views and perceptions. It also offers strategies for fostering inclusivity in educational settings through anti-ableist practices, aiming to transform classrooms into more inclusive environments.

What members are saying:

“I found the course to be informative about Ableism. It is very important for educators to teach their students about Ableism . And the more knowledgeable I am on the subject the more equipped I am to educate students. So good! We (especially those of us who think we are inclusive, work to be inclusive and work with differential education in the classroom) always need a reminder and a refresher! This course was fantastic and packed with so many tools and ideas to implement! Bravo! I found this course to be VERY informative and helpful in my profession as a special education ed tech”

Objectives

1. Analyze and critically evaluate the reasons behind the exclusion of disability rights in broader civil rights narratives and reflect on the impact of these dynamics on current societal attitudes toward disability;
2. Examine the role of mass media in forming and impacting societal views about individuals with disabilities;
3. Trace and understand the historical development of education for students with disabilities, analyzing how this history has shaped current practices of inclusion and exclusion; and
4. Explore strategies for creating inclusive and supportive learning environments through disability representation in curriculum and classroom dialogue.

Contact Hours:
10

Objectives

1. Define diversity, equity and cultural competence and their critical importance and use in educational settings
2. Reflect on teaching methods and learning environment.
3. Develop and implement strategies to create a more inclusive and equitable learning community that values the cultural experiences of all students.

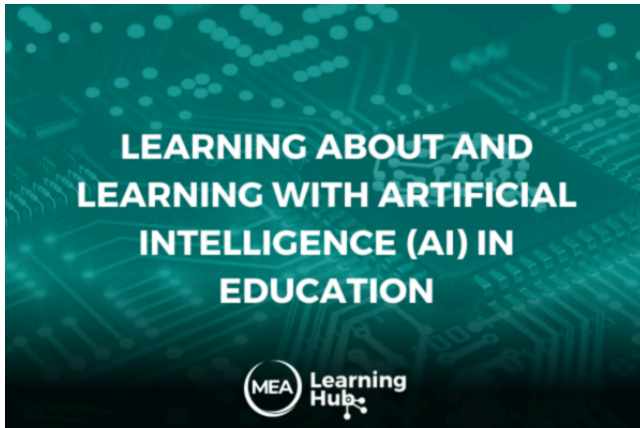
Contact Hours:
8



Diversity, Equity, and Cultural Competence in Classroom Instruction

In this course, educators will develop a common language and understanding for diversity, equity, and cultural competence. This will allow them to effectively develop and implement strategies that value the cultural experiences of all students and their families. When students' diverse cultural experiences are valued in their education, they are honored and feel a sense of belonging—something that helps them to engage with the content. Thereby, promoting social and academic success.

Our Courses



Learning About and Learning with Artificial Intelligence (AI) in Education

This course explores the foundational concepts of artificial intelligence (AI) and its potential educational applications. Educators will learn to integrate AI tools effectively and ethically into teaching, learning, and administrative processes while fostering AI literacy among students.

Objectives

1. Learn practical AI skills
2. Gain critical awareness of AI opportunities and challenges
3. Develop confidence in using AI as a tool to enhance teaching and learning.

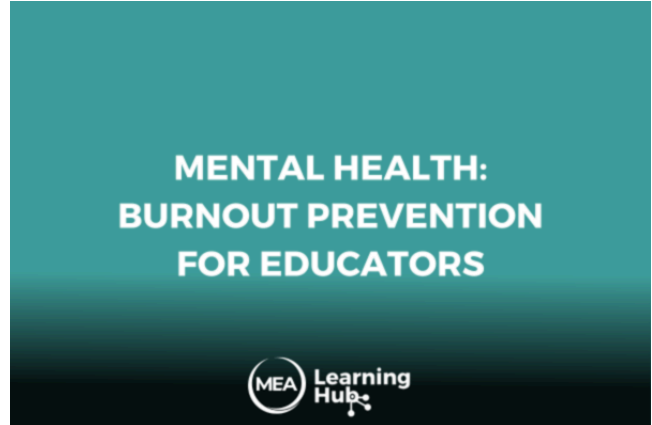
Contact Hours:
6

What members are saying:
“Very insightful and timely.”

Objectives

1. Be introduced to educator burnout prevention.
2. Identify early warning signs of burnout.
3. Identify how to build resilience and learn stress management techniques.
4. Learn time management strategies and reasons to build a work-to-life balance.
5. Find purpose and meaning in your work to come out of or prevent burnout.

Contact Hours:
6



Mental Health: Burnout Prevention for Educators

In this course, you will explore educator burnout, practical strategies to combat it, and how to prioritize well-being. Burnout does not just impact you. You will learn about its impact on colleagues, students, and the learning system.

This course will provide you with valuable insights into identifying early warning signs, fostering resilience, creating supportive school environments, managing time efficiently, and building a sense of purpose and meaning in your teaching journey.

Our Courses

POVERTY-RELATED TRAUMA



Poverty-Related Trauma

In this course, you will learn how to recognize behaviors that may result from trauma-related poverty and how to support students experiencing this form of trauma so they have the opportunity to learn and thrive in your classroom.

Objectives

1. Reflect on your underlying assumptions about poverty
2. Identify the factors that contribute to poverty
3. Explain the definition of trauma
4. Identify how poverty can be linked to traumatic experiences
5. Recognize the behaviors and negative learning outcomes associated with poverty-related trauma
6. Create a plan for supporting your students who are experiencing poverty-related trauma

Contact Hours:

6

Objectives

1. Determine strengths in building positive relationships with students
2. Use a fishbone protocol to identify potential root causes of behaviors and then determine ethical interventions to achieve a student's behavioral goals.
3. Create goals to enhance the way you build and sustain relationships with students.
4. Adopt new interventions you can utilize to meet student needs.

Contact Hours:
5

What members are saying:

“Root Cause Analysis for Teacher and Professional Staff: Helpful to take time to reflect and reconsider.”



Responding to Challenging Behaviors: Root Cause Analysis for Teachers and Professional Staff

This course was developed in response to a growing need among our members, as well as national and statewide data indicating a rise in disruptive and crisis behaviors. It aims to equip participants with strategies to address these challenges effectively. Throughout the training, participants will explore often-overlooked factors that may contribute to escalating behaviors, identify their strengths in fostering positive student relationships, and utilize the fishbone protocol to pinpoint root causes of behavioral issues. They will also learn to implement ethical interventions to help students achieve behavioral goals, set personal goals for improving relationship-building skills, and adopt new techniques for meeting student needs.

Our Courses



Responding to Challenging Behaviors: Root Cause Analysis for Education Support Professionals

This course, designed specifically for education support professionals, will allow for participants to determine their strengths in building positive relationships with students, use a fishbone protocol to identify potential root causes of behaviors, and then determine ethical interventions to achieve a student's behavioral goals, create goals to enhance the way they build and sustain relationships with students, and adopt new interventions they can utilize to meet student needs.

Objectives

1. Determine strengths in building positive relationships with students
2. Use a fishbone protocol to identify potential root causes of behaviors and then determine ethical interventions to achieve a student's behavioral goals.
3. Create goals to enhance the way you build and sustain relationships with students.
4. Adopt new interventions you can utilize to meet student needs.

Contact Hours:
5

Objectives

1. Demonstrate awareness of the school and classroom climate necessary to support the teaching of MLs
2. Understand the socio-cultural considerations for creating an equitable educational environment for MLs
3. Identify the relevant state and federal laws and regulations pertaining to MLs and their education, including identification of the support systems for these learners
4. Describe ML cultural considerations and culturally and linguistically responsive teaching
5. Demonstrate an understanding of the uniqueness of different ML populations and the considerations for their teaching and learning

Contact Hours:

5

What members are saying:

“Many great online resources are linked in this course. This course was very informative to me. The school where I work is going to be getting a larger MLL population, so I found it very helpful. I am so glad that I was able to take this class and learn more, so I can better help the students I serve.”



Supporting Multilingual Learners 101

This course is designed to introduce educators to the unique learning needs and challenges surrounding Multilingual Learners (ML) today. More than 55% of teachers in the United States have at least one ML in the classroom making it critical for all educators to become familiar with the key roles that parent and community involvement, legal protections and policies, advocacy, and community organizing play in supporting these students in learning core academic content.

Our Courses

SUPPORTING MULTILINGUAL LEARNERS: SECOND LANGUAGE ACQUISITION AND INSTRUCTIONAL STRATEGIES



Supporting Multilingual Learners: Second Language Acquisition and Instructional Strategies

In this course, you will explore second language acquisition (SLA) and learn to understand the stages of acquiring a second language. You will also explore how second language acquisition impacts educational experiences, for Multilingual learners' cognitive processes, academic achievements, and socio-emotional growth. Furthermore, this course introduces a variety of instructional strategies you can use in your classroom to support and engage your multilingual learners.

Objectives

1. Understand what second language acquisition (SLA) is and how it relates to multilingual learner development of communication skills and academic achievement in English.
2. Apply knowledge of the core ideas and strategies of research-based SLA models when planning instruction for multilingual learners.
3. Explore the stages of SLA and identify multilingual learners at different stages of SLA using examples of student work/case studies.
4. Apply appropriate instructional strategies for multilingual learners at varying stages of SLA.

Contact Hours:

8

Objectives

1. Identify effective strategies for building trusting, reciprocal relationships with families.
2. Apply strategies that strengthen community partnerships to support learning and family wellbeing.
3. Recognize the key skills required to successfully implement and sustain these relationship-building strategies.

Contact Hours:
7



Family and Community Engagement Series: Connect

This course focuses on the Connections domain of the National Association for Family, School, and Community Engagement's (NAFSCE) eight core competencies. Educators will learn strategies to build mutual trust, engage families through strengths-based and non-judgmental practices, and create welcoming school environments. The course also emphasizes equitable outreach and meaningful collaboration with community partners to support student learning and family well-being. Participants will assess their current engagement practices and develop actionable steps to strengthen family and community connections.