



Professional Learning Catalog 2021-2022

**“Improving Performance
Through Effective Professional Learning”**

GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY

Serving South Metro County School Systems since 1966

BUTTS - FAYETTE - HENRY - LAMAR - NEWTON - PIKE - SPALDING - UPSON

Dr. Stephanie L. Gordy, Executive Director

Ms. Michelle Pitts, Professional Learning and Student Services Director

Registration available online at www.griffinresa.net



GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY



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GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY

Griffin RESA's Mission Statement

Guidance for Growth

using

Relevant Resources

to

Encourage Excellence

for

Sustainable Skills

in

Advancing Achievement

Serving South Metro County School Systems since 1966
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Dear Colleague,

As you plan to meet the needs of your school and students in the upcoming school year, what professional goals have you set? Whether you seek content-specific professional learning to address curriculum and/or assessment changes or commit to increasing your skills and knowledge in any of the TKES and LKES standards, you will find courses designed to assist you.

Griffin RESA has designed this catalog so that you can easily locate and select courses that will support your professional learning goals and plans and your school and system's mission, vision, goals, and beliefs. Instructors of all our professional learning courses plan intentionally with your needs in mind: For information that is of immediate use to you, easy to implement, and that respects your time as a busy professional.

On the following pages, you will find courses to enhance instructional practices, development and use of assessments, classroom management, and behavior supports, as well as many other areas of teaching, learning, and leadership. Please note the dates of our five drive-in conferences, as well as many other professional learning opportunities.

Please contact us at professionallearning@griffinresa.net if you have any questions about the courses or events listed in this catalog. Thank you for allowing Griffin RESA to serve you!


Dr. Stephanie Gordy, Executive Director


Ms. Michelle Pitts, Professional Learning Director

Job Alike Consortia Griffin RESA

Dates and times for Job Alike sessions will be announced soon. These sessions, offered at no cost to our region educators in the respective roles listed below, offer an opportunity for networking and discussion of topics of common interest.

Consortia	Dates and Times	Fee
Principals (Separate Sessions for Elementary, Middle, and High)	<p style="text-align: center;">November 10, 2021 OR January 26, 2022 OR March 31, 2022</p> <p style="text-align: center;">*All classes are 9:00am-12:00pm</p>	*No charge, but registration is required
Assistant Principals (Separate Sessions for Elementary, Middle, and High)	<p style="text-align: center;">November 16, 2021 OR January 19, 2022 OR March 24, 2022</p> <p style="text-align: center;">*All classes are 9:00am-12:00pm</p>	*No charge, but registration is required
HR Officer/ Administrator	TBD	*No charge, but registration is required
Financial Officer	TBD	*No charge, but registration is required
MTSS Leaders	<p style="text-align: center;">September 15, 2021- 9:00am-12:00pm OR November 10, 2021- 9:00am-12:00pm OR January 19, 2022- 9:00am-12:00pm Elementary OR January 19, 2022- 1:00pm-4:00pm Middle & High OR March 9, 2022- 9:00am-12:00pm</p>	*No charge, but registration is required

TKES Training

Date and Time
August 17, 2021 Face-to-Face <u>OR</u> August 18, 2021 Online
September 1, 2021 Face-to-Face <u>OR</u> September 2, 2021 Online
October 19, 2021 Face-to-Face <u>OR</u> October 20, 2021 Online
January 11, 2022 Face-to-Face <u>OR</u> January 12, 2022 Online
February 8, 2022 Face-to-Face <u>OR</u> February 9, 2022 Online

All Trainings (whether Face-to-Face or Virtual) are from 8:30am-4:30pm.

Special Note: Although these trainings are offered at No Cost to our Regional School Systems (*Butts, Fayette, Henry, Lamar, Newton, Pike, Spalding, & Upson*), registration is required.

LKES Training

Date and Time
August 19, 2021 Face-to-Face <u>OR</u> August 24, 2021 Online
September 29, 2021 Face-to-Face <u>OR</u> September 30, 2021 Online
October 21, 2021 Face-to-Face <u>OR</u> October 27, 2021 Online
January 13, 2022 Face-to-Face <u>OR</u> January 18, 2022 Online
February 10, 2022 Face-to-Face <u>OR</u> March 1, 2022 Online

All Trainings (whether Face-to-Face or Virtual) are from 8:30am-4:30pm.

Special Note: Although these trainings are offered at No Cost to our Regional School Systems (*Butts, Fayette, Henry, Lamar, Newton, Pike, Spalding, & Upson*), registration is required.

Georgia Evaluation Instrument Training

Training	Date and Time
Georgia School Social Worker Evaluation Instrument (GSPEI)	September 8, 2021 8:30am-4:30pm
Georgia School Psychologist Evaluation Instrument (GSSWEI)	September 9, 2021 8:30am-4:30pm
Georgia School Counselor Evaluation Instrument (GSCEI)	September 28, 2021 8:30am-4:30pm
Georgia Media Specialist Evaluation Instrument (GSMSEI)	October 5, 2021 8:30am-4:30pm
School Librarian Evaluation Instrument (SLEI)	October 26, 2021 8:30am-12:30pm
New Counselor Evaluation Instrument (CKES)	October 28, 2021 8:30-12:30pm

Special Note: Although these trainings are offered at No Cost to our Regional School Systems (*Butts, Fayette, Henry, Lamar, Newton, Pike, Spalding, & Upson*), registration is required.

Leadership Development Seminar Series

2021 – 2022 Seminars

(Each seminar includes 30 minutes for lunch and networking)

Session titles and further details may be found on our www.griffinresa.net site. These seminars are open to any educational leader in Georgia and will address a variety of leadership topics. The registration deadline is one week in advance of the seminar date. Registration may close early if enrollment reaches maximum capacity. The \$25 cost includes lunch.

TBA

Seminars will be posted in August 2021.

Please view our website at www.griffinresa.net



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Hearing and Vision Screening Training

Date and Time	Tuition
Monday, September 13, 2021 8:30am-3:30pm	*No charge, but registration is required
Tuesday, September 21, 2021 8:30am-3:30pm	*No charge, but registration is required
Monday, October 4, 2021 8:30am-3:30pm	*No charge, but registration is required
Tuesday, October 19, 2021 8:30am-3:30pm	*No charge, but registration is required
Tuesday, November 16, 2021 8:30am-3:30pm	*No charge, but registration is required
Monday, December 6, 2021 8:30am-3:30pm	*No charge, but registration is required
Monday, January 10, 2022 8:30am-3:30pm	*No charge, but registration is required
Tuesday, January 25, 2022 8:30am-3:30pm	*No charge, but registration is required

Special Note: Although these trainings are offered at No Cost to our Regional School Systems (*Butts, Fayette, Henry, Lamar, Newton, Pike, Spalding, & Upson*), registration is required.



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Griffin RESA

Local School Board Governance Training

2021 – 2022

Each of the 18 modules is offered in the Fall and repeated in the Spring. Each session offers three hours of credit. The registration deadline for most modules is September 30, 2021. Lunch will be served from 12:00 – 12:30.

Modules	Dates Offered	Time
Overview of Georgia’s Model Code of Ethics	Sept. 1, 2021 Jan. 19, 2022	9:00am - 12:00pm 9:00am - 12:00pm
Rules of Boardmanship	Sept. 1, 2021 Jan. 19, 2022	12:30pm - 3:30pm 12:30pm - 3:30pm
Cultivating Positive Community Relations	Sept. 8, 2021 Feb. 16, 2022	9:00am - 12:00pm 9:00am - 12:00pm
The Art of Communicating	Sept. 8, 2021 Feb. 16, 2022	12:30pm - 3:30pm 12:30pm - 3:30pm
School Personnel and Staff Relations	Oct. 6, 2021 Mar. 9, 2022	9:00am - 12:00pm 9:00am - 12:00pm
Developing Sound Media Relations	Oct.6, 2021 Mar. 9, 2022	12:30pm - 3:30pm 12:30pm - 3:30pm
School System Finance	Oct. 25, 2021 Mar. 16, 2022	9:00 am - 12:00 pm 9:00 am - 12:00 pm
Common Topics and Issues	Oct. 25, 2021 Mar. 16, 2022	12:30 pm - 3:30 pm 12:30 pm - 3:30 pm
Ensuring a Quality Education for Your Students	Oct. 27, 2021 Mar. 23, 2022	9:00 am – 12:00pm 9:00 am – 12:00pm
Exceptional Children’s Services	Oct. 27, 2021 Mar. 23, 2022	12:30pm – 3:30pm 12:30pm – 3:30pm
Extracurricular Activities	Nov. 10, 2021 Apr. 13, 2022	9:00am – 12:00 pm 9:00am – 12:00 pm
Disciplinary Codes of Conduct	Nov. 10, 2021 Apr. 13, 2022	12:30pm – 3:30pm 12:30pm – 3:30pm
Capital Resource Management, Facilities & Technology	Dec. 8, 2021 Apr. 25, 2022	9:00am – 12:00pm 9:00am – 12:00pm

Continued on the next page...

Modules	Dates Offered	Time
School Technology for Learning and Operations	Dec. 8, 2021 Apr. 25, 2022	12:30pm - 3:30pm 12:30pm - 3:30pm
School Nutrition Program	Dec. 15, 2021 Apr. 27, 2022	9:00am – 12:00pm 9:00am – 12:00pm
Pupil Transportation	Dec. 15, 2021 Apr. 27, 2022	12:30pm - 3:30pm 12:30pm - 3:30pm
Student Services Programs	Jan. 12, 2022 May 4, 2022	9:00am – 12:00pm 9:00am – 12:00pm
Team Building	Jan. 12, 2022 May 4, 2022	12:30 pm – 3:30pm 12:30 pm - 3:30pm
Board Chair	Jan. 14, 2022 May 11, 2022	9:00pm – 12:00pm 12:30pm – 3:30pm
Legal Issues in Education: Pitfalls to Avoid	Jan. 18, 2022 May 11, 2022	9:00am – 12:00pm 9:00am - 12:00pm
Board Training Make-up Day	June 15, 2022	9:00am – 12:00pm 12:30pm - 3:30pm

Audience: Local School Board Members



13th Annual

South Metro Summer Leadership Conference

June 6th and 7th, 2022

Peachtree City, Georgia

Our thirteenth Annual Conference will feature three general sessions with nationally known presenters, multiple breakout sessions, and five meals for one low price.

Two Registration Options:

Option #1 – Day Registration: \$200.00/\$190.00 Early Bird Price

Option #2 – Full Registration: \$325.00/\$315.00 early bird price (includes Monday night's lodging)

**** Early Bird Registration available until February 3, 2022***

Register online at www.griffinresa.net



18th Annual
A Day with the PSC

TBA

Registration Fee: \$25.00 per person

(Registration Fee Includes Gourmet Lunch & Refreshments)

PSC Overview

Certification Upgrade Status

Educational Leadership Rules Update

Code of Ethics Changes/Updates

Hot Topics on the Front Burner to be Unveiled for the First Time

Question and Answer Session

Register online at www.griffinresa.net



4th Annual

A Day with the GaDOE

TBD

10:00am-2:30pm

Registration Fee: \$25.00 per person

(Registration Fee Includes Gourmet Lunch & Refreshments)

Updates on ESSA

School Improvement

Assessment & Accountability; CCRPI, Federal Programs

Teaching & Learning

Whole Child

School Climate

External Affairs and Policy

Note: Space is limited, and registration will probably close before the deadline. The nominal cost of the registration fee covers the cost of a gourmet catered lunch and continental breakfast.

Audience: This is a state-wide event for Georgia School System Central Office & Local School Administrators (Principals)

Lodging Accommodations: We have negotiated a conference rate for you at the following hotel. Please mention Griffin RESA when booking to receive the discounted rate. The Comfort Suites, 4699 Bill Gardner Parkway, Locust Grove (across I-75 from Tanger Premium Outlet Mall) has a rate of \$79.00 (a savings of \$40 off their usual \$119 rate) plus tax, 678-827-7700. This hotel has a complimentary hot breakfast, fitness center, pool, and free high-speed internet connection.

Register online at www.griffinresa.net

Griffin RESA Drive-In One-Day Conferences

Join us for these conferences to enhance skills and knowledge in these important areas of teaching and learning.

Time: 8:30 am to 3:30 pm

Location: Griffin RESA

Face-to-Face Conferences include Continental Breakfast and Lunch

Literacy Drive-In Conference

\$75

Face-to-Face Date: Wednesday, September 29, 2021

Registration Deadline: **September 22, 2021**

CTAE, World Language & the Arts Virtual Conference

\$35

Online Dates: Wednesday, October 20 – Friday, October 29, 2021

Registration Deadline: **October 13, 2021**

Paraprofessional Drive-In Conference

\$40

Face-to-Face Date: Thursday, November 4, 2021

Registration Deadline: **October 28, 2021**

Supporting All Students with Effective Interventions in Behavior, Math and Literacy Virtual Conference

\$35

Online Dates: Tuesday, February 1 – Monday, February 7, 2022

Registration Deadline: **January 25, 2022**

Social-Emotional Learning Drive-In Conference

\$75

Face-to-Face Date: Wednesday, March 2, 2022

Registration Deadline: **February 23, 2022**

Register at www.griffinresa.net

Professional Learning for MATH

Title	Description	Date and Time	Hours	Tuition
<p>Promoting Equitable Teaching Practices for Math Content through Social and Cultural Connections</p> <p><i>Target Audience: Grades K-12 Math, Coaches, Administrators, and Instructional Leaders</i></p>	<p><i>"We don't just teach mathematics, we teach children and our students' success in the classroom is dependent on our ability as teachers to create an emotionally safe and welcoming learning environment for EVERY one of our students, regardless of their background. The identity, experiences, and culture of EVERY student should be visible and represented in the instruction in EVERY classroom. These factors should serve as a guide for teacher planning and instruction. Wondering how to achieve this and still teach math standards and content? Join this session that will demonstrate ways to promote equitable teaching practices that will engage EVERY learner, while maintaining an intentional focus on teaching math content using real-world, human connections. Come and learn how to connect equitable teaching practices and mathematical content and connections to watch your student engagement level soar!</i></p> <p><i>TKES Standards: 1,2,3,4,7,8</i></p>	<p style="text-align: center;">August 31, 2021 9:00am-12:00pm Online</p>	6	\$35
<p>Using Technology to Enhance Instruction in the K-12 Math Classroom</p> <p><i>Target Audience: K-12</i></p>	<p><i>Collaborative design of technology-enhanced lessons with the use of a structured planning guide provides teachers a framework for increasing student thinking and enhancing the teaching and learning. In this professional development course, you will learn the secrets of technology integration in the classroom. You will gain skills needed to use tools such as Desmos, GeoGebra, Flipgrid, and more popular tech tools effectively. Many free educational resources will be shared to help build your technology toolbox. Participants will discover simple ways to integrate technology to enhance your subject material and meet your core standards and other course goals.</i></p>	<p style="text-align: center;">September 1, 2021 8:30am – 3:30pm</p> <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;">June 15, 2022 9:00am - 3:30pm</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>Evidence-Based Best Practices for the K-12 Math Classroom</p> <p><i>Target Audience: K-12 Math Teachers</i></p>	<p><i>What evidence-based instructional practices can be employed to support the learner's growth and development?</i></p> <p><i>What instructional practices can a teacher employ to help the learner master this big idea?</i></p> <p><i>It is important for students to engage in hands-on, evidence-based practices to deepen student learning. Instructional strategies to support the eight Standards for Mathematical Practice and the Mathematics Georgia Standards of Excellence content standards should also be included in all lessons. The evidence-based practices presented in this workshop will provide classroom teachers with specific strategies for teaching and learning at each grade level.</i></p>	<p>September 8, 2021 8:30am – 3:30pm</p> <p><u>OR</u></p> <p>June 8, 2022 9:00am – 3:30pm</p>	6	\$35
<p>10 Signs of a 21st Century Math Classroom</p> <p><i>Target Audience: All Teachers</i></p>	<p><i>How prepared are you for the challenges of 21st-century teaching?</i></p> <p><i>To prepare children today to thrive in the global community of the 21st century, the National Education Association (NEA) has replaced the 3 R's (Reading, Writing, and Arithmetic) with the 4 Cs: Critical Thinking, Communication, Collaboration, and Creativity. In this workshop, teachers will explore why each of the 4 Cs are so crucial and learn ways to adapt their classrooms to help students stay engaged and prepared for the 21st-century challenges.</i></p>	<p>September 15, 2021 8:30am – 3:30pm</p> <p><u>OR</u></p> <p>June 1, 2022 9:00am-3:30pm</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>Guided Math: Practically Implementing the Components in the Classroom</p> <p><i>Target Audience: Grades 9-12 Math</i></p>	<p><i>Interested in effectively implementing Guided Math in your classroom? If you are looking for a practical approach to understanding and launching Guided Math, this is the course for you. In this session, participants will examine the components of Guided Math as well as various instructional models that help to organize the Guided Math instruction. The instructor will engage participants in understanding practical instructional approaches and strategies that bring the rigor of effective Guided Math instruction into the math classroom. Additionally, the participants will gain an understanding of how Guided Math fits into the overall mathematics instructional block.</i></p>	<p>September 16-23, 2021 Online</p>	<p>6</p>	<p>\$35</p>
<p>Effective Use of Manipulatives in the K-5 Math Classroom</p> <p><i>Target Audience: Grades K-5 Math, Coaches, Administrators, and Instructional Leaders</i></p>	<p><i>Learning theory and numerous classroom studies' research show that using manipulatives to help teach math can positively affect student learning for all students at all levels and abilities. The Georgia Standards of Excellence focus on actively engaging students in developing mathematical understanding by using manipulatives. Participants in this one-day workshop will learn how to develop mathematical conceptual understanding using a variety of math manipulatives through the CRA (concrete, representational, abstract) instructional model they can later incorporate in their classrooms.</i></p>	<p>September 22, 2021 8:30am – 3:30pm</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>High Impact Math Strategies PK-12 Math</p> <p><i>Target Audience: PK-12 Math teachers</i></p>	<p><i>In this session for teachers of mathematics in grades K through 12, participants will practice research-based, active learning strategies to model and reinforce a variety of secondary math skills. Using ideas from Hattie’s Visible Learning for Mathematics, teachers will learn to combine explicit instruction, vocabulary, and conceptual understanding so that students create their own learning. Learn how to use highly engaging and effective activities to bring mathematical concepts to life with your students and to optimize their learning.</i></p> <p><i>Instructors will share strategies and resources to support participants in instructional planning, use of assessments, and creating a challenging environment (TKES Standards 2, 5, and 8) that will positively impact teacher practice and student achievement.</i></p>	<p>September 28 - October 5, 2021 Online</p>	<p>6</p>	<p>\$35</p>
<p>Preparing for Math Milestones in Grades 3-12</p> <p><i>Target Audience: 3-12 Math Teachers, Teacher Leaders, Coaches, and Administrators</i></p>	<p><i>Take the stress and fear out of test preparation while directing your focus on sound teaching and learning practices that translate into lasting content knowledge and test success for your students. In this session, teachers and coaches will navigate through the challenge of preparing their students for the Georgia Milestones Assessments in mathematics.</i></p> <p><i>Join us as we explore formative assessment practices to steer students toward success in the math content, and positive performance on the Milestones assessment. Participants will practice instructional strategies and tools for everyday use in the standards-based math classroom, supporting teachers' professional learning goals for TKES in instructional planning, assessment, and creating a positive and challenging learning environment for their students.</i></p>	<p>October 6, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>January 12, 2022 8:30am-3:30pm</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>Reading, Writing and Arithmetic: Integrating Literacy into the Math Classroom</p> <p><i>Target Audience:</i> 3-12</p>	<p><i>Reading, writing, and mathematics are, or should be, inseparable. Hands-on mathematics can stimulate curiosity, engage student interest and build important prior knowledge before students read or write about the topic. Hands-on mathematics, though, must be combined with mind-on activities. Reading and writing activities can help students analyze, interpret and communicate mathematical ideas. These are skills needed to evaluate sources of information and the validity of the information itself, a key competency for mathematically literate citizens. Many of the process skills needed for mathematics are like reading skills and, when taught together, would reinforce each other. Examples of common skills are predicting, inferring, communicating, comparing and contrasting, and recognizing cause and effect relationships. Participants in this class will examine practical instructional strategies for integrating literacy into the mathematics classroom while effectively managing the classroom environment.</i></p> <p><i>TKES Standards: 2, 3, 5, 8</i></p>	<p>October 19-26, 2021 Online</p>	<p>6</p>	<p>\$35</p>
<p>Using Games to Teach Mathematics Grades K-12</p> <p><i>Target Audience:</i> K-12 Math Teachers</p>	<p><i>Learn to use games in math class to build conceptual understanding and to practice skills in numbers and operations, geometry, algebra, and statistics. 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.</i></p>	<p>October 20, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>May 4, 2022 8:30am – 3:30pm</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>Planning for Engagement: Teaching Math Without Worksheets</p> <p><i>Target Audience: K-5</i></p>	<p><i>Worksheets are a normal part of teaching but should not be the only resource that drives instruction. We know that it is essential for students to practice a concept to gain mastery. Yet often the worksheets that teachers give don't provide the practice that is needed because the students aren't engaged. In this one-day workshop, we will take instruction one step further by developing more engaging lessons. With the newest technology applications and a plethora of hands-on activities available, the instructor will share a different approach to the daily classroom settings. Teachers will walk away from this workshop with ready-to-use activities and strategies that will positively impact teacher practice and student achievement.</i></p>	<p>October 27, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>March 1, 2022 8:30am-3:30pm</p>	6	\$35
<p>New Math Standards Overview for 6-7 Educators</p> <p><i>Target Audience: 6-7 teachers, Teacher Leaders, Coaches, and Administrators</i></p>	<p><i>The purpose of this workshop is to provide 6th and 7th Grade teachers with an overview of the NEW Georgia Content Standards for Middle School Mathematics to help participants prepare for the implementation of the new standards. This training will lead participants to closely examine the content of each standard and the teaching and learning required for students to master the standards, as written. Additionally, participants in this training will discuss the crosswalk between the current and new mathematics standards, curriculum mapping, pacing guides, and vertical alignment.</i></p> <p><i>The facilitator will incorporate tasks from the GaDOE middle school mathematics frameworks, model best practices related to student learning, and emphasize evidence and research-based instructional strategies used in an effective standards-based classroom.</i></p> <p><i>This training is recommended for anyone interested in helping to lead the way in learning and understanding the NEW Georgia Mathematics Content Standards, including the mathematics teacher, instructional coach, administrator, and curriculum supervisor.</i></p>	<p>November 2, 2021 8:30am-3:30pm</p> <p>Or</p> <p>June 9, 2022 9:00am – 3:30pm</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>New Math Standards Overview for 8th Grade Educators</p> <p><i>Target Audience: 8th grade teachers</i></p>	<p><i>The purpose of this workshop is to provide 8th grade teachers with an overview of the NEW Georgia Content Standards for Middle School Mathematics to help participants prepare for implementation of the new standards. This training will lead participants to closely examine the content of each standard and the teaching and learning required for students to master the standards, as written. Additionally, participants in this training will discuss the crosswalk between the current and new mathematics standards, curriculum mapping, pacing guides and vertical alignment.</i></p> <p><i>This training is recommended for anyone interested in helping to lead the way in learning and understanding the NEW Georgia Mathematics Content Standards, including the middle school mathematics teacher, instructional coach, administrator and curriculum supervisor.</i></p>	<p>November 3, 2021 8:30am-3:30pm</p> <p>Or</p> <p>March 9, 2022 8:30am – 3:30pm</p>	6	\$35
<p>New Math Standards Overview for Algebra Educators</p> <p><i>Target Audience: Algebra Teachers</i></p>	<p><i>The purpose of this workshop is to provide Algebra teachers with an overview of the NEW Georgia Content Standards for High School Mathematics to help participants prepare for implementation of the new standards. This training will lead participants to closely examine the content of each standard and the teaching and learning required for students to master the standards, as written. Additionally, participants in this training will discuss the crosswalk between the current and new mathematics standards, curriculum mapping, pacing guides and vertical alignment.</i></p> <p><i>This training is recommended for anyone interested in helping to lead the way in learning and understanding the NEW Georgia Mathematics Content Standards, including the high school mathematics teacher, instructional coach, administrator, and curriculum supervisor.</i></p>	<p>November 10, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>March 16, 2022 8:30am-3:30pm</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>New Math Standards Overview for K-2 Educators</p> <p><i>Target Audience: K-2 Teachers, Coaches, Administrators, and Instructional Leaders</i></p>	<p><i>The purpose of this workshop is to provide Kindergarten through 2nd Grade teachers with an overview of the NEW Georgia Content Standards for Elementary School Mathematics to help participants prepare for implementation of the new standards. This training will lead participants to closely examine the content of each standard and the teaching and learning required for students to master the standards, as written. Additionally, participants in this training will discuss the crosswalk between the current and new mathematics standards, curriculum mapping, pacing guides and vertical alignment.</i></p> <p><i>This training is recommended for anyone interested in helping to lead the way in learning and understanding the NEW Georgia Mathematics Content Standards, including the mathematics teacher, instructional coach, administrator and curriculum supervisor.</i></p>	<p>November 11, 2021 8:30am-3:30pm</p> <p>OR</p> <p>June 7, 2022 9:00am-3:30pm</p>	<p>6</p>	<p>\$35</p>
<p>New Math Standards Overview for Geometry Educators</p> <p><i>Target Audience: Geometry Teachers</i></p>	<p><i>The purpose of this workshop is to provide Geometry teachers with an overview of the NEW Georgia Content Standards for High School Mathematics to help participants prepare for implementation of the new standards. This training will lead participants to closely examine the content of each standard and the teaching and learning required for students to master the standards, as written. Additionally, participants in this training will discuss the crosswalk between the current and new mathematics standards, curriculum mapping, pacing guides and vertical alignment.</i></p> <p><i>This training is recommended for anyone interested in helping to lead the way in learning and understanding the NEW Georgia Mathematics Content Standards, including the high school mathematics teacher, instructional coach, administrator and curriculum supervisor.</i></p>	<p>November 17, 2021 8:30am-3:30pm</p> <p>Or</p> <p>March 23, 2022 8:30am-3:30pm</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>New Math Standards Overview for 3-5 Educators</p> <p><i>Target Audience: 3-5</i></p>	<p><i>The purpose of this workshop is to provide 3rd through 5th Grade teachers with an overview of the NEW Georgia Content Standards for Elementary School Mathematics to help participants prepare for implementation of the new standards. This training will lead participants to closely examine the content of each standard and the teaching and learning required for students to master the standards, as written. Additionally, participants in this training will discuss the crosswalk between the current and new mathematics standards, curriculum mapping, pacing guides and vertical alignment.</i></p> <p><i>This training is recommended for anyone interested in helping to lead the way in learning and understanding the NEW Georgia Mathematics Content Standards, including the mathematics teacher, instructional coach, administrator and curriculum supervisor.</i></p>	<p>November 18, 2021 8:30am-3:30pm</p> <p>OR</p> <p>June 8, 2022 9:00am-3:30pm</p>	<p>6</p>	<p>\$35</p>
<p>New Math Standards Overview for Advanced Algebra Educators</p> <p><i>Target Audience: Advanced Algebra</i></p>	<p><i>The purpose of this workshop is to provide Advanced Algebra teachers with an overview of the NEW Georgia Content Standards for High School Mathematics to help participants prepare for implementation of the new standards. This training will lead participants to closely examine the content of each standard and the teaching and learning required for students to master the standards, as written. Additionally, participants in this training will discuss the crosswalk between the current and new mathematics standards, curriculum mapping, pacing guides and vertical alignment.</i></p> <p><i>This training is recommended for anyone interested in helping to lead the way in learning and understanding the NEW Georgia Mathematics Content Standards, including the high school mathematics teacher, instructional coach, administrator and curriculum supervisor.</i></p>	<p>December 1, 2021 8:30am-3:30pm</p> <p>OR</p> <p>March 30, 2022 8:30am-3:30pm</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>Differentiated Instruction for K-12 Math Teachers</p> <p><i>Target Audience:</i> K-12</p>	<p><i>Differentiated instruction demands strategies and procedures for students to succeed with the challenging curriculum of the Georgia Standards of Excellence. Utilizing research-based practices, educators will examine various strategies and data collection tools for differentiated instruction. Instructor will share strategies and resources to implement in the classroom, ensuring a job-embedded professional learning experience to refine teacher practice and improve student achievement. Teachers will collaborate to generate ideas for differentiating a lesson to implement with their students. This class supports teachers' professional learning goals and plans to meet standard 4 of TKES as well as Standard 8.</i></p>	<p>January 19-26, 2022 Online</p>	<p>6</p>	<p>\$35</p>
<p>Extended Number Talks: Fractions, Decimals and Percentages</p> <p><i>Target Audience:</i> K-5</p>	<p><i>You've heard of Number Talks; now it is time to tackle fractions, decimals and percentages by extending what students have experienced in whole number Talks to the more complex and confusing topic of rational numbers. Teachers will learn how to apply the mathematical practices of reasoning and problem solving as well as constructing viable arguments to help students clear up common misconceptions and errors when working with fractions, decimals and percentages. Come and learn how to take your students beyond just learning "rules" and only presenting one way of solving problems to learning different approaches, valuing different ways of thinking and placing sense making at the forefront of creating rich mathematical discourse in your classroom.</i></p>	<p>January 20, 2022 8:30am-3:30pm</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>Framework and Routines for Providing Quality Math Instruction in the Virtual and Traditional Classroom</p> <p><i>Target Audience: K-12</i></p>	<p><i>Need help putting all the pieces together to create student-centered, inquiry and standards-based mathematics instruction that is engaging for students and teachers? Look no further! This course highlights the Instructional Framework and Routines for effective standards-based mathematics Instruction.</i></p> <p><i>The Instructional Framework should explicitly state the expected lesson components that all content area teachers are responsible for including in daily lessons. It provides a structure to assist teachers in designing and delivering effective instruction. In this class, educators will examine the components of an effective instructional framework and learn to embed pervasive practices throughout lessons, based on instructional focus. Participants will study both the expectations for teachers and for students during each part of the lesson. The instructor will provide research-based instructional practices that positively impact student learning and ensure effective implementation of curriculum, assessment, instruction and professional learning practices.</i></p> <p><i>TKES Standards: 2,3,8</i></p>	<p>January 27- February 3, 2022 Online</p>	<p>6</p>	<p>\$35</p>
<p>Learning in the Fast Lane: 8 Strategies for Student Success</p> <p><i>Target Audience: K-12</i></p>	<p><i>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.</i></p>	<p>February 2-9, 2022 Online</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>Co-Teaching in the Math Classroom</p> <p><i>Target Audience: K-12</i></p>	<p><i>See the marriage of research-based mathematics instructional strategies and effective co-teaching come to life in this class! This session focuses on how to make co-teaching work well in the mathematics classroom from planning to implementation. Participants will gain knowledge of skills essential in establishing and maintaining an effective mathematics co-teaching environment designed to promote student achievement. Course content will focus on team relationship skills, instructional delivery models critical to implementation along with research based instructional strategies proven to promote student achievement for ALL students.</i></p> <p><i>TKES Standards: 2,3,4,7,8</i></p>	<p>March 17-24, 2022 Online</p>	<p>6</p>	<p>\$35</p>
<p>Georgia Numeracy Project</p> <p><i>Target Audience: K-12</i></p>	<p><i>The Georgia Numeracy Project is a numeracy development resource provided by Griffin RESA based on previous training by the Georgia Department of Education, which introduces teachers and teacher leaders to the trajectory by which learners acquire a solid foundation in numeracy. The Georgia Numeracy Project can be used as a resource for MTSS, including Georgia's Tiered System of Supports for Students.</i></p> <p><i>This class will focus on using the project resources to develop students' understanding of numbers, and their ability to use numbers to solve problems. As part of the project, teachers will learn ways to engage their students in a variety of ways to make sense of numbers and methods for choosing the most appropriate strategy for problems. Resources will be provided to each participant that can help with numeracy intervention in order to assist schools as they provide instructional environments that help students build solid foundational numeracy skills.</i></p>	<p>March 29, 2022 8:30am-3:30pm</p>	<p>6</p>	<p>\$35</p>

Professional Learning for ELA

Title	Description	Date and Time	Hours	Tuition
<p style="text-align: center;">Student Engagement for the 21st Century</p> <p><i>Target Audience: Grades PK-12</i></p>	<p><i>The cornerstone of a true 21st Century classroom is student engagement. In this course you will discover how to see teaching through this “engagement lens”, how to easily establish this type of environment in your classroom, as well as learn various engagement techniques to make it happen. From quality “turn and talk” to the “jigsaw method” and the “fish bowl”, you will walk away with these plus 53 other engagement technique suggestions that you can infuse immediately in your daily classroom routine. Along the way you will feel more confident in knowing how to help your students generate higher level thinking questions and quality communication and collaborations so-no matter what subject or grade level you teach-you can make your dream 21st century classroom a reality.</i></p> <p><i>The instructor will share strategies and resources that support TKES Standards 2,3,7, and 8 with practical takeaways that will positively impact teacher practice and student achievement.</i></p>	<p>August 17, 2021 8:30am-3:30pm</p> <p style="text-align: center;"><u>OR</u></p> <p>March 9, 2022 8:30am-3:30pm</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>Great Guided Reading: Making it Fabulous!</p> <p><i>Target Audience: Grades K-2</i></p>	<p><i>Do you desire to be more efficient and effective during your small group time? Guided reading is a powerful teaching method, especially in K-2. When done well, it enables you to meet the individual and diverse needs of your students and instill a strong foundation for reading success.</i></p> <p><i>In this course, you will gain confidence and clarity on how to empower even your most struggling readers to succeed through guided reading best practices. Rooted in the research of Gay Su Pinnell and Irene C. Fountas, you will learn how to group students via assessments and needs, choose appropriate texts, be provided with lesson plan templates that walk you through the key components and teaching steps, know how to determine what to teach and when, understand how to manage student data and resources, and keep the rest of the class in meaningful learning activities.</i></p> <p><i>The instructor will share strategies and resources that will support TKES Standards 1,2,3,4,5,6,7, and 8 with practical takeaways that will positively impact teacher practice and student achievement</i></p>	<p>August 25, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>October 26, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>January 13-20, 2022 Online</p> <p><u>OR</u></p> <p>March 17, 2022 8:30am-3:30pm</p> <p><u>OR</u></p> <p>May 19-26, 2022 Online</p>	6	\$35
<p>What's Hot with Literacy Vocabulary Instruction</p> <p><i>Target Audience: Grades K-12</i></p>	<p><i>The facets of vocabulary instruction through the years have changed, but many classroom practices have remained stagnant. This course will assist you in updating your classroom vocabulary practices.</i></p> <p><i>The workshop will support teachers of all grades and all contents with the following principles:</i></p> <ul style="list-style-type: none"> • <i>Understanding why explicit vocabulary instruction is important</i> • <i>Determining the difference between Tier 1, Tier 2, & Tier 3 vocabulary and how that knowledge informs instruction</i> • <i>Learning instructional strategies to effectively teach vocabulary</i> 	<p>August 26, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>March 16, 2022 8:30am-3:30pm</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>The F.I.P. Side of Georgia Milestones Writing</p> <p><i>Target Audience: Teachers 3-5</i></p>	<p><i>Do you fret over the fine line between daily, authentic writing instruction and the current EOG Milestones writing tasks? The solution is to flip the traditional writing instruction into the cycle of formative instructional practices (F.I.P.).</i></p> <p><i>Simulating a key formative practice, participants will engage in grade-level collaboration to deconstruct the two-, four-, and seven-point writing rubrics, and determine appropriate learning targets to improve student achievement for each of the three writing types.</i></p> <p><i>Workshop participants will apply F.I.P. strategies to create quality assignments, preparing students to address the following Milestones demands:</i></p> <ul style="list-style-type: none"> <i>• comprehension of on-grade level texts</i> <i>• connecting information across paired texts</i> <i>• writing to show evidence of comprehension</i> <p><i>Teachers will return to the classroom with formative strategies that are generalizable across different language arts lessons.</i></p>	<p>September 7, 2021 8:30am-3:30pm</p> <p style="text-align: center;"><u>OR</u></p> <p>December 9, 2021 8:30am-3:30pm</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>Your Writing Secret Recipe: Finding Your Secret Sauce</p> <p><i>Target Audience:</i> K-5</p>	<p><i>Do you identify with the thousands of teachers across the country who feel they were never really taught how to teach kids how to write? Does it seem like no matter how many writing resources you pull together it's still not enough to get the job done? Just like cooking, it's the "secret sauce" that separates a good recipe for writing instruction from a great one. This writing workshop inspired course is designed to simplify and clarify writing instruction and then help you devise your own "secret sauce" for success. Reaching the diverse learning needs in your classroom, we will explore the power and practice of establishing a mentorship environment, maximizing the "mighty mini-lesson", and holding writing conferences with confidence. You will leave the course with the practical knowledge and resources that will not only empower your writing instruction but have your teacher friends and administrators asking you for your secret recipe for writing instruction success.</i></p> <p><i>The instructor will share strategies and resources that will support TKES Standards 1,2,3,4,5,6,7, and 8 with practical takeaways that will positively impact teacher practice and student achievement.</i></p>	<p>September 8, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>December 2, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>May 5, 2022 8:30am-3:30pm</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>Understanding & Supporting the Dyslexic Learner</p> <p><i>Target Audience: K-12</i></p>	<p><i>Successful professionals such as entrepreneurs, lawyers, engineers, architects, and others had legitimate difficulties with learning to read and write as children. In fact, 20% of people share this unique learning style. Using the work of Brock & Fernet Eide's The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain, along with combined expertise in neurology and reported research from the Yale Center for Dyslexia & Creativity, join educators from around the state to recognize and use the strengths of the dyslexic learner. Learn to utilize specific accommodations and resources to support reading and writing, along with resources for time management and organization, college readiness, networking and support, and career planning. Recent legislation was passed to amend Chapter 2 of Title 20 of the Official Code of Georgia, to provide for identification of and support for students with characteristics of dyslexia. The instructor will share strategies and resources that support TKES Standards 2,3,4,7 and 8 with practical takeaways that will positively impact teacher practice and student achievement.</i></p>	<p>September 14-21, 2021 Online</p> <p><u>OR</u></p> <p>November 9-16, 2021 Online</p> <p><u>OR</u></p> <p>March 22-29, 2022 Online</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>The F.I.P. Side of Georgia Milestones Writing Grades 6-8</p> <p><i>Target Audience:</i> 6-8</p>	<p><i>Do you fret over the fine line between daily, authentic writing instruction and the current EOG Milestones writing tasks? The solution is to flip the traditional writing instruction into the cycle of formative instructional practices (F.I.P.).</i></p> <p><i>Simulating a key formative practice, participants will engage in grade-level collaboration to deconstruct the two-, four-, and seven-point writing rubrics, and determine appropriate learning targets to improve student achievement for each of the three writing types.</i></p> <p><i>Workshop participants will apply F.I.P. strategies to create quality assignments, preparing students to address the following Milestones demands:</i></p> <ul style="list-style-type: none"> • <i>comprehension of on-grade level texts</i> • <i>connecting information across paired texts</i> • <i>writing to show evidence of comprehension</i> <p><i>Teachers will return to the classroom with formative strategies that are generalizable across different language arts lessons.</i></p>	<p>September 22, 2021 8:30am-3:30pm</p> <p style="text-align: center;"><u>OR</u></p> <p>January 12, 2022 8:30am-3:30pm</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>Writing Conferences with Confidence</p> <p><i>Target Audience:</i> K-8</p>	<p><i>Does the idea of writing conferencing sound great but seem unrealistic or unattainable? In this course, we will break down writing conferencing to make it viable and successful for you and your students. Writing conferences are the heart and soul of writing instruction. If done well, this one-on-one time enables teachers to truly individualize instruction and move all students forward-especially your most struggling writers.</i></p> <p><i>As a result of this course you will be able to distinguish between what a quality writing conference is and isn't, learn a 5-7-minute conference cycle that streamlines the process, discover the power of a conferencing kit, be exposed to resources to help you know what to teach, learn how to maximize success through goal setting and progress monitoring, and be able to use these conferencing techniques as a foundation for small group writing instruction. You will leave this course with not only knowledge and inspiration, but a starter kit to begin holding writing conferences with confidence.</i></p>	<p>September 23, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>October 7, 2021 8:30am-3:30pm</p> <p><u>Or</u></p> <p>November 11-18, 2021 Online</p> <p><u>OR</u></p> <p>May 17, 2022 8:30am-3:30pm</p>	6	\$35
<p>Closing in on Close Reading</p> <p><i>Target Audience:</i> K-5</p>	<p><i>It's all about the thinking. Through close reading strategies and experiences, students are empowered to deepen thinking while observing and analyzing text for both craft and content. In this course (via videos, examples, discussion, and practice) participants will gain confidence and clarity in knowing what quality close reading is and how to teach these strategies to the diverse learners in the classroom. Participants will leave with specific "how-to" steps, lesson plan templates, text-dependent questioning techniques, text suggestions, and a wealth of knowledge and ideas to make quality close reading experiences a daily reality in the classroom.</i></p> <p><i>The instructor will share strategies and resources that will support TKES Standards 1,3,7, and 8 with practical takeaways that will positively impact teacher practice and student achievement.</i></p>	<p>September 28, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>November 16-23, 2021 Online</p> <p><u>OR</u></p> <p>June 2-9, 2022 Online</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>What's the Buzz About Mentor Texts?</p> <p><i>Target Audience:</i> K-8</p>	<p><i>Do you and your students have a collection of well-loved texts? Do you feel pressure to continuously search for different books and texts? Then you are a candidate for teaching with the mentor texts principles.</i></p> <p><i>Standing on the work of Ruth Culham, Lynne Dorfman, and Rose Cappelli, educators will explore how mentor texts, or worthy texts, can be used multiple times to meet language arts objectives. The instructor will demonstrate mentor texts used to support students' practice of close reading, and as exemplars to support students' writing development, including use of mentor models for grammar and conventions support (TKES/TAPS 2-3, and 5). Students engaged in mentor text instruction develop inquiry thinking and visual literacy skills (TKES/TAPS 8).</i></p> <p><i>Teachers will return to the classroom buzzing with ideas for developing mentor text lessons planned for whole class, small group, and one-to-one instruction. Using grouping options with mentor text principles supports differentiation of the environment to address students' specific needs (TKES/TAPS 4).</i></p>	<p>October 7-21, 2021 Online</p>	<p>6</p>	<p>\$35</p>
<p>Writing Across the Content Areas</p> <p><i>Target Audience:</i> 6-12</p>	<p><i>So many times, content area teachers are told that they are reading and writing teachers, too, but what exactly does that mean and how do content area teachers actually do that without taking the focus off of the content area itself? In this course you will not only walk away with a clearer understanding of what reading and writing instruction expectations are in the content areas, but be able to confidently integrate writing, seamlessly. Participants will cover the traditional high-stakes writing (papers, projects, etc.) but a particular focus is on low-stakes writing. Low-stakes writing is the key to making writing a tool that is used to learn the content and marry writing and you content together, daily.</i></p> <p><i>Instructor will share strategies and resources to implement in the classroom, enhancing teacher practices related to TKES Standards 2,3,7, and supporting literacy standards and resulting in increased student success in writing.</i></p>	<p>November 3, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>March 22, 2022 8:30am-3:30pm</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>Enhancing Vocabulary Using Brain-Based Instruction</p> <p><i>Target Audience: K-12</i></p>	<p><i>Do you think your vocabulary instruction is in a rut? Does your cycle of vocabulary instruction look the same every week? If so, then neuro-education and brain research to the rescue!</i></p> <p><i>Educators will explore how the three regions of the brain impact the memory pathways of the learners (TKES/TAPS 1). Through Sprenger’s cycle for the three stages of memory development (2017), participants will explore an improved sequence of instruction that impacts students’ long-term memory of vocabulary concepts (TKES/TAPS 2).</i></p> <p><i>The instructor will guide hands-on experiences for new classroom-ready activities that support a student-centered environment, improving engagement (TKES/TAPS 8) and reading comprehension (TKES/TAPS 2).</i></p>	<p>November 10-17, 2021 Online</p> <p>OR</p> <p>March 3-11, 2022 Online</p>	<p>6</p>	<p>\$35</p>
<p>ELA Teachers: Your Best Writers Yet</p> <p><i>Target Audience: Grades K-5</i></p>	<p><i>Are you a new language arts teacher seeking writing ideas or a veteran teacher desiring a refresher? Are you daunted by the belief that you are not a writer? This course provides you with a method for outlining the grade-level expectations in the GA ELA Standards of Excellence for writing.</i></p> <p><i>The instructor will introduce a variety of writing activities supporting the three writing types of opinion/argument, informational and narrative. Also included are short and extended writing activities that are applicable across other subject areas. Educators will explore the stages of writing development, ensuring participants’ planning of writing tasks that are both grade and age appropriate.</i></p> <p><i>Participants will leave with writing confidence and classroom ideas that make writing both doable and enjoyable for teachers and students alike.</i></p>	<p>November 16-30, 2021 Online</p> <p>OR</p> <p>June 6-13, 2022 Online</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>Disciplinary Literacy: Reading and Writing in Social Studies</p> <p><i>Target Audience: Grades K-5</i></p>	<p><i>An overarching goal in each discipline is to teach students how to read, write, think, and talk like an expert in the field. When it comes to social studies there is an incredible opportunity to not just integrate ELA but truly empower 4th – 12th grade students to think like a historian and provide them with valuable thinking and collaboration skills that they will use way beyond testing and the walls of the school. This DBQ inspired course shows you how to use grouping techniques, collaboration, peer revision, and close reading to analyze and interpret a variety of sources, make connections between sources, bring in their own outside experiences and then produce a well written argumentative essay-with evidence.</i></p> <p><i>Instructor will share strategies and resources that will support TKES Standards 1,3,7, and 8 with practical takeaways that will positively impact teacher practice and student achievement.</i></p>	<p>December 15, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>June 15, 2022 9:00am-3:30pm</p>	6	\$35
<p>Interactive Comprehension Strategies</p> <p><i>Target Audience: PK-2</i></p>	<p><i>Is your go-to comprehension activity asking questions for students to answer? Do you work hard to maintain student attention? Interactive comprehension strategies are not only evidence-based instruction but also age-appropriate for young learners.</i></p> <p><i>Educators will explore activities that extend texts through social engagement, vocabulary usage, and writing about learning. The instructor will guide hands-on activities relating to the following topics:</i></p> <ul style="list-style-type: none"> • <i>Refining the teacher’s read-aloud practices</i> • <i>Understanding how age-appropriate strategies of close listening is fundamental for developing close reading skills</i> • <i>Exploring new approaches for questioning and vocabulary activities</i> <p><i>Participants will receive activities and resources that are “implementation ready” to support students’ skills development by integrating the reading, writing, and speaking/listening standards (TKES/TAPS 2, 7, and 8).</i></p>	<p>January 20-27, 2022 Online</p> <p><u>OR</u></p> <p>May 11-18, 2022 Online</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>ELA Teachers: From Surviving to Thriving with Reading Foundations</p> <p><i>Target Audience: K-5</i></p>	<p><i>Are you a new language arts teacher seeking support or an experienced teacher desiring to refine your craft? Or perhaps a new special education or new intervention teacher dealing with reading challenges? This course provides you with knowledge about the core effective reading instruction necessary to address the diverse reading needs of today's reading students.</i></p> <p><i>Participants will collaborate with peers who share the challenges of novice reading teachers, discovering solutions for the unique needs of the diverse readers in today's classroom. (TKES/TAPS 1-6, 8).</i></p> <p><i>The two-day course aligns with the GA Standards of Excellence- Reading Literary and Reading Informational Standards. But how do literacy educators address the multiple strands in English Language Arts? The instructor will guide instructional strategies supporting authentic literacy practices. Participants will explore evidence-based resources from reading experts in vocabulary acquisition, fluency, and comprehension.</i></p>	<p>June 14, 2022 9:00am-3:30pm & June 15, 2022 9:00am-3:30pm</p> <p>*Must attend both sessions</p>	<p>12</p>	<p>\$70</p>

Professional Learning for SCIENCE & TECHNOLOGY

Title	Description	Date and Time	Hours	Tuition
<p>Bringing Science Alive in a Virtual World</p> <p><i>Target Audience: K-12 Science Teachers, Coaches, and Paras</i></p>	<p><i>In this class, ideas, resources, and strategies will be shared for creating engaging and interactive digital science learning experiences for your students. Science simulations, interactives, digital escape rooms, and virtual labs are only some of the great educational tools and resources that you will explore through this class to bring science alive in a virtual world!</i></p> <p><i>This class supports K-12 teachers' professional learning goals to meet standards 2,3,4, & 8 of TKES as they plan and implement instructional strategies to create an academically challenging learning environment.</i></p>	<p>October 21-28, 2021 Online</p> <p style="text-align: center;"><u>OR</u></p> <p>March 3-10, 2022 Online</p>	6	\$35
<p>How to Differentiate Instruction using Digital Supports</p> <p><i>Target Audience: K-12 Science Teachers, Coaches, and Paras</i></p>	<p><i>Meeting the diverse needs of your students can be a challenge. By developing and utilizing digital supports, teachers can tailor the content, process, and product to maximize student achievement. In this class, participants will learn how to employ digital teaching and learning tools to accommodate the widely varying needs of their students.</i></p> <p><i>This class supports teachers' professional learning goals to meet standards 1,2,3,4 & 6 of TKES as they further their professional development in the planning and implementation of differentiated instruction.</i></p>	<p>September 30-October 7, 2021 Online</p> <p style="text-align: center;"><u>OR</u></p> <p>February 10-17, 2022 Online</p>	6	\$35
<p>201: Just in Time Technology Tools</p> <p><i>Target Audience: K-12 Science Teachers, Coaches, and Paras</i></p>	<p><i>This virtual workshop is designed for PK-12 Educators and School Leaders who are proficient in technology use and want to expand their tech toolbox to the next level of understanding. Participants will get to "Make It & Take It" virtually by learning how to use and incorporate these digital tools. Whether teaching virtually or wanting to enhance their current technology levels, these sessions are directly applicable to designing instructional content in the 21st Century.</i></p> <p><i>Sessions will be conducted by experienced Griffin RESA staff.</i></p>	<p>October 26-November 2, 2021 Online</p> <p style="text-align: center;"><u>OR</u></p> <p>March 14-21, 2022 Online</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>STEM/STEAM for Today and Tomorrow Grades 6-8</p> <p><i>Target Audience: Grades 6-8 Math, Coaches, Administrators, and Instructional Leaders</i></p>	<p><i>Do you want to integrate STEM/STEAM into your lessons, but aren't quite sure how? Incorporating STEM/STEAM challenges into your lessons will provide highly motivating and engaging learning experiences for your students. Learn how to introduce the engineering design process, experience a wide variety of challenges, discover how to easily facilitate STEM/STEAM, and take away STEM/STEAM design challenges you can implement tomorrow.</i></p> <p><i>This class supports teachers' professional learning goals to meet standards 1, 3, and 8 of TKES as they plan and implement instructional strategies to create an academically challenging learning environment.</i></p>	<p>August 31 – September 7, 2021 Online</p> <p><u>OR</u></p> <p>February 9-16, 2022 Online</p>	6	\$35
<p>STEM/STEAM for Today and Tomorrow Grades K-5</p> <p><i>Target Audience: K-5 Teachers, and Coaches</i></p>	<p><i>Do you want to integrate STEM/STEAM into your lessons, but aren't quite sure how? Incorporating STEM/STEAM challenges into your lessons will provide highly motivating and engaging learning experiences for your students. Learn how to introduce the engineering design process, experience a wide variety of challenges, discover how to easily facilitate STEM/STEAM, and take away STEM/STEAM design challenges you can implement tomorrow.</i></p> <p><i>This class for K-5 teachers supports teachers' professional learning goals to meet standards 1, 3, and 8 of TKES as they plan and implement instructional strategies to create an academically challenging learning environment.</i></p>	<p>November 11-18, 2021 Online</p> <p>Or</p> <p>March 17-24 2022 Online</p>	6	\$35

Professional Learning Classes to Support Diverse Learners

Title	Description	Date and Time	Hours	Tuition
<p>Classroom Management for 6-12 Teachers</p> <p><i>Target Audience: 6-12 Teachers</i></p>	<p><i>Classroom management is not simply the absence of discipline problems, but an intentional set of practices that promote a positive environment for all students. What does this look like in the secondary face-to-face classroom? What does it look like in a virtual learning environment? Routines, rituals, protocols, and strategies intentionally taught and reinforced that promote engagement, prevent off-task behaviors, and communicate caring with all, especially struggling, students.</i></p> <p><i>This course is designed to help teachers in grades 6-12 organize and manage the learning environment to create a sense of community and maximize academic success. The course will provide ideas, strategies, and emotional objectivity to promote learning in face to face and virtual settings.</i></p> <p><i>This course supports teacher performance in Standard 7 of TKES and is suitable for both beginning and veteran teachers who wish to set their students up for success with proactive, positive classroom management supports.</i></p>	<p>July 22-29, 2021 Online</p> <p style="text-align: center;"><u>OR</u></p> <p>September 30, 2021 8:30am-3:30pm</p> <p style="text-align: center;"><u>OR</u></p> <p>December 1, 2021 8:30am-3:30pm</p> <p style="text-align: center;"><u>OR</u></p> <p>February 2, 2022 8:30am-3:30</p> <p style="text-align: center;"><u>OR</u></p> <p>June 8, 2022 9:00am-3:30pm</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>Wired for Danger: The Effects of Childhood Trauma on the Brain and How All Students Benefit in a Trauma Sensitive School</p> <p><i>Target Audience: K-12 Teachers, Teacher Leaders, Coaches, and Administrators</i></p>	<p><i>Our brains are amazing! They are the control centers for our whole body, and they make us who we are. Whether subtle or significant, trauma changes the brain and can affect the behavior, actions, or thinking of our students and can lead to lasting negative effects. Traumatic stress can be caused by a variety of sources, such as dramatic weather events, school shootings, bullying at school, or pandemics, (such as COVID-19), and children who have experienced trauma can sometimes behave in ways that are troubling, confusing, and even frightening. The development of symptoms can vary in severity and can impact students in more ways than teachers realize. Many educators do not realize that the effects of traumatic stress could be affecting some of their students' ability to learn. The good news is that the changes in the brain are not permanent and using trauma-informed practices can support the social and emotional well-being of all students. With the help of protective factors such as responsive and caring teachers, students can overcome many of the adversities they face.</i></p>	<p>August 19-26, 2021 Online</p> <p><u>OR</u></p> <p>January 13-20, 2022 Online</p>	6	\$35
<p>Classroom Management for PK-5th Teachers</p> <p><i>Target Audience: PK-5 Teachers, Teacher Leaders, Coaches, and Administrators</i></p>	<p><i>Effective classroom management is not simply the absence of discipline problems, but an intentional set of practices and procedures that promote positive relationships and an engaging environment for all students. This course is designed to help PK-5 school personnel organize and manage an effective learning environment in a face to face or virtual setting. The course will provide grade-appropriate ideas, strategies, and materials from "Teaching with Love and Logic" that teachers can implement in their classroom or digital learning environment.</i></p> <p><i>PK-5 Classroom Management is directly aligned to TKES Standard 7: Positive Learning Environment.</i></p>	<p>August 24, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>October 25, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>January 18, 2022 8:30am-3:30pm</p> <p><u>OR</u></p> <p>May 10, 2022 8:30am-3:30pm</p> <p><u>OR</u></p> <p>June 1, 2022 9:00am-3:30pm</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p><i>Implicit Bias: Courageous Conversations about Confronting Bias for Leaders</i> Target Audience: K-12 Teachers, and Administration</p>	<p><i>Join this important conversation about what implicit and explicit bias are, what they look like and how to confront them to provide an inclusive, equitable and positive teaching and learning environment in our schools and districts. In this workshop, we will explore examples of biases in education, leadership and administrative practices and how they impact the learning environment. The instructor will model how to facilitate critical conversations and discussions on ways educational leaders can recognize and disrupt biases in education.</i></p> <p><i>LKES Standards: 1,2</i></p>	<p>August 31, 2021 Online</p>	<p>6</p>	<p>\$35</p>
<p><i>Integrating SEL into K-12 Instruction</i> Target Audience: K-12 Teachers</p>	<p><i>Social and emotional development in children is too important to be an add-on or afterthought, and too important to be left to chance. This class explores five critical social and emotional learning areas that can easily be integrated into everyday content instruction, no matter what subject or grade level you teach. You will learn strategies to help students develop essential skills for the classroom and beyond, with real-life examples to highlight opportunities for SEL within the K-12 curriculum.</i></p>	<p>September 1, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>January 12, 2022 8:30am-3:30pm</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>SEL Strategies to Support Student Learning</p> <p><i>Target Audience: K-12 Teachers, School Counselors, and Leaders</i></p>	<p><i>Through this class, participants will learn strategies and utilize tools that support the SEL competencies in students, such as cultivating self-management, responsible decision-making, self-awareness, social-awareness, and relationship skills, all of which enhances students' academic performance.</i></p> <p><i>This class supports K-12 teachers, school counselors, and student support personnel's professional learning goals to meet standards 1,2,3, and 7 of TKES as they plan and implement instructional strategies to create a positive learning environment that supports the whole child and improves academic achievement.</i></p>	<p>September 2-9, 2021 Online</p> <p><u>OR</u></p> <p>January 13-20, 2022 Online</p>	6	\$35
<p>Restore & Inspire for School Leaders: School Climate Temperature Check</p> <p><i>Target Audience: K-12 Teachers, School Counselors, and Administrators</i></p>	<p><i>K-12 Teacher Leaders, Counselors, and Administrators set the tone for a school's culture by daily interactions with students, teachers, and families. School climate work: social-emotional learning, positive behavior supports, youth voice, leadership programs, and restorative practices are a part of making a school feel safe and welcoming.</i></p> <p><i>With the uncertainties of Covid-19 and conversations and protests of racial inequality, including an added challenge of educating children in the remote and hybrid classroom environments, school climate is more critical than ever.</i></p> <p><i>This course will deliver engagement strategies for leaders to take a temperature check of their students, faculty & staff, school, surrounding community, and families to foster essential connections with the goal of delivering quality instruction and education through unprecedented and challenging times.</i></p> <p><i>LKES Performance Standard #2 - SCHOOL CLIMATE</i></p>	<p>September 8-15, 2021 Online</p> <p><u>OR</u></p> <p>May 4-11, 2022 Online</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>Instructional Planning for Student Success</p> <p><i>Target Audience: K-12 Teachers, Coaches and Administrators</i></p>	<p><i>Instructional planning is the backbone of student learning. Without a good instructional plan, learning to mastery is not likely to take place. With a good instructional plan, student engagement is likely to increase. This class will center on the various aspects of planning to promote the teaching and learning cycle, tying curriculum, instruction, and assessment together as a seamless process for teachers and students. Participants will have time to assess their planning and use the Instructional Framework (GaDOE/SI) to guide their planning.</i></p> <p><i>This class supports teachers' professional learning goals to meet standards 1, 2, 5, and 6 of TKES as they connect content knowledge, instructional planning, and assessment. The instructor will share strategies and resources to implement in the school setting that support all students including struggling students and diverse learners, ensuring a job-embedded professional learning experience that will positively impact student learning.</i></p>	<p>September 15, 2021 8:30am-3:30pm <u>OR</u> June 2, 2022 9:00am-3:30pm</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>An Introduction to Restorative Practices to Create a Positive School Culture</p> <p><i>Target Audience: Educators Seeking PLU's</i></p>	<p><i>Considering the social/emotional needs of students is more important than ever. Join us for an online exploration of Restorative Practices and improved outcomes for students. This survey course is intended to introduce the concept of Restorative Practices and provide information to enhance your understanding of its principles, as well as inspire you to learn more to best serve the needs of your students and school community. You'll be asked to reflect and respond to some discussion prompts on the topic, as well as complete three short assignments to relate Restorative Practices to your past, present, or future classroom work.</i></p> <p><i>Our learning targets are:</i></p> <p><i>The Why of Restorative Practices: What's the rationale behind Restorative Practices and why is it important in my school/community?</i></p> <p><i>Effects: How are student outcomes different between RP and more traditional practices in promoting appropriate behavior and academic success?</i></p> <p><i>How do I put Restorative Practices in place and retire traditional practices that aren't working? Examples and Non-examples of Restorative Practices</i></p> <p><i>Playing Devil's Advocate: Changing our "yes, but" to becoming a believer</i></p>	<p>September 21- October 19, 2021 Online</p>	<p>20</p>	<p>\$95</p>

Title	Description	Date and Time	Hours	Tuition
<p><i>Engaging Every Student: Strategies for Motivating Middle Grades Students</i></p> <p>Target Audience: <i>K-12 Teachers, Coaches and Administrators</i></p>	<p><i>“Building brainpower is the missing link to closing the achievement gap for underperforming culturally and linguistically diverse students.” (Dr. Edmund Gordon)</i></p> <p><i>Lack of engagement or motivation hinders student learning for middle grades. How do we implement engagement strategies that use what we know about how students’ brains work? Join us on this adventure to look at what tools and strategies we can leverage to use our brains to impact student learning.</i></p> <p><i>This class supports teachers’ professional learning goals to meet standards 2, 3, 4, 5, 7, and 8 of TKES as they connect instructional planning and instructional strategies. The instructor will share strategies and resources to implement in the school setting that support all students including struggling students and diverse learners, ensuring a job-embedded professional learning experience that will positively impact student learning.</i></p>	<p>September 30, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>March 17, 2022 8:30am-3:30pm</p>	6	\$35
<p><i>Implicit Bias: Courageous Conversations about Confronting Bias for Teachers, Paraprofessionals, and Coaches</i></p> <p>Target Audience: <i>K-12 Teachers, and Administration</i></p>	<p><i>Join this important conversation about what implicit and explicit bias are, what they look like and how to confront them to provide an inclusive, equitable and positive teaching and learning environment for our students. In this workshop, we will explore the impact of biases on the learning environment through instructional practices, routines, expectations, and classroom management. The instructor will model how to facilitate critical conversations and discussions on ways educators can recognize and disrupt biases in the classroom</i></p> <p><i>TKES Standards: 1, 3, 4, and 7</i></p>	<p>October 5, 2021 Online</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>Making my Class Equitable, Fair, and Culturally Responsive</p> <p><i>Target Audience: Teachers and Leaders</i></p>	<p><i>What is the difference between diversity training and cultural responsiveness? The answer is the manner in which we adapt our instruction to respond to the needs of our diverse learners. In this session, educators will examine how culture impacts all aspects of the classroom: instruction, assessment, communication, and classroom management. Participants will learn to be aware of unintentional and misunderstood biases, attitudes and practices that impact instruction and student relationships. Participants will practice culturally responsive classroom practices and examine important ways in which to reach and teach EVERY learner. This class supports teachers' professional learning goals and plans to meet Standard 7 of TKES, as well as contribute to a positive school climate. The instructor will share strategies and resources to implement in the school setting, to equip educators in providing culturally responsive instruction that positively impacts school climate, improves student engagement and increases student achievement. TKES 1, 2, 3, 4</i></p>	<p>October 5, 2021 Online</p>	<p>6</p>	<p>\$35</p>
<p>Para-Educators as Effective Classroom Interventionists</p> <p><i>Target Audience: K-12 Paras</i></p>	<p><i>What is one of the most effective resources teachers have? PARAPROFESSIONALS! When used appropriately, paraprofessionals help teachers increase student engagement, maintain an academically challenging and positive learning environment and improve student achievement. Attend this session to learn best practices for paraprofessionals in the roles of Instructional support, academic interventionists and behavior interventionists whether in the traditional or virtual classroom. Participants will examine specific intervention and instructional strategies that paraprofessionals may employ to provide practical support for the teacher in the learning environment.</i></p>	<p>October 20, 2021 Online</p> <p><u>OR</u></p> <p>January 13, 2022 Online</p>	<p>6</p>	<p>\$35</p>

Title	Description	Date and Time	Hours	Tuition
<p>We are All in this Together! Veteran Teachers Coaching and Supporting Induction Teachers</p> <p><i>Target Audience: Teachers Grades K-12</i></p>	<p><i>Every veteran teacher was once an induction level teacher. Highly effective veteran teachers have expertise that should be shared with induction teachers to help them be successful in the school and classroom. Induction teachers experience five emotional phases in their first year. Awareness and strategies to support induction teachers through the roller coaster of phases can decrease their stress and anxiety contributing to a positive school environment and student success. Participants will leave with strategies and resources to support induction teachers with practiced classroom management and cognitive coaching skills. The instructor will share strategies and resources that support TKES Standards 1, 7, 9, and 10 with practical takeaways and modeled conversations that will positively impact induction level teacher practice and success.</i></p>	<p>October 26, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>March 8, 2022 8:30am-3:30pm</p>	6	\$35
<p>Fundamentals of Feedback</p> <p><i>Target Audience: Teachers and Leaders</i></p>	<p><i>"The only important thing about feedback is what students do with it", says Dylan William in his April 2016 article, The Secret to Effective Feedback (Educational Leadership). Does feedback matter that much? How do we give and receive feedback that makes a difference? In this class, we will delve into the fundamentals of feedback and how to set you and your students up for using feedback to increase student learning. We will also look at how feedback may look different as we engage in traditional settings versus virtual settings.</i></p> <p><i>This class supports teachers' professional learning goals to meet standards 2, 5, and 7 of TKES as they connect instructional planning, assessment, and a positive learning environment. The instructor will share strategies and resources to implement in the school setting that support all students including struggling students and diverse learners, ensuring a job-embedded professional learning experience that will positively impact student learning.</i></p>	<p>October 27, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>March 23, 2022 8:30am-3:30pm</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>Tier 1 Instructional and Behavioral Supports</p> <p><i>Target Audience: Educators Seeking PLU's</i></p>	<p><i>Please note that this is a survey course, intended to provide a general overview of Tier 1 supports for both instruction and behavior to enhance your understanding of these important principles. You'll be asked to reflect and respond to some discussion prompts on the topic, as well as complete three short assignments to relate Tier 1 practice to your past, present, or future classroom work. I hope that you'll follow up to learn more about this important concept as you strive to meet the needs of all students, through face-to-face classes at Griffin RESA and in your school system.</i></p> <p><i>Learning targets for this class are:</i></p> <ul style="list-style-type: none"> • <i>Is core instruction working in my classroom?</i> • <i>What Tier 1 instructional strategies can I routinely use to meet the needs of my classroom?</i> • <i>How do I manage the learning environment when all students are not doing the same thing at the same time?</i> <p><i>How do I incorporate positive behavior supports other than rewards?</i></p>	<p>November 2- December 7, 2021 Online</p>	<p>20</p>	<p>\$95</p>

Title	Description	Date and Time	Hours	Tuition
<p>Level Up Your Differentiation: Tackling Assessment and Grading</p> <p><i>Audience</i> K-12 Teachers, Coaches, and Administrators</p>	<p><i>Assessment and grading practices often vary from school to school and classroom to classroom. In this differentiated instruction session, participants will examine best practices in classroom teaching, assessing, and grading to support DI in the K-12 classroom. The tools gained can be used to support all learners and promote continuity from classroom to classroom. Participants will practice several immediate feedback strategies that check for understanding and guide instruction, as well as explore practices that align with a standards-based teaching and learning environment. Using the principles in Rick Wormeli’s Fair Isn’t Always Equal, Myron Dueck’s Grading Smarter, Nor Harder, as well as other teacher-crafted, proven grading practices, participants will take away sound, easy-to-implement assessment and grading practices to uncover and effectively communicate what students know and are able to do.</i></p> <p><i>This class supports teachers’ professional learning goals for differentiated instruction and assessment to meet standards 4, 5, and 6 of TKES. The instructor will share strategies and resources to implement in the school setting that support all students including struggling students and diverse learners, ensuring a job-embedded professional learning experience that will positively impact formative practices and student learning.</i></p>	<p>November 2, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>March 9, 2022 8:30am-3:30pm</p>	6	\$35
<p>Recharge & Refresh: New Beginnings</p> <p><i>Target Audience:</i> K-12 Teachers</p>	<p><i>Participants will review the response to the Covid-19 pandemic as a historic change in education. It will explore how educators tackled and overcame multiple barriers in their schools and how we can now prepare for the future of our students to ensure successful learning communities. This course will assist participants in increasing student motivation, engagement, and achievement in all learning environments (hybrid, remote, and on-campus learning).</i></p>	<p>November 30- December 7, 2021 Online</p> <p><u>OR</u></p> <p>February 3-10, 2022 Online</p>	6	\$35

Title	Description	Date and Time	Hours	Tuition
<p>Growth Mindset: Shifting Students from a Fixed Mindset to Increase Student Achievement</p> <p><i>Target Audience: K-12 Teachers</i></p>	<p><i>This course will provide teachers with strategies that focus on developing a growth mindset mentality in students; strategies that improve students' motivation to learn, ability to tackle academic challenges with perseverance, accept setbacks as learning opportunities, and use feedback to improve performance.</i></p> <p><i>This class supports teachers, school counselors, and student support personnel's professional learning goals to meet standards 1,2,3,4,5, and 8 of TKES as they plan and implement instructional strategies that supports students' abilities to perform at optimum individual achievement levels.</i></p>	<p>December 2-9, 2021 Online</p> <p><u>OR</u></p> <p>June 2-9, 2022 Online</p>	6	\$35
<p>Respecting the Diversity in Your School Community with Intent</p> <p><i>Target Audience: Educators Seeking PLU's</i></p>	<p><i>Please note that this is a survey course, intended to generate thought and action steps to better serve the needs of your culturally diverse school community. The first step is to acknowledge differences: in our life experiences, points of reference, and our unintentional biases. As we explore these important principles, you will create an action plan to implement tangible ways to promote and celebrate your diverse community. You'll also reflect and respond to some discussion prompts on the topic, as well as complete three short assignments to relate culturally responsive practices in your classroom and school community. We hope that you'll follow up to learn more about this important concept as you strive to meet the needs of all students, through face-to-face classes and online at Griffin RESA and in your school system.</i></p> <p><i>Learning targets for this class are:</i></p> <p><i>How can I grow in my appreciation for the diverse experiences my students bring to the classroom?</i></p> <p><i>How does bias unintentionally show up in my planning and teaching?</i></p> <p><i>What actions can I take to deepen my understanding of my school community and the diverse needs of my students and their families?</i></p>	<p>January 25- February 22, 2022 Online</p>	20	\$95

Title	Description	Date and Time	Hours	Tuition
<p>Literacy Tools Across Content and Grade Levels to Support Success</p> <p><i>Target Audience: Educators Seeking PLU's</i></p>	<p><i>Please note that this is a survey course, intended to generate thought and action steps to better support Literacy Tools across content and grade levels.</i></p> <p><i>Learning targets for this class are:</i></p> <p><i>What am I supposed to do if my students can't read or don't understand English well enough to complete the work in my content area?</i></p> <p><i>How can I select resources – print, visual, online, and other – to make my curriculum accessible to all students, regardless of reading level?</i></p> <p><i>What are some effective strategies to teach academic vocabulary?</i></p> <p><i>How do I assess student writing in my curriculum area if I'm not a language arts teacher?</i></p>	<p>March 7-April 4, 2022 Online</p>	<p>20</p>	<p>\$95</p>
<p>Motivating Students Towards Achievement</p> <p><i>Target: K-12 Teachers</i></p>	<p><i>Participants will learn how to create a learning environment to motivate students who are frequently disengaged. Strategies to enhance students' desire to learn will be explored throughout the course. In addition, participants will review engaging activities to help students learn the importance of being present and valued members of the learning community.</i></p>	<p>June 15, 2022 9:00am-3:30pm</p>	<p>20</p>	<p>\$95</p>

In Partnership with GLRS – Professional Learning Opportunities for Special Educators in the Griffin RESA Region

Title	Description	Date and Time	Hours	Tuition
<p>First 30 Days for New Special Education Teachers</p> <p><i>Target Audience: New Sped Teachers</i></p>	<p><i>This class is designed for new Special Education teachers. Participants will be provided the tools they need to make the critical, first 30 days successful. Participants will learn valuable case management tips; strategies to get to know your students' strengths and weaknesses; how to structure your environment for success; introductory communication; and the importance of data.</i></p>	<p>July 26-August 11, 2021 Online</p>	<p>6</p>	<p>No charge</p>
<p>Parenting: The Love and Logic Way</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>This class is a 4-part series. The goal of Parenting the Love and Logic Way is to provide parents an opportunity to gain practical and proven tools for raising respectful, responsible, and happy kids. This program helps to develop relationships through providing empathy before consequences, shared thinking, shared control within limits, and shared dignity.</i></p> <ol style="list-style-type: none"> 1. <i>Part 1 will be an introduction and session one "Putting an end to arguing, back talk, and begging."</i> 2. <i>Part 2 will focus on "Teaching responsibility without losing their love" and "Setting limits without waging war."</i> 3. <i>Part 3 will focus on "Avoiding power struggles" and "Guiding kids to own and solve their problems." Part 4 will focus on "Teaching kids to complete chores...without reminders and without pay."</i> 	<p>August 12, 2021 9:00am-11:00am</p> <p style="text-align: center;"><u>AND</u></p> <p>September 9, 2021 9:00am-11:00am</p> <p style="text-align: center;"><u>AND</u></p> <p>October 7, 2021 9:00am-11:00am</p> <p style="text-align: center;"><u>AND</u></p> <p>November 11, 2021 9:00am-11:00am</p>	<p>8</p>	<p>No Charge</p>
<p>Co-Teaching Online</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>Co-teaching is a frequently used inclusion service delivery model for students with disabilities. IDEA states that all students with disabilities must receive a free, appropriate public education in the least restrictive environment. In this introductory course, participants will learn the six co-teaching models and how to strategically choose between the models, what specially designed instruction is and is not, and how it directly relates to the roles and responsibilities of special educators who co-teach.</i></p>	<p>August 18-26, 2021 Online</p>	<p>6</p>	<p>No Charge</p>

Title	Description	Date and Time	Hours	Tuition
<p>Progress Monitoring: Faster, Better and Smarter</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>The Individuals with Disabilities Education Act (“IDEA”) requires school districts to monitor progress on the goals in the Individual Education Programs (“IEPs”) for students with special education needs. Progress monitoring is the scientifically based practice of specifically measuring progress regarding a specific area of need. Without appropriate progress monitoring, there is no way of knowing whether a student is making progress, and whether revisions to the student’s special education programming are necessary. This course will discuss writing measurable goals, selecting appropriate progress monitoring tools, and how to organize the materials in a readily accessible way.</i></p>	<p>August 19-September 2, 2021 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Online IEP/LEA</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>A productive Individualized Education Program (IEP) meeting requires that the IEP team — teachers, families, and related services providers — have the resources they need to collaborate to create measurable, legally defensible, and truly individualized IEPs for each student. This fully online class explores some of the most crucial aspects of creating and implementing effective IEPs that increase student achievement. The class is organized into 3 modules, Role of LEA; how to complete each section of the IEP; and Transition Planning.</i></p>	<p>September 1-15, 2021 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Leading by Example Series</p> <p><i>Target Audience: New and aspiring Administrators, lead teachers, and district staff that would like to increase their foundational knowledge of Special Education topics</i></p>	<p><i>This course is designed for new and aspiring administrators, lead teachers, and district staff that would like to increase their foundational knowledge of Special Education topics that commonly confront leaders. The course will provide critical information for those who act as LEA representatives or have supervisory roles over students with disabilities. Each session will provide an overview of the content and opportunities to interact with other leaders in the field.</i></p> <ul style="list-style-type: none"> • <i>Session 1: What’s In An IEP and How Do Teachers Monitor Progress? (9/2/21)</i> • <i>Session 2: Special Education Law (10/27/21)</i> • <i>Session 3: What Should an Admin Observe During the Sped Walk-through? (1/25/22)</i> • <i>Session 4: Master Scheduling Through a Special Education Lens (3/3/22)</i> 	<p>September 2, 2021 8:30am-11:30pm Session 1</p> <p><u>OR</u></p> <p>October 27, 2021 9:00am-3:00pm Session 2</p> <p><u>OR</u></p> <p>January 25, 2022 9:00am-11:30pm Session 3</p> <p><u>OR</u></p> <p>March 3, 2022 8:30am-12:00pm Session 4</p>	<p>2</p> <p>5</p> <p>3</p> <p>3</p>	<p>No Charge</p>

Title	Description	Date and Time	Hours	Tuition
<p>Assistive Technology Consortia</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>The Assistive Technology Consortia will work to identify regional priorities, as well as a shared goal that relates to consideration and implementation of Assistive Technology for students with disabilities.</i></p>	<p>September 3, 2021 12:00pm-3:00pm</p> <p><u>OR</u></p> <p>December 3, 2021 12:00pm-3:00pm</p> <p><u>OR</u></p> <p>February 11, 2022 12:00pm-3:00pm</p> <p><u>OR</u></p> <p>April 29, 2022 12:00pm-3:00pm</p>	<p>3</p>	<p>No Charge</p>
<p>Two Most Powerful Strategies: Slants/Lincs</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>The University of Kansas - Center for Research on Learning produced SLANT/LINCS Strategies.</i></p> <p><i>SLANT: A Starter Strategy for Class Participation is designed to enable students to participate in the class in appropriate and productive ways. Students learn how to use appropriate posture, follow speakers, activate their thinking, and contribute information.</i></p> <p><i>The LINCS Vocabulary Strategy helps students learn the meaning of new vocabulary words using powerful memory-enhancement techniques. Strategy steps cue students to focus on critical elements of the concept; to use visual imagery, associations with prior knowledge, and key-word mnemonic devices to create a study card; and to study the card to enhance comprehension and recall of the concept.</i></p>	<p>September 8, 2021 8:30am-3:30pm</p>	<p>6</p>	<p>No Charge</p>

Title	Description	Date and Time	Hours	Tuition
<p>IEPs That Support Independence: Writing Compliant, Engaging, Meaningful IEPs that Increase Student Independence</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>Does it matter what you write in an IEP? A strong, meaningful IEP leads to more effective and targeted support and services for the unique needs of students. Increasing a focus on student strengths, specially designed instruction, and meaningful goals support student agency and independence. How? This course is designed for teachers that are developing IEP writing skills and who need a thorough review of each section of the IEP. The course elements will provide compliant practices for IEP writing and guidance on how to create IEPs that support student engagement and progress, as well as weaving student strengths, specially designed instruction, and SMART goals in the document. In this class, the learner will:</i></p> <ul style="list-style-type: none"> ● <i>Review each section of the IEP and determine needed components for compliance</i> ● <i>Examine necessary information to make IEPs meaningful to the curriculum</i> ● <i>Produce sample sections of the IEP</i> <p><i>Whether you are new to the profession or just need a refresher, learn the “art” of writing the IEP.</i></p>	<p>September 9, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>January 18- February 8, 2022 Online</p>	6	No Charge
<p>Supporting the Student with a Specific Learning Disability in Reading</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>Supporting students with a specific learning disability in reading can be a challenge. This class is designed to help teachers support students with dyslexia. It focuses on a variety of topics surrounding the disability. Participants will learn about the origins of dyslexia, how to screen for characteristics, strategies to support the dyslexic learner, and the components of effective reading instruction.</i></p>	<p>September 14, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>February 2-16, 2022 Online</p>	6	No Charge

Title	Description	Date and Time	Hours	Tuition
<p>Word Identification Strategy</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>The Word Identification Strategy developed by The University of Kansas - The Center for Research on Learning provides a functional and efficient strategy to help challenged readers successfully decode and identify unknown words in their reading materials. The researched-based strategy is based on the premise that most words in the English language can be pronounced by identifying prefixes, suffixes, and stems and by following three short syllabication rules.</i></p>	<p>September 15, 2021 8:30am-3:30pm</p>	<p>6</p>	<p>No Charge</p>
<p>MTSS Job Alike</p> <p><i>Target Audience: Individuals who oversee MTSS practices in their school building</i></p>	<p><i>Every Student Succeeds Act (ESSA) requires the use of evidence-based interventions and suggests that schools and districts implement a tiered system of supports. This professional learning opportunity will allow participants to interact with others who are also tasked with implementing/overseeing the MTSS process in their building.</i></p>	<p>September 15, 2021 9:00am-12:00pm</p> <p><u>OR</u></p> <p>November 10, 2021 9:00am-12:00pm</p> <p><u>OR</u></p> <p>January 19, 2022 9:00am-12:00pm</p> <p><u>OR</u></p> <p>1:00pm-4:00pm</p> <p><u>OR</u></p> <p>March 9, 2022 9:00am-12:00pm</p>	<p>3</p>	<p>No Charge</p>
<p>Special Education Paraprofessional Online Institute</p> <p><i>Target Audience: Special Education Paraprofessionals</i></p>	<p><i>A special education paraprofessional is a critical support for students with disabilities. In order to support the work, the para does each day, this course will clarify their role; what to do and what not to do based on the law. It will define eligibility areas in order to gain a deeper understanding of disabilities. Finally, the course will provide applicable strategies to work with students with disabilities.</i></p>	<p>September 27-October 6, 2021 Online</p> <p><u>OR</u></p> <p>January 12-28, 2022 Online</p>	<p>6</p>	<p>No Charge</p>

Title	Description	Date and Time	Hours	Tuition
<p>The Survivor's Toolkit: Managing and Addressing Behavior Challenges for Students with Disabilities Behavior Interventions</p> <p><i>Target audience: Special Education teachers</i></p>	<p><i>Let's not just survive...let's flourish in a proactive design! Students with disabilities often display behaviors that act as barriers to social and academic development. This class will help you better manage the classroom by addressing Behavioral Concerns. Responsive special educators are better able to prevent and respond to challenging behaviors with strategies that are evidence-based and mindful of students' rights and behavior needs. In this class, you will learn how to collect and use academic and behavioral data for individual students and learn three behavioral strategies that have shown support for promoting student engagement, increasing student compliance, and enhancing social success.</i></p>	<p>September 28, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>January 13, 2022 8:30am-3:30pm</p>	6	No Charge
<p>How to Understand a Psychoeducational Evaluation</p> <p><i>Target audience: Special Education teachers</i></p>	<p><i>School Psychologists and appropriate stakeholders provide a battery of assessments that guides the process by which educators and families review and consider educational, academic, and functional implications. This evaluation often details important information about a child's natural learning style, detailed by specific strengths and weaknesses. This session will provide participants with a deeper understanding of how to understand the implications and the practical application of this understanding.</i></p>	<p>September 29-October 20, 2021 Online</p> <p><u>OR</u></p> <p>January 12-26, 2022 Online</p> <p><u>OR</u></p> <p>June 1-15, 2022 Online</p>	6	No Charge
<p>Behavior Interventions for Students with Disabilities</p> <p><i>Target audience: Special Education teachers</i></p>	<p><i>Managing and addressing behavioral concerns in the classroom can be a real challenge. The behavioral concerns of students with disabilities can act as barriers to their academic and social development. In this class you will learn strategies that have shown support for promoting student engagement, increasing student compliance, and enhancing social success. You will become more responsive in both preventing and responding to challenging behavior.</i></p>	<p>October 5-26, 2021 Online</p>	6	No Charge

Title	Description	Date and Time	Hours	Tuition
<p>Supporting the Social Emotional Learning Needs of SWDs</p> <p><i>Target audience: Special Education teachers</i></p>	<p><i>NCLD notes that students with learning and attention issues often experience feelings of failure, lack of acceptance among their peers and high levels of bullying...it is also reported that students with Other Health Impairments are 43% more likely than students without disabilities to experience high levels of being bullied. These indicators greatly impact the increase of anxiety, absenteeism, and drop-out. This session is tailored to help students with learning and attention issues (SWDs) by supporting their social and emotional learning needs. Strategies explored for SWDs will be; understanding their strengths and needs, managing their emotions and persevere through challenges, think about others and empathize, and making responsible choices.</i></p>	<p>October 5-22, 2021 Online</p> <p><u>OR</u></p> <p>June 1-15, 2022 Online</p>	6	No Charge
<p>Fundamentals of the Sentence Writing Strategy</p> <p><i>Target audience: Special Education teachers</i></p>	<p><i>The University of Kansas- Center for Research on Learning produced the Writing Series. The series is a set of evidence-based strategies that can be used to teach students the writing skill standards across grades 2 through 12. It is highly structured, scaffolded program with specially designed instruction. All 4 writing strategies/trainings build on each other. The training will provide research, strategic demonstrations of the 8 stages, and the opportunity to practice what is learned through this class. The first of the four-part sequence is Training 1.</i></p> <p><i>Fundamentals in the Writing Strategy can be used as a developmental writing curriculum or as a quick set of lessons to improve students' understanding of these concepts.</i></p> <p><i>Instructor's manual will be provided.</i></p>	<p>October 20, 2021 8:30am-3:30pm</p>	6	No Charge
<p>Autism Intervention and Supports</p> <p><i>Target audience: Special Education Teachers</i></p>	<p><i>About 1 in 54 children has been identified with autism spectrum disorder (ASD) according to estimates from CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network.</i></p> <p><i>While educators would agree that there is no perfect recipe for supporting students with ASD, there are certain guidelines, strategies, supports, and interventions that have proven to support the unique learning needs of the student with autism. This class will provide intervention and supports for students that present cognitively lower functioning, as well as higher functioning.</i></p>	<p>October 26- November 9, 2021 Online</p> <p><u>OR</u></p> <p>March 9-23, 2022 Online</p> <p><u>OR</u></p> <p>June 16-29, 2022 Online</p>	6	No Charge

Title	Description	Date and Time	Hours	Tuition
<p>Assistive Technology for Students with Disabilities</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>The Individuals with Disabilities Education Act (IDEA) mandates the school system's responsibility to provide assistive technology devices and services to students with disabilities. Assistive technology devices are any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities, not to include surgically implanted devices. The definition of an assistive technology device is very broad and gives IEP teams the flexibility that they need to make decisions about appropriate assistive technology devices for individual students. This class will discuss what assistive technology is and how it can help your students succeed by providing equal access.</i></p>	<p>November 3-17, 2021 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Strategies for Teaching Low Incidence Disabilities</p> <p><i>Target audience: Special Education Teachers</i></p>	<p><i>According to the definition in IDEA, a low incidence disability means a visual or hearing impairment, or simultaneous visual and hearing impairments, a significant cognitive impairment, or any impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education (IDEA).</i></p> <p><i>Of identified students with disabilities, low incidence comprises less than 20%, so those specialized skills are necessary to meet the unique learning needs of this population. This class will provide participants with strategies and resources to effectively serve and support students of low incidence with a focus on significant cognitive impairments.</i></p>	<p>November 3-17, 2021 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Special Education Leader Academy</p> <p><i>Target audience: Special Education Leaders</i></p>	<p><i>Leaders in special education, experience unique and often challenging situations. The Special Education Leader Academy will offer resources and tools that support proactive and reactive leadership. How can leaders in special education be powerful visionaries, lead improvement efforts of passionate divisions, and address the unique challenges of a special education division - all in a day's work?</i></p>	<p>November 5, 2021 8:30am-11:30am</p> <p><u>OR</u></p> <p>March 23, 2022 8:30am-11:30am</p>	<p>3</p>	<p>No Charge</p>

Title	Description	Date and Time	Hours	Tuition
<p>Proficiency in the Sentence Writing Strategy</p> <p><i>Target audience: Special Education Teachers.</i></p>	<p><i>The University of Kansas - The Center for Research on Learning developed an effective evidence-based writing strategies series.</i></p> <p><i>*There is no prerequisite for this course.</i></p> <p><i>Training 2 - Proficiency in the Sentence Writing Strategy (Grades 3+).</i></p> <p><i>This strategy is appropriate for students who already have a thorough grounding in basic concepts and terms, such as, subject and verb. In Proficiency in the Sentence Writing Strategy instruction, students learn advanced sentence writing skills, including writing compound, complex, and compound-complex sentences.</i></p> <p><i>Proficiency in the Sentence Writing Strategy and Fundamentals in the Sentence Writing Strategy together constitute a strategy for recognizing and writing 14 sentence patterns with four types of sentences: simple, compound, complex, and compound complex.</i></p> <p><i>The instructor's manual will be provided.</i></p>	<p>November 10, 2021 8:30am-3:30pm</p>	<p>6</p>	<p>No Charge</p>
<p>Assistive Technology: Planning, Implementing, and Monitoring</p> <p><i>Target audience: Special Education Teachers</i></p>	<p><i>What happens after the consideration and selection of AT tools for students? This session will guide participants through a process of planning, implementation, and monitoring to ensure effective use and positive student outcomes.</i></p>	<p>November 16, 2021 8:30am-3:30pm</p> <p><u>OR</u></p> <p>March 10, 2022 8:30am-3:30pm</p>	<p>6</p>	<p>No Charge</p>

Title	Description	Date and Time	Hours	Tuition
<p>Online Series: Reading Specially Designed Instruction to Give the “Gift of Reading”</p> <p><i>Target audience: Special Education Teachers</i></p>	<p><i>Be the teacher that literally changes a child’s life by giving the gift of reading. This class is designed to help special educators develop competence in teaching reading so that students with disabilities can better access the general education curriculum. The course will give you interventions and strategies for students with disabilities who struggle in reading. It will specifically focus on evidence-based practices to develop core foundational reading skills</i></p>	<p>December 1-15, 2021 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Processing Deficits and Instructional Implications</p> <p><i>Target audience: Special Education Teachers</i></p>	<p><i>LD Online notes that processing deficits interfere with the way students understand the information presented to them. These deficits can manifest themselves in any one of several categories and ways. This session will guide educators to identify, design, plan, and implement instructional strategies (SDI) to help students get the most out of class time and learning outcomes.</i></p>	<p>December 2-16, 2021 Online</p> <p><u>OR</u></p> <p>March 1-10, 2022 Online</p> <p><u>OR</u></p> <p>June 16-29, 2022 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Specially Designed Instruction for Math Online: “Dare to Regroup”</p> <p><i>Target audience: Special Education Math Teachers</i></p>	<p><i>Students with processing difficulties often struggle to understand and process the intricacies of mathematics. This class will present methodologies that have been used in small group and individual instruction settings to increase the student’s ability to make connections to computational concepts and procedures and math problem solving.</i></p> <p><i>Participants will learn cognitive processes and metacognitive strategies to support math proficiency. Immediately utilize clearly illustrated examples, models, and math strategies in your classroom. Don’t miss this opportunity to learn the key characteristics of cognitive strategy instruction and explicit instruction and how to implement them with students that have processing deficits.</i></p>	<p>January 6-25, 2022 Online</p>	<p>6</p>	<p>No Charge</p>

Title	Description	Date and Time	Hours	Tuition
<p>The Visual Imagery Strategy</p> <p><i>Target audience: Teachers who teach writing 2nd through 5th.</i></p>	<p><i>The University of Kansas- The Center for Research on Learning developed an effective evidence-based writing strategies series.</i></p> <p><i>The Visual Imagery Strategy is a reading comprehension strategy for creating mental movies of narrative passages. Students visualize the scenery, characters, and action and describe the scenes to themselves as they read each sentence in a passage. Students use the strategy to improve their understanding and recall of specific facts and sequences.</i></p> <p><i>The instructor's manual will be provided.</i></p>	<p>January 19, 2022 8:30am-3:30pm</p>	<p>6</p>	<p>No Charge</p>

Substitute Teacher Training

Dates for 2021-2022

This three-hour training (9:00 am to 12:00 pm) will be held on the following dates during the 2021-2022 School Year. Please only select one that is convenient for you.

July 20, 2021

August 25, 2021

September 7 or 28, 2021

October 25, 2021

December 7, 2021

February 22, 2022

March 9 or 29, 2022

May 11, 2022

Training Description:

Highlights of this training will include:

- Essentials for the Effective and Professional Substitute Teacher
- Effective Classroom Management and Student Supervision
- Teaching Methods, Skills and Suggestions
- Code of Ethics for Educators
- Legal Aspects of Substitute Teaching
- Overview of the Developmental Needs and Characteristics of Students in Different Grade Levels

Note: In order to serve as a substitute teacher, candidates will need to meet requirements that vary among local school systems.

Audience: Individuals interested in pursuing employment as a Substitute Teacher in a school system in our region.

Cost: \$40 (Cash or Money Order ONLY-NO PERSONAL CHECKS ACCEPTED)
Includes Certificate of Completion

To register for any session, please contact Griffin RESA by phone at 770-229-3247.

Griffin RESA

Endorsement Opportunities

Griffin RESA is now accepting applications for endorsement cohorts. Each program is designed to meet the requirements of the Georgia Professional Standards Commission.

Coaching Endorsement – three courses including a clinical practice

Dyslexia Endorsement – three courses and a clinical practice

Gifted Endorsement – four courses and an authentic residency, each with a face-to-face meeting at the beginning of the first course and the balance of instruction delivered via an online platform.

K-5 Mathematics Endorsement – three courses and a clinical practice

K-5 Science Endorsement – three courses and a clinical practice

Online Teaching Endorsement – three courses and a clinical practice

Reading Endorsement – three courses and a clinical practice

SST/MTSS Coordinator Endorsement – online sequence of three courses including a clinical practice designed to equip those responsible for SST, RTI, MTSS, and 504 in their schools or systems.

STEM Endorsement – three courses and a clinical practice

Teacher Leader Endorsement – three courses including clinical practice

Cohorts for these endorsements are being formed on a continuing basis and we are accepting applications.

For more information and applications, go to the “Endorsement” link on the Griffin RESA website at www.griffinresa.net.

Professional Learning Frequently Asked Questions

(FAQs)

Individuals employed by public or private schools in Georgia who wish to enroll in Griffin RESA Professional Learning courses should seek approval from their school administrator before applying. Administrative approval is an integral part of the Griffin RESA online registration process and confirms how payment for courses will be made. The process also ensures that the course selected supports the school's improvement goals. Participants not currently employed by a public school system, or a private school may participate in Griffin RESA programs on a space-available basis, and they are exempt from seeking approval at the school or system level.

What are the requirements to participate in Professional Learning at Griffin RESA?

Griffin RESA provides Professional Learning courses for employees of its member systems (Butts, Fayette, Griffin Spalding, Henry, Lamar, Newton, Pike, and Upson). - Out of area employees may also apply for classes on a space-available basis; additional fees may apply.

How can I register for a Griffin RESA class?

Locate the class you wish to take by selecting *Professional Learning*, then *Classes by Date* from the drop menu at <http://www.griffinresa.net>. (Note: The first time you register, you must complete a personal profile. See the question below.) Enter your email address and password in the spaces provided in the *register* field. You will be added to the class roll and the approval process will begin.

How do I create a personal profile?

Locate the class you wish to take by selecting *Professional Learning*, then *Create A Profile* from the drop menu at <http://www.griffinresa.net>. When you submit your registration information and it has been accepted, you will be provided with a link to go to the class list so you can register.

Do I need to create a profile each time I register?

No. Once you create a profile it becomes a part of your data record in the system and can be used each time you register or use our central purchasing services. Please do NOT create additional profiles.

How can I get help if I have problems?

You may first try the online registration orientation provided at <http://www.griffinresa.net/regprocess.pps>. You may also contact Griffin RESA via phone (770-229-3247, extension 217 or 210) and one of our staff will assist you.

Professional Learning Frequently Asked Questions (FAQs) Continued

How does the approval process work and how am I notified when actions are taken on my application?

If you work for one of the school systems in the Griffin RESA, your application is first sent to your school coordinator, then the district coordinator, and finally the RESA coordinator for approval. You are notified via email of the approval status at each level.

Do I have to get approval from my school and district office if I pay for the course myself?

If you work for one of the school systems in the Griffin RESA, approval is required if School or District Pay is selected or if released work time is necessary. If Personal Pay is selected and no released time is required, school and/or district approval is not required.

Who will approve my application?

Your principal will generally approve your application at the school level. The system Professional Development Coordinator will approve it at the district level. The RESA Professional Development Coordinator will approve it at the RESA level. You may review your profile to see the approver name at each level for your application. At the RESA main page select *Professional Learning*, then select *Review Your Profile*. Provide your email and password as requested. Your profile will be displayed, with all courses and approval statuses.

Can my email address be used to register for someone else?

No. Each registrant must complete the individual profile. A registration using your email and password will be matched by the system with your Griffin RESA profile.

Must I use my school email and/or password?

No. You may use any valid email address, but we highly recommend using your email address you check often. You may select any password you wish; it does not have to be the same as your school or home email password.

What if I forget my password?

If you enter a valid email address with an incorrect password, your password will be emailed to you.

Professional Learning Frequently Asked Questions (FAQs) Continued

What if I change schools and/or systems?

Please edit your Griffin RESA profile to reflect the changes. At the RESA main page select *Professional Learning*, then select *Review Your Profile*. Provide your email address and password as requested. When your profile is displayed, select *edit your profile* from the control panel. Make necessary changes and click on *Submit Your Registration Information* at the bottom of the profile form. **Do not create a new profile.**

How do I pay for the class?

If you select Personal Pay, you will be directed to a payment page. Payment must be made at the time of registration if you select Personal Pay.

Is it necessary to provide my social security number in my Griffin RESA profile?

Your social security number is required for transcript purposes by the PSC. You have the option of entering only the last four digits, as these are the numbers that populate the field on our official transcripts. You may also enter your Georgia Certificate number if you wish.

Can I register for someone else?

No, individuals should register for courses on their own, as the registration site is password sensitive and contains confidential information.

What is your cancellation policy?

We accept cancellations **up to seven days prior** to the class date. After this deadline, no refunds can be awarded, but registrants are welcome to send a replacement. We must have the name of the person replacing you before the class begins. **No-shows will be charged.**



GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY

Serving South Metro County School Systems since 1966

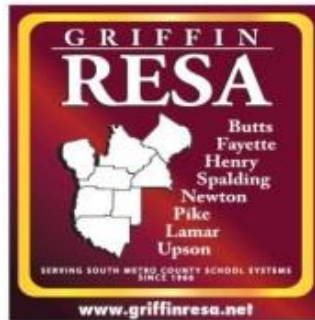
BUTTS - FAYETTE - HENRY - LAMAR – NEWTON - PIKE - SPALDING - UPSON



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www.griffinresa.net

Dr. Stephanie L. Gordy, Executive Director

Thanks for allowing Griffin RESA to serve you for all your
Professional Learning Needs.



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SPALDING – UPSON

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