Click on each link below for registration information!

**Grammar: To Teach or Not To Teach? That is the Question Grades 6-12**
March 1, 2018: 8:30 AM - 3:30 PM
Opening the dreaded grammar book to drill and practice is taboo, but teachers complain students lack a basic understanding of language standards. Contemporary wisdom is to incorporate grammar into reading and writing lessons. How? Many teachers are not sure how to sneak grammar in without losing momentum. At the end of the school year grammar is often left out in the cold as teachers wrestle with whether or not to teach it and when. Come explore ways to hitch grammar with reading and writing to create a match made in heaven. See grammar as a super hero that can rescue students when reading and writing threaten to overwhelm.
Instructor will share strategies and resources to implement in the school setting, ensuring a job-embedded professional learning experience that will positively impact teacher practice and student achievement.

**Differentiated Instruction in Mathematics**
March 1, 2018: 8:30 AM - 3:30 PM
Differentiation by Definition will clarify DI’s purpose for student learning and its relationship to Standard 4 of Teacher Keys. As educators continue to unpack the many facets of DI, this course will support professional learning goals by establishing a shared definition leading to improved differentiated practices. The target audience is all K-12 teachers who seek to meet the needs of diverse learners. Participants will learn multiple data collection tools and develop a better understanding of both the teacher and student factors of differentiation. Instructor will share strategies and resources to implement in the school setting, ensuring a job-embedded professional learning experience that will positively impact teacher practice and student achievement.

For more information or to register, go to www.griffinresa.net
Math Manipulative Mania For Math Teachers in Grades 6-12
March 1, 2018: 8:30 AM - 3:30 PM
Learning mathematics through collaboration and play helps build conceptual understanding and skill, especially important to struggling learners. Come join this interactive session and catch the excitement of using manipulatives to conceptualize and reinforce math in grades 6 through 12. Participants will practice using a variety of fun objects in hands-on activities that will motivate and engage the most reluctant learner.
Watch your students move from a concrete understanding to thinking at abstract levels! Counters, fraction towers, and algebra tiles will be utilized in a variety of math tasks to take back to classrooms the very next day. The instructor will share games and strategies that reach students at their level of conceptual understanding and that can directly impact student achievement on tested math standards.

Crack the Code to Academic Vocabulary Grades 6-12
March 6, 2018: 8:30 AM - 3:30 PM
Prepare to go undercover as a word sleuth to unlock meanings and discover ways to teach academic vocabulary so students remember the words well beyond the test. Vocabulary instruction is the key to teaching literacy standards for reading across content areas. Teach students to be word detectives who know how to investigate challenging vocabulary and reveal hidden or confusing word meanings as they juggle words in all their classes. In this session teachers will look at compelling research that supports explicit vocabulary instruction and practice strategies they will be anxious to try in their classrooms. Instructor will share strategies to implement in the classroom, enhancing teacher practices related to TKES Standards 1, 3, and 8.

Classroom Management
March 7, 2018: 8:30 AM - 3:30 PM
Classroom management is not simply the absence of discipline problems, but an intentional set of practices that promote a positive environment for all students. This course is designed to help school personnel organize and manage the learning environment. The course will provide ideas, strategies and emotional objectivity to promote learning in the classroom setting.

For more information or to register, go to www.griffinresa.net
Read Like Your Book's On Fire! 6-12  
March 13, 2018: 8:30 AM - 4:30 PM  
In the age of Milestones students need to learn to read long passages and be prepared to respond. In other words, they need the passion to read like the book’s on fire! The good news is you don’t have to be an English teacher to teach these strategies that will ignite interest and confidence and get them reading. Be prepared to move, echo, interact, and see that reading is not a passive activity.  
Instructor will share strategies and resources that support TKES Standards 1, 3, 5, and 8 with practical takeaways that will positively impact teacher practice and achievement.  

Science in 3 Dimensions Series: Explaining Science Through Argumentation K-12  
March 14, 2018: 8:30 AM – 4:30 PM  
Engaging students in scientific argumentation, communicating their ideas about science, and constructing explanations can be a challenge. Join us as we look at ways to get students involved in this process of science. This course will support teachers’ professional learning goals in instructional planning in science to meet the needs of their diverse learners. Facilitators will share strategies and resources to implement in the school setting, ensuring a job-embedded professional learning experience that will positively impact teacher practice and student achievement. TKES 2, 3, and 8 will be addressed.

Turn Up the Technology in the Math Classroom Grades 6-12  
March 15, 2018: 8:30 AM - 3:30 PM  
Tap into the abundant technology available today to motivate and engage your math students to improve their achievement. In this session, participants will practice a variety of free-to-use tech tools, including Kahoot!, Quizizz, and Plickers designed to activate learning and increase student success in the 6-12 mathematics classroom. The instructor will share virtual manipulatives for dynamic visual representations of secondary math concepts to collect instant feedback to guide differentiated instruction for their diverse learners. Also included in this session is an exploration of online platforms for interactive lessons. Participants should BYOT in order to try out the many tools and tricks they’ll learn in this interactive professional learning workshop.


Responsive Readers' Notebooks Gr K-5  
March 20, 2018: 8:30 AM - 3:30 PM  
Using a “Responsive Readers' Notebook” is the teacher’s organizational tool that unites close reading, rich discussion, and explaining thinking through writing. Teachers will learn how to use the gradual release model to teach reading response strategies. The workshop will focus on:  
- Comprehension and metacognitive strategies  
- The four-component framework for strategy instruction
Literary and informational texts
The instructional concepts are foundational to mastery of the literary and informational standards, and the “explaining thinking” expectation for the ELA GA Milestones. The day’s workshop includes hands-on writing strategies that can be readily implemented in the classroom setting.


For more information or to register, go to www.griffinresa.net

Reaching Culturally and Linguistically Diverse Students Through Effective Instruction and Classroom Protocols
March 21, 2018: 8:30 AM - 3:30 PM
When we say that expectations are high for all students, how do we show that we mean it? Reaching culturally and linguistically diverse students requires a toolbox of strategies and protocols that expands beyond traditional practices and communicates a critical message to ALL the students in your class: You’re part of our group and your success is important to me. In this class, K-12 teachers committed to meeting the needs of their students will practice classroom protocols to gain attention of their students, facilitate flexible grouping, set an expectation of being called upon, and include every student in the class in a manner that encourages risk-taking. Participants in this class, a follow-on to the popular Culturally Responsive Classroom, will leave with dozens of classroom practices that they can implement the next day and make part of their everyday routines.


Science for All Students: Promoting Excellence, Providing Access, Pursuing Promise
March 21, 2018: 8:30 AM - 3:30 PM
Science is for all students. It is an endeavor that is about the investigation into learning, not just what is read in a textbook. Join us on the journey to uncover strategies to support our diverse learners and ways to empower teachers to bring out the best in every science student.


Mathematical Mindsets (K-12 Math Teachers)
March 22, 2018: 8:30 AM - 3:30 PM
How do we teach students to persevere through challenges in the math classroom? Helping students view their first attempts as part of the learning process reinforces the value of learning over grades, and the importance of academic grit in solving problems and acquiring new skills. Using the work of Carol Dweck and Jo Boaler, participants will learn how to build a growth mindset within their mathematics classrooms giving students the confidence to develop a desire to thrive while learning. Instructor will share strategies and resources to implement in the
classroom, ensuring a job-embedded professional learning experience to improve teaching and learning in the math classroom.


**Classroom Management**  
March 28, 2018 8:30 AM - 3:30 PM  
*Classroom management is not simply the absence of discipline problems, but an intentional set of practices that promote a positive environment for all students. This course is designed to help school personnel organize and manage the learning environment. The course will provide ideas, strategies and emotional objectivity to promote learning in the classroom setting.*


**Learning in the Fast Lane: 8 High-Impact Strategies for Student Success (K-12 Math Teachers)**  
March 29, 2018: 8:30 AM - 3:30 PM  
*Help all students achieve academic success in mathematics by employing these 8 high-impact strategies. Learn to spark student success from the opening minutes of class, formatively assess and provide feedback through frequent use of non-graded student engagement activities, focus on vocabulary acquisition, scaffold for learning and motivate students to become independent learners. Instructor will incorporate strategies and resources teachers can immediately implement in their classrooms, ensuring a job-embedded PL experience to support teacher professional learning goals and positively impact student achievement.*


For more information or to register, go to [www.griffinresa.net](http://www.griffinresa.net)
Visit our website often at www.griffinresa.net for updates.