



Professional Learning Catalog 2022-2023

**“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



440 Tilney Avenue
Griffin, GA 30224
Phone: 770-229-3247
FAX: 770-228-7316
www.griffinresa.net

Serving South Metro County School Systems since 1966

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

Dr. Stephanie L. Gordy, Executive Director



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
BUTTS - FAYETTE - HENRY - LAMAR - NEWTON - PIKE - SPALDING - UPSON
Dr. Stephanie L. Gordy, Executive Director

Table of Contents

Job Alike Consortium	2
TKES Training	3
LKES Training	4
Georgia Evaluation Instrument Training	5
Hearing and Vision Screenings	6
Local Board of Governance Training	7
South Metro Leadership Conference	9
A Day with the PSC	10
A Day with the GaDOE	11
One-Day Drive-In Conferences	12
Professional Learning for Math	13
Professional Learning for Language Arts (ELA)	23
Professional Learning for Science & Technology	30
Professional Learning Classes to Support Diverse Learners	32
Special Education	41
Substitute Training Opportunities	50
Endorsement Opportunities	51
Frequently Asked Questions	52



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 multiple conferences, as well as many other professional learning opportunities.

Please contact us at professionalllearning@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)	TBD	*No charge, but registration is required
Assistant Principals (Separate Sessions for Elementary, Middle, and High)	TBD	*No charge, but registration is required
HR Officer/ Administrator	TBD	*No charge, but registration is required
Counseling	September 13, 2022- 9:00am-11:00am OR January 18, 2023- 9:00am-11:00am	*No charge, but registration is required
MTSS Leaders	September 14, 2022- 9:00am-12:00pm OR November 16, 2022- 9:00am-12:00pm OR January 18, 2023- 9:00am-12:00pm OR April 19, 2023- 9:00am-12:00pm	*No charge, but registration is required

TKES Training

Date and Time
August 16, 2022 Face-to-Face <u>OR</u> August 17, 2022 Online
September 13, 2022 Face-to-Face <u>OR</u> September 14, 2022 Online
October 18, 2022 Face-to-Face <u>OR</u> October 19, 2022 Online
January 11, 2023 Face-to-Face <u>OR</u> January 12, 2023 Online
February 1, 2023 Face-to-Face <u>OR</u> February 2, 2023 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 10, 2022 Face-to-Face <u>OR</u> August 24, 2022 Online
September 27, 2022 Face-to-Face <u>OR</u> September 28, 2022 Online
October 25, 2022 Face-to-Face <u>OR</u> October 26, 2022 Online
January 17, 2023 Face-to-Face <u>OR</u> January 18, 2023 Online
February 8, 2023 Face-to-Face <u>OR</u> February 9, 2023 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 7, 2022 8:30am-4:30pm
Georgia School Psychologist Evaluation Instrument (GSSWEI)	September 8, 2022 8:30am-4:30pm
Georgia School Counselor Evaluation Instrument (GSCEI)	September 29, 2022 8:30am-4:30pm
Georgia Media Specialist Evaluation Instrument (GSMSEI)	October 4, 2022 8:30am-12:30pm
School Librarian Evaluation Instrument (SLEI)	October 5, 2022 8:30am-12:30pm
New Counselor Evaluation Instrument (CKES)	October 27, 2022 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.



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



440 Tilney Avenue
Griffin, GA 30224
Phone: 770-229-3247
FAX: 770-228-7316
www.griffinresa.net

Hearing and Vision

Screening Training

Dr. Tyler Lohman – Audiologist

Ms. Judy Dingler – Teacher of Visually Impaired

Date and Time	Tuition
Tuesday, September 13, 2022 8:30am-3:30pm	*No charge, but registration is required
Monday, September 26, 2022 8:30am-3:30pm	*No charge, but registration is required
Tuesday, October 4, 2022 8:30am-3:30pm	*No charge, but registration is required
Monday, October 24, 2022 8:30am-3:30pm	*No charge, but registration is required
Tuesday, November 15, 2022 8:30am-3:30pm	*No charge, but registration is required
Monday, December 5, 2022 8:30am-3:30pm	*No charge, but registration is required
Tuesday, January 10, 2023 8:30am-3:30pm	*No charge, but registration is required
Monday, January 23, 2023 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. **Participants must bring their audiometers and Lea vision charts for use in training!**



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



Griffin RESA

440 Tilney Avenue
 Griffin, GA 30224
 Phone: 770229-3247
 FAX: 770-228-7316
 www.griffinresa.net

Local School Board Governance Training

2022 – 2023

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, 2022.

Lunch will be served from 12:00 – 12:30.

Modules	Dates Offered	Time
Board Chair	Sept. 7, 2022 Jan. 18, 2023	9:00am - 12:00pm 9:00am - 12:00pm
Team Building	Sept. 7, 2022 Jan. 18, 2023	12:30pm - 3:30pm 12:30pm - 3:30pm
Student Services Programs	Sept. 14, 2022 Feb. 15, 2023	9:00am - 12:00pm 9:00am - 12:00pm
Pupil Transportation	Sept. 14, 2022 Feb. 15, 2023	12:30pm - 3:30pm 12:30pm - 3:30pm
School Nutrition Program	Oct. 5, 2022 Mar. 8, 2023	9:00am - 12:00pm 9:00am - 12:00pm
School Technology for Learning and Operations	Oct.5, 2022 Mar. 8, 2023	12:30pm - 3:30pm 12:30pm - 3:30pm
Capital Resource Management, Facilities & Technology	Oct. 17, 2022 Mar. 15, 2023	9:00 am - 12:00 pm 9:00 am - 12:00 pm
Legal Issues in Education: Pitfalls to Avoid	Oct. 25, 2022 Mar. 15, 2023	12:30 pm - 3:30 pm 12:30 pm - 3:30 pm
School System Finance	Oct. 26, 2022 Mar. 22, 2023	9:00 am – 12:00pm 9:00 am – 12:00pm
Exceptional Children’s Services	Oct. 26, 2022 Mar. 22, 2023	12:30pm – 3:30pm 12:30pm – 3:30pm
Extracurricular Activities	Nov. 9, 2022 Apr. 12, 2023	9:00am – 12:00 pm 9:00am – 12:00 pm
Disciplinary Codes of Conduct	Nov. 9, 2022 Apr. 12, 2023	12:30pm – 3:30pm 12:30pm – 3:30pm
Ensuring a Quality Education for Your Students	Dec. 7, 2022 Apr. 19, 2023	9:00am – 12:00pm 9:00am – 12:00pm

Continued on the next page...

Modules	Dates Offered	Time
Developing Sound Media Relations	Dec. 7, 2022 Apr. 19, 2023	12:30pm - 3:30pm 12:30pm - 3:30pm
The Art of Communicating	Dec. 14, 2022 Apr. 26, 2023	9:00am – 12:00pm 9:00am – 12:00pm
Cultivating Positive Community Relations	Dec. 14, 2022 Apr. 26, 2023	12:30pm - 3:30pm 12:30pm - 3:30pm
Rules of Boardmanship	Jan. 11, 2023 May 3, 2023	9:00am – 12:00pm 9:00am – 12:00pm
Common Topics and Issues	Jan. 11, 2023 May 3, 2023	12:30 pm – 3:30pm 12:30 pm - 3:30pm
School Personnel and Staff Relations	Jan. 13, 2023 May 10, 2023	9:00pm – 12:00pm 12:30pm – 3:30pm
Overview of Georgia’s Model Code of Ethics	Feb. 13, 2023 May 10, 2023	9:00am – 12:00pm 9:00am - 12:00pm
Board Training Make-up Day	June 14, 2023	9:00am – 12:00pm 12:30pm - 3:30pm

Audience: Local School Board Members



14th Annual

South Metro Summer Leadership Conference

June 5th and 6th, 2023

Peachtree City, Georgia

Our fourteenth 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: \$250.00/\$200.00 Early Bird Price

Option #2 – Full Registration: \$375.00/\$325.00 Early Bird Price (includes Monday night's lodging)

** Early Bird Registration available until February 2, 2023*

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 \$99.00 (a savings of \$30 off their usual \$129 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 and Virtual 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

Instructional Coaches Drive-In Conference

\$75

Face-to-Face Date: Wednesday, September 28, 2022

Registration Deadline: **September 21, 2022**

Paraprofessional Drive-In Conference

\$40

Face-to-Face Date: Thursday, November 2, 2022

Registration Deadline: **October 26, 2022**

Best Practices in Teaching Virtual Conference

\$35

Online Dates: Tuesday, February 1 – 9, 2023

Registration Deadline: **January 25, 2023**

Model Schools Drive-In Conference

\$75

Face-to-Face Date: Wednesday, March 1, 2023

Registration Deadline: **February 22, 2023**

Register at www.griffinresa.net

Professional Learning for MATH

Title	Description	Date and Time	Hours	Tuition
<p>Using Games to Teach Mathematics: K-12th Math Teachers</p> <p><i>Target Audience: Grades K-12th Math Teachers</i></p>	<p><i>Learn to use games in math class to build conceptual understanding and to practice skills in number 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>August 31, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>May 3, 2023 Face-to-Face/Hybrid</p>	6	\$35
<p>Best Practices Series: Standards-Based Mathematic Instruction: Session 1</p> <p><i>Target Audience: K-12th Math Teachers</i></p>	<p><i>Class 1: Instructional Framework/Organizing and Managing the Classroom Learning Environment to maximize teaching and learning. See real examples in a newly created model Standards-Based Classroom. This is the first class of a 3-class series on implementing best practices for effective Standards-Based Instruction. You do not have to participate in all classes.</i></p>	<p>September 7, 2022 8:30am – 3:30pm Face-to-Face/Hybrid</p>	6	\$35
<p>Use Mathematical Tools Strategically in the K-5th Classroom</p> <p><i>Target Audience: K-5th Math Teachers</i></p>	<p><i>Developing students' number sense entails multiple and varied experiences over time. Using concrete, visual, and symbolic representations can facilitate this process. (NCTM, 2015) When using concrete objects to illustrate mathematical principles, students participate more effectively in lessons and problem-solving because being “active” in learning increases students’ attention and engagement. (Belenky and Nokes, 2009)</i></p> <p><i>During this session participants will explore concepts using a variety of visual tools such as Cuisenaire rods, fraction towers, color tiles, number lines, dice, geoboards, etc. The instructor will provide participants with a variety of practice to make sense of numbers during everyday instruction using concrete models (tools and manipulatives). The instructor will share strategies and resources that will support TKES Standards 3 and 8 with practical takeaways that will positively impact teacher practice and student achievement.</i></p>	<p>September 8, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>January 18, 2023 Face-to-Face/Hybrid</p>	6	\$35

<p>High Impact Math Strategies PK-12th Math Teachers</p> <p><i>Target Audience: PK-12th Math Teachers</i></p>	<p><i>In this session for teachers of mathematics in grades PK 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 14, 2022 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>May 31, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	6	\$35
<p>Co-Teaching in the Math Classroom</p> <p><i>Target Audience: K-12th Math Teachers</i></p>	<p><i>This session focuses on how to make co-teaching work well in the mathematics classroom. Participants will gain knowledge of skills essential to establishing and maintaining an effective mathematics co-teaching environment designed to promote student achievement. (Target Audience K-12)</i></p>	<p>September 27, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 28, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	6	\$35
<p>Learning in the Fast Lane: 8 Strategies for Student Success (K-12 Math Teachers)</p> <p><i>Target Audience: Math Teachers</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>September 27, 2022 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 7, 2023 9:00am-3:30pm Face-to-Face/Hybrid</p>	6	\$35

<p>Differentiated Instruction for K-12th Math Teachers</p> <p><i>Target Audience: K-12th Math Teachers</i></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>September 29, 2022 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 14, 2023 9:00am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>The Georgia Mathematics Content Standards for Kindergarten</p> <p><i>Target Audience: Kindergarten Math Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new kindergarten mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards. Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new kindergarten mathematics standards.</i></p>	<p>October 4, 2022 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 14, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Preparing for the Math Milestones in Grades 3rd - 9th</p> <p><i>Target Audience: 3rd - 9th Math Teachers</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 5, 2022 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 11, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>The Georgia Mathematics Content Standards for 6th Grade</p> <p><i>Target Audience: 6th Grade Math Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new 6th grade mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards. Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new 6th grade mathematics standards.</i></p> <p><i>The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.</i></p>	<p>October 18, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 15, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Best Practices: Standards-Based Instruction: Session 2</p> <p><i>Target Audience: All Math Teachers</i></p>	<p><i>Class 2: Lesson Planning: Practical Teaching Strategies for increasing student engagement, including remediation and acceleration strategies.</i></p> <p><i>Participate in sample math lessons in a newly created model Standards-Based Classroom. This is the second of a 3-class series on implementing best practices for effective Standards-Based Instruction. You do not have to participate in all classes.</i></p>	<p>October 25, 2022 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>The Georgia Mathematics Content Standards for 7th Grade</p> <p><i>Target Audience: 7th Grade Math Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new 7th grade mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards. Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new 7th grade mathematics standards.</i></p>	<p>October 26, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 2, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>The Georgia Mathematics Content Standards for 1st Grade</p> <p><i>Target Audience: 1st Grade Math Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new 1st grade mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards. Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new 1st grade mathematics standards.</i></p>	<p>October 27, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 28, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>The Georgia Mathematics Content Standards for 8th Grade</p> <p><i>Target Audience: 8th Grade Math Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new 8th grade mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards. Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new 8th grade mathematics standards.</i></p> <p><i>The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.</i></p>	<p>November 9, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p>Or</p> <p>March 8, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
--	---	---	-----------------	--------------------

<p>The Georgia Mathematics Content Standards for 2nd Grade</p> <p><i>Target Audience: 2nd Grade Math Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new 2nd grade mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards. Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new 2nd grade mathematics standards.</i></p>	<p>November 10, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 7, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>The Georgia Mathematics Content Standards for 3rd Grade</p> <p><i>Target Audience: 3rd Grade Math Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new 3rd Grade mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards. Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new 3rd Grade mathematics standards.</i></p>	<p>November 15, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 14, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>The Georgia Mathematics Content Standards for Algebra: Concepts & Connections</p> <p><i>Target Audience: Algebra Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new Algebra mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards. Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new Algebra: Concepts & Connections mathematics standards.</i></p> <p><i>The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.</i></p>	<p>November 16, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 15, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>The Georgia Mathematics Content Standards for 4th Grade</p> <p><i>Target Audience: 4th Grade Math Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new 4th Grade mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards. Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new 4th Grade mathematics standards.</i></p> <p><i>The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.</i></p>	<p>November 29, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 23, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>The Georgia Mathematics Content Standards for Geometry: Concepts & Connections</p> <p><i>Target Audience: Geometry Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new Geometry mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards. Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new Geometry: Concepts & Connections mathematics standards.</i></p> <p><i>The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.</i></p>	<p>November 30, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 22, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>The Georgia Mathematics Content Standards for Advanced Algebra: Concepts & Connections</p> <p><i>Target Audience: Advanced Algebra Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new Advanced Algebra mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards. Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new Advanced Algebra: Concepts & Connections mathematics standards.</i></p> <p><i>The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.</i></p>	<p>December 7, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 29, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>The Georgia Mathematics Content Standards for 5th Grade</p> <p><i>Target Audience: 5th Grade Math Teachers</i></p>	<p><i>The goals of this professional learning session are to discuss changes and improvements embedded within the new 5th Grade mathematics standards, learn the intent of the standards in each grade level and course, and discuss the importance of mathematical reasoning that is woven into the standards.</i></p> <p><i>Participants can expect to explore the ideas of Mathematical Modeling and the Framework for Statistical Reasoning as embedded into the new standards and discover how these can impact student learning of mathematics. The instructor will also engage participants in math tasks and activities that model the expectations for mastery of some standards and explore GaDOE resources that support effective implementation of the new 5th Grade mathematics standards.</i></p> <p><i>The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.</i></p>	<p>December 8, 2022 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p>OR</p> <p>March 28, 2023 8:30AM – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Best Practices: Standards-Based Instruction: Session 3</p> <p><i>Target Audience: Math Teachers</i></p>	<p><i>Class 3: Differentiated Instruction: Creating and Managing Small Group Instruction; Using student assessment data to develop differentiated groups; Watch a mini-lesson flow into small group instruction in a newly created model Standards-Based Classroom</i></p> <p><i>This is the third of a 3-class series on implementing best practices for effective Standards-Based Instruction. You do not have to participate in all classes.</i></p>	<p>January 19, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

Professional Learning for ELA

Title	Description	Date and Time	Hours	Tuition
<p>The Art of Literacy Coaching</p> <p><i>Target Audience: K-12th Teachers</i></p>	<p><i>“Coaching is unlocking a person’s potential to maximize their own performance. It’s helping them to learn rather than teaching them.” Tim Gallwey</i></p> <p><i>Literacy coaches have a unique, powerful opportunity to provide ongoing support to teachers. They create spaces for professional development, collaboration, modeling, and coaching of evidence-based literacy practices.</i></p> <p><i>This course will spur literacy coaches to leverage those spaces to nudge their reading teachers to their maximum performance.</i></p>	<p>August 24, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>June 6, 2023 9:00am-3:30pm Face-to-Face/Hybrid</p>	6	\$35
<p>Great Guided Reading: Making it Fabulous!</p> <p><i>Target Audience: Grades K-2nd</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 24, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>January 18, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>June 6, 2023 9:00am-3:30pm Face-to-Face/Hybrid</p>	6	\$35

<p>Student Engagement for the 21st Century Classroom</p> <p><i>Target Audience: Grades K-12th</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 “fishbowl”, 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>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 31, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 8, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>The F.I.P. Side of GA Milestones Writing (3rd -5th)</p> <p><i>Target Audience: ELA/Reading Teachers 3rd -5th</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 integrate the cycle of formative instructional practices (F.I.P.) into your daily instruction.</i></p> <p><i>Simulating a key formative practice, participants will engage in grade-level collaboration to deconstruct the four and seven-point writing rubrics to determine appropriate learning targets that will improve student achievement for each of the three writing genres.</i></p> <p><i>Workshop participants will learn how to use writing exemplars to differentiate instruction and empower students to take ownership of their writing growth.</i></p>	<p>September 8, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 12, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Writing Conferences with Confidence</p> <p><i>Target Audience: Teachers K-8th</i></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. 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><i>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 27, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 22, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Teaching Reading? Start Here</p> <p><i>Target Audience: K-8th Reading Teachers</i></p>	<p><i>All the best things in life start with a strong foundation. A house needs concrete slabs, a garden needs rich soil, and a successful reader needs the five pillars. The fundamental building blocks of reading, as defined by the <u>National Reading Panel</u>, include phonemic awareness, phonics, fluency, vocabulary, and comprehension. Together, these five pillars make up the components of effective reading instruction. Structuring a research-based literacy block is the first step to laying a solid foundation for students' literacy skills.</i></p> <p><i>During this two-day course, educators will learn the essential elements of each of the five pillars and how to structure the literacy block to ensure that all students master this vital foundation.</i></p>	<p>October 25 - 26, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 14 - 15, 2023 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>12</p>	<p>\$70</p>

<p>Great Guided: Reading Making it Fabulous!</p> <p>Target Audience: 3rd -5th Reading Teachers</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 3rd – 5th. When done well, it enables you to meet the individual and diverse needs of your students and instill a strong foundation for reading success. 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>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>October 26, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 15, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Writing Across the Content Areas</p> <p>Target Audience: 6th -12th ELA Teachers</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 do that without taking the focus off 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 1, 2022 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>April 27, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>The F.I.P. Side of Georgia Milestones Writing Grades 6-8</p> <p><i>Target Audience:</i> 6th - 8th ELA Teachers</p>	<p><i>Do you plan frequent writing assignments but wonder about instruction supporting “on-demand” writing? The solution is to integrate the cycle of formative instructional practices (F.I.P.) into your daily instruction.</i></p> <p><i>Simulating a key formative practice, participants will engage in grade-level collaboration to deconstruct the four and seven-point writing rubrics to determine appropriate learning targets that will improve student achievement for each of the three writing genres. Workshop participants will learn how to use writing exemplars to differentiate instruction and empower students to take ownership of their writing growth.</i></p>	<p>November 10, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 26, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Closing in on Close Reading</p> <p><i>Target Audience:</i> 6th - 12th ELA Teachers</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>November 10, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Enhancing Vocabulary Using Brain-Based Instruction</p> <p><i>Target Audience:</i> K-12th ELA Teachers</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. Participants will explore an improved sequence of instruction that impacts students’ long-term memory of vocabulary concepts. The instructor will guide experiences for new classroom-ready activities that support a student-centered environment which will improve engagement and reading comprehension.</i></p>	<p>December 1, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 21, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Turning Reading Assessment Data into Targeted Instruction</p> <p><i>Target Audience:</i> K-12th ELA Teachers</p>	<p><i>You have the assessment, now what? This course is about providing a structure comprised of tools and thinking to make true assessment driven instruction a reality. Inspired by Jennifer Serravallo’s “The Literacy Teacher’s Playbook”, you will not only gain confidence and clarity on how to properly collect, analyze, interpret data, but will also know how to create goals and action plans to meet the individual needs of the student.</i></p> <p><i>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>December 6, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>May 4, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Disciplinary Literacy: Reading and Writing in Social Studies</p> <p><i>Target Audience:</i> 4th -12th ELA Teachers</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 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 13, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 23, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Closing in on Close Reading</p> <p>Target Audience: K-5th ELA Teachers</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 really 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>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>January 24, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
--	---	---	----------	-------------

Professional Learning for SCIENCE & TECHNOLOGY

Title	Description	Date and Time	Hours	Tuition
<p>Integrating Science in other Content Areas</p> <p><i>Target Audience: K-5th Science Teachers, Coaches, and Paraprofessionals</i></p>	<p><i>Do you find yourself with limited time to teach science? Do you want to find ways to integrate science into the other content areas? This class will provide you with some practical ways to do just that, in addition to providing the opportunity for you to collaborate with other teachers within your grade band.</i></p> <p><i>This class supports teachers' professional learning goals to meet TKES standards 1,2,3, & 8 as they further their professional development to support student learning.</i></p>	<p>September 15, 2022 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>January 12, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	6	\$35
<p>Bringing Science Alive</p> <p><i>Target Audience: K-12th Science Teachers, Coaches, and Paraprofessionals</i></p>	<p><i>In this class, ideas, resources, and strategies will be shared for creating engaging and interactive science learning experiences for your students. Science simulations, explorations, interactives, 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!</i></p> <p><i>This class supports teachers' professional learning goals to meet standards 2,3,4, & 8 of TKES as they further their professional development to support student learning.</i></p>	<p>October 27, 2022 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>March 9, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	6	\$35
<p>Digital Citizenship: Appropriate Use of Technology in School</p> <p><i>Target Audience: PK-12 Teachers and Administrators</i></p>	<p>All PK-12 school educators and leaders can promote appropriate technology use by being knowledgeable and effective users themselves. This course will focus on the key components of healthy digital citizenship for schools, staff, and students. It will also show candidates how to employ and monitor technology to improve the quality and efficiency of curriculum, assessment, instruction, operations, data, and management.</p>	<p>November 15-22, 2022 Online</p>	6	\$35

<p>Engaging K-5th Students in STEM/STEAM</p> <p><i>Target Audience: K-5th 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 supports teachers' professional learning goals to meet TKES standards 1,2,3, & 8 as they further their professional development to support student learning.</i></p>	<p>November 17, 2022 8:30am -3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 30, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Digital Tools for Administrators</p> <p><i>Target Audience: Administrators</i></p>	<p><i>This course would help provide administrators with the tools to use the digital resources at their disposal to analyze data, identify student needs, and provide them the tools to use the information to inform instructional and organizational decisions.</i></p>	<p>December 6, 2022 8:30am -3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 13, 2023 9:00am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>DIY Science</p> <p><i>Target Audience: K - 5th Science Teachers</i></p>	<p><i>Bring curiosity, creativity, and critical thinking into your classroom with engaging, hands-on science investigations using everyday objects!</i></p> <p><i>This class supports teachers' professional learning goals to meet TKES standards 1,2,3, & 8 as they further their professional development to support student learning.</i></p>	<p>December 8, 2022 8:30am -3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 8, 2023 9:00am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

Professional Learning Classes to Support

Diverse Learners

Title	Description	Date and Time	Hours	Tuition
<p>Classroom Management for PK-5th Teachers</p> <p><i>Target Audience: PK-5th Teachers</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-5th school personnel organize and manage an effective learning environment in a face-to-face or virtual setting.</i></p> <p><i>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. PK-5th Classroom Management is aligned to TKES Standard #7: Positive Learning Environment</i></p>	<p>August 25, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>October 25, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>January 19, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>March 14, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	6	\$35
<p>GA PSC Ethics for Paraprofessionals</p> <p><i>Target Audience: K-12th Paraprofessionals</i></p>	<p><i>To ensure educators know, understand, and can apply Georgia’s Code of Ethics for Educators to their daily practice, paraprofessional ethics modules were developed by Georgia’s RESAs in collaboration with the GaPSC.</i></p> <p><i>The enhanced learning gained by paraprofessionals who participate in the training will help protect them, their colleagues, their schools, their school districts, their community, and most importantly, their students, by enhancing professionalism and school safety.</i></p>	<p>August 23-September 6, 2022 Online</p> <p style="text-align: center;"><u>OR</u></p> <p>November 8-22, 2022 Online</p> <p style="text-align: center;"><u>OR</u></p> <p>February 7-21, 2023 Online</p> <p style="text-align: center;"><u>OR</u></p> <p>May 9-23, 2023 Online</p>	10	No Cost

<p>Courageous Conversations for School Leaders</p> <p><i>Target Audience: Teacher Leaders, Coaches, and Administrators</i></p>	<p><i>In this workshop, participants will explore examples of courageous and critical conversations in education, leadership, and administrative practices and how they impact the teaching and learning environment. The instructor will model how to facilitate conversations and discussions on ways educational leaders can lead difficult, but critical feedback conversations with staff members, parents, and others. Participants will leave with research and evidence-based protocols that can be used to lead conversations on such topics as performance, bias, and equitable practices.</i></p> <p><i>LKES Standards: 1,2.</i></p>	<p>August 26, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Classroom Management 6-12</p> <p><i>Target Audience: K-12th Teachers and Administrators</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 classroom? Routines, procedures, protocols, and engaging strategies intentionally taught and reinforced prevent off-task behaviors and promote a caring and positive climate in the classroom.</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 the classroom setting.</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>September 6, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 1, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>December 1, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 28, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>May 10, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Intro to SEL</p> <p><i>Target Audience: K-12th Teachers</i></p>	<p><i>Receive an introduction to the five main social emotional competencies necessary for successful student learning and engagement. Role play how to conduct morning meetings, communication circles, and SEL relationship building activities that you can take directly to your classroom.</i></p>	<p>September 8, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>December 1, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Understanding and Supporting the Dyslexic Learner (PK-12, Para-Educators, and Leaders)</p> <p><i>Target Audience: K-12th Teachers, School Counselors, and Leaders</i></p>	<p><i>Successful professionals such as entrepreneurs, lawyers, engineers, architects, and others had legitimate difficulties learning to read and write as children. 20% of people share this unique learning style. This course will combine the expertise of Dr. Scarborough’s and Dr. Sally Shaywitz’s work with the brain research of Dr. Maryanne Wolf to provide the participants with tools to recognize dyslexia. They will learn about specific characteristics and accommodations of this exceptionality.</i></p> <p><i>The course will also include the current aligned Chapter 2 of Title 20 legislation of Senate Bill 48. 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, 2022 Online</p> <p><u>OR</u></p> <p>November 9-16, 2022 Online</p> <p><u>OR</u></p> <p>March 21-28, 2023 Online</p>	<p>6</p>	<p>\$35</p>

<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>September 21- October 15, 2022 Online</p>	<p>20</p>	<p>\$95</p>
<p>Providing an Equitable and Culturally Responsive Learning Environment</p> <p><i>Target Audience: K-12th Teachers, Coaches, and Administrators</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>September 27, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 8, 2023 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>MTSS 101: The Nuts & Bolts</p> <p>Target Audience: K-12th Teachers and Administration</p>	<p>Receive an introduction to the foundational purpose of the multi-tiered system of supports for students. Learn the process and function of MTSS at the school level. Explore key resources for evidenced-based practices and essential Tier 1 applications for your classroom and school. Discover how to determine students who may need more academic and behavior support.</p>	<p>September 15, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 19, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Maximizing and Managing Differentiated Instruction</p> <p>Target Audience: K-12th Teachers and Leaders</p>	<p>Meeting the diverse needs of your students can be a challenge. In this class, you will learn how to employ teaching and learning tools to accommodate the widely varying needs of students. You will learn to effectively manage differentiated instruction while maximizing student success.</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>October 5, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 16, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Beyond Talk: Engaging SEL</p> <p>Target: K-12th Teachers</p>	<p>Learn to create opportunities for students to reflect on social and emotional competencies, in core academic subjects like math, science, reading, and social studies. Get ready for partner and group activities that promote relationships, communication skills, effective teamwork, and developing a growth mindset.</p>	<p>October 6, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>December 8, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Para-Educators as Effective Classroom Interventionists</p> <p>Target Audience: K-12th Paras</p>	<p>What is one of the most effective resources teachers have? Paraprofessionals! Participants will examine strategies that paraprofessionals may employ to provide practical support for the teachers and students within the learning environment.</p>	<p>October 20, 2022 Online</p>	<p>6</p>	<p>\$35</p>
<p>Designing Rubrics</p> <p>Target: K-12th Teachers</p>	<p>This class will focus on increasing teachers' capacity and expertise in using and creating resources in various educational contexts. The content will focus on using rubrics to inform assessment and instructional practices as well as the tools and strategies needed to create effective rubrics (Target Audience K-12).</p>	<p>October 20, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 15, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>MTSS 102: Serving Students in Tier 2</p> <p><i>Target Audience: Teachers Grades K-12th</i></p>	<p><i>What happens when we begin serving students for academic and behavior interventions in the second tier? Learn how to choose evidence-based interventions. Strategize how to progress monitor interventions with fidelity and make team decisions based on student data. Explore the use of Check-In Check-Out, and how to integrate positive behavior and intervention supports within the MTSS framework.</i></p>	<p>October 27, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 6, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<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 6, 2022 Online</p>	<p>20</p>	<p>\$95</p>

<p>Level Up Your Differentiation: Tackling Assessment and Grading</p> <p><i>Audience</i> K-12th 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 10, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 8, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	6	\$35
<p>Restorative Practices & Peer Mediation</p> <p><i>Target Audience:</i> K-12th Teachers</p>	<p><i>Traditional practices for discipline have changed for this generation of students. Learn restorative practices, peer mediation techniques, and realistic goal setting methods for students to take ownership of social areas that need improvement so that students can remain in school, and academic achievement can increase in the future to come.</i></p>	<p>November 10, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 15, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	6	\$35
<p>MTSS 103: The Student Support Team</p> <p><i>Target Audience:</i> K-12th Teachers</p>	<p><i>In this final class of the MTSS series, role play how to facilitate, lead, and take part in the data-team decision making process on the student support team whether serving students for academic and behavior interventions in the second or third tiers (Tier 2 and 3). There will be a focus on intensive intervention support for students identified needing that extra support.</i></p>	<p>November 17, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 9, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	6	\$35

<p>Fundamentals of Feedback</p> <p><i>Target Audience: K-12th Teachers</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. 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. 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>November 29, 2022 8:30am-3:30pm</p> <p>Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 22, 2023 8:30am-3:30pm</p> <p>Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<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> <ul style="list-style-type: none"> • <i>How can I grow in my appreciation for the diverse experiences my students bring to the classroom?</i> • <i>How does bias unintentionally show up in my planning and teaching?</i> • <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>January 25- February 22, 2023 Online</p>	<p>20</p>	<p>\$95</p>

<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 14, 2023 Online</p>	<p>20</p>	<p>\$95</p>
<p>Resume Writing and Interview Tips for Leaders</p> <p><i>Target Audience: Leaders</i></p>	<p><i>Cover Letter and resume writing tips plus what to expect and how to prepare for a Leader Position Interview.</i></p>	<p>March 22, 2023 6pm-8pm Online</p>	<p>2</p>	<p>\$20</p>
<p>Formative Assessment: Establishing and Maintaining a Routine of Checking for Understanding</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 are some quick formative feedback methods I can incorporate in daily instruction?</i></p> <p><i>How can I organize and use information gained by formative assessments to determine next steps for students?</i></p> <p><i>What tech tools do I need to keep handy and utilize in my regular practice to assess student learning?</i></p> <p><i>How has virtual learning both helped and hurt my assessment practices? What can I do to plan for a changing educational landscape?</i></p>	<p>May 2-June 6, 2023 Online</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 Special Education 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>August 4-17, 2022 Online</p>	<p>6</p>	<p>No charge</p>
<p>IEP/LEA for the New Special Education Teacher</p> <p><i>Target Audience: New Special Education Teachers</i></p>	<p><i>A productive Individualized Education Program (IEP) meeting requires that the IEP team-teachers, families, and related service providers - have the resources they need to collaborate to create measurable, legally defensible, and truly individualized IEPs for students. In this class, participants will explore some of the most crucial aspects of creating and implementing effective IEPs that increase student achievement. The class is organized into three modules: Role of the LEA; how to complete each section of the IEP; and transition planning.</i></p>	<p>August 24-September 6, 2022 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). 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>August 31, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>January 26, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>

<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>September 1, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>
<p>What, Why, and How Do I Co-Teach?</p> <p><i>Target Audience: Special Education Co-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>September 7, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 8, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>
<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 8, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 10, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>

<p>School Psychologists Job Alike</p> <p><i>Target Audience: School Psychologists and Special Education Leaders</i></p>	<p><i>This job-alike will provide participants with a network of school psychologists across the region. This collaborative network will discuss, develop, and engage in best practices that support our students. Consortium members will follow state priorities and establish regional topics of interest to guide the focus of each session.</i></p>	<p>September 8, 2022 12:00pm-3:00pm</p> <p><u>OR</u></p> <p>November 10, 2022 12:00pm-3:00pm</p> <p><u>OR</u></p> <p>January 12, 2023 9:00am-3:30pm</p> <p><u>OR</u></p> <p>March 9, 2023 12:00pm-3:00pm</p>	<p>3</p>	<p>No Charge</p>
<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 9, 2022 12:00pm-3:00pm</p> <p><u>OR</u></p> <p>December 8, 2022 1:00pm-4:00pm</p> <p><u>OR</u></p> <p>February 10, 2023 12:30pm-3:00pm</p> <p><u>OR</u></p> <p>April 21, 2023 12:00pm-3:00pm</p>	<p>3</p>	<p>No Charge</p>
<p>IEPs that Support Independence and Growth</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>Does it really 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, in turn supports 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: Review each section of the IEP and determine needed components for compliance, examine necessary information to make IEPs meaningful to the curriculum, and, Produce sample sections of the IEP.</i></p>	<p>September 13, 2022 8:30pm-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 31, 2023 8:30pm-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>

<p>Progress Monitoring for New Special Education Teachers</p> <p><i>Target Audience: New Special Education Teachers</i></p>	<p><i>The Individuals with Disabilities Act (IDEA) requires school districts to monitor progress on the goals in the Individualized Education Programs (IEPs) for students with special needs. Progress monitoring is a 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. In this class, participants will learn about writing measurable goals, selecting appropriate progress monitoring tools, and how to organize the materials in a readily accessible way.</i></p>	<p>September 13 - 29, 2022 Online</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 14, 2022 9:00am-12:00pm</p> <p><u>OR</u></p> <p>November 16, 2022 9:00am-12:00pm</p> <p><u>OR</u></p> <p>January 18, 2023 9:00am-12:00pm</p> <p><u>OR</u></p> <p>April 19, 2023 9:00am-12:00pm</p>	<p>3</p>	<p>No Charge</p>
<p>Preschool Special Needs Consortium</p> <p><i>Target Audience: Preschool Special Education Teachers and Leaders</i></p>	<p><i>The Individual with Disabilities Education Act (IDEA) Part B Section 619 is intended to help states ensure that all preschool-aged children (3 through 5 years of age) with disabilities receive special education and related services.</i></p> <p><i>The Preschool Special Needs Consortium will serve as a collaborative network of regional educators and leaders that discuss, develop, and engage in best practices that support our young learners. Consortium members will follow state priorities and establish regional priorities to guide the focus of each session.</i></p>	<p>September 14, 2022 1:00pm-4:00pm</p> <p><u>OR</u></p> <p>December 13, 2022 1:00pm-4:00pm</p> <p><u>OR</u></p> <p>March 21, 2023 1:00pm-4:00pm</p> <p><u>OR</u></p> <p>May 2, 2023 1:00pm-4:00pm</p>	<p>3</p>	<p>No Charge</p>

<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 20, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 24, 2023 8:30am-3:30pm Face-to-Face/Hybrid</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: Discipline and Behavior Strategies for Students with Disabilities (9/27/22)</i> • <i>Session 2: Special Education Law (10/26/22)</i> • <i>Session 3: What Should an Admin Observe During the Sped Walk-through? (1/24/23)</i> • <i>Session 4: Master Scheduling Through a Special Education Lens (3/22/23)</i> 	<p>September 27, 2022 8:30am-11:30pm Session 1</p> <p><u>OR</u></p> <p>October 26, 2022 9:00am-3:00pm Session 2</p> <p><u>OR</u></p> <p>January 24, 2023 8:30am-11:30pm Session 3</p> <p><u>OR</u></p> <p>March 22, 2023 8:30am-12:00pm Session 4</p>	<p>3</p> <p>5</p> <p>3</p> <p>3</p>	<p>No Charge</p>
<p>How to Understand a Psych Evaluation</p> <p><i>Target audience: Special Education Teachers</i></p>	<p><i>School Psychologists and appropriate stakeholders provide a battery of assessments that guide 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>October 6, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 12, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 1-15, 2023 Online</p>	<p>6</p>	<p>No Charge</p>

<p>SDI Reading Series: Strategies for Phonological Awareness, Phonics, and Sight Recognition</p> <p><i>Target audience: Special Education Teachers</i></p>	<p><i>In this class participants will explore the first three pillars of reading and how to align specially designed instruction to the pillars. Through evidence from the science of reading participants will learn how to assess the word recognition portion of Scarborough’s Reading Rope. Once the student’s deficit skills are identified, alignment of instructional planning will target student specific concerns. The class will provide specific strategies to address the student concerns. Please note that this class does not teach a specific program; it teaches strategies that you can use the very next day.</i></p>	<p>October 6, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 31, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 7, 2023 Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>
<p>Behavior Strategies for the New Special Education Teacher</p> <p><i>Target audience: Special Education Teachers</i></p>	<p><i>Managing and addressing behavioral concerns in the classroom can be a 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 preventing and responding to challenging behavior. This class focuses on systematic behavior regulation, classroom management, and universal behavior strategies.</i></p>	<p>October 18- November 1, 2022 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Success for All Students: The Role of the Parapro</p> <p><i>Target audience: Special Education Paraprofessionals</i></p>	<p><i>A special education paraprofessional is critical support for students with disabilities. 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 to gain a deeper understanding of disabilities. Finally, the course will provide applicable strategies to work with students with disabilities.</i></p>	<p>October 25, 2022 8:30am-3:30pm</p> <p><u>OR</u></p> <p>February 14, 2023 8:30am-3:30pm</p>	<p>6</p>	<p>No Charge</p>
<p>Beyond Compliance: Meaningful Transition Planning</p> <p><i>Target audience: Special Education Teachers</i></p>	<p><i>This course will provide the participants with the understanding and ability to write annual transition plans that include transition assessments, course of study, measurable goals, and transition activities/services.</i></p>	<p>October 27, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 23, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>

<p>Autism Interventions and Supports</p> <p><i>Target audience: Special Education Teachers and Paraprofessionals</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. Autism Speaks notes that 31% of children with ASD have an intellectual disability (intelligence quotient [IQ] <70), 25% are in the borderline range (IQ 71–85), and 44% have IQ scores in the average to above-average range (i.e., IQ >85).</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>November 3, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 28, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 1-15, 2023 Online</p>	<p>6</p>	<p>No Charge</p>
<p>SDI Reading Series: Strategies for Fluency, Vocabulary & Comprehension</p> <p><i>Target audience: Special Education Teachers</i></p>	<p><i>In this class, participants will explore the second half of the five pillars of reading and align the pillars to specially designed instructional strategies. Through evidence from the science of reading, participants will learn how to assess the language comprehension portion of Scarborough's Reading Rope for students with disabilities.</i></p> <p><i>The class will begin with fluency as the bridge from decoding to vocabulary and comprehension. Once the student's specific deficit skill is identified, alignment of interventions will target student specific concerns. The class will provide specific strategies to address the student concerns.</i></p>	<p>November 9, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 7, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 8, 2023 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>
<p>Assistive Technology: Planning, Implementation and Monitoring</p> <p><i>Target audience: Special Education Assistive Technology 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 9, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 29, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>

<p>SDI Reading for the New Special Education Teacher</p> <p><i>Target audience: New Special Education Teachers</i></p>	<p><i>Be the teacher that 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 class 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>November 15-30, 2022 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 29, 2022 8:30am-11:30am</p> <p><u>OR</u></p> <p>February 14, 2023 8:30am-11:30am</p>	<p>3</p>	<p>No Charge</p>
<p>Processing Deficits and Instructional Implications</p> <p><i>Target audience: Special Education Teachers</i></p>	<p><i>This course will provide the participants with a deeper understanding of how 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>November 30, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 2, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 15, 2023 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>
<p>Assistive Technology for the New Special Education Teacher</p> <p><i>Target audience: New 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>December 6-15, 2022 Online</p>	<p>6</p>	<p>No Charge</p>

<p>Mental Control and Self-Regulation of Executive Functions</p> <p><i>Target audience: Special Education Teachers and Leaders</i></p>	<p><i>Humans are born with brains that are not fully developed. Executive functions are a neurological process that controls and regulates impulses, attention, remembering information, planning, and organizing time and materials, responding in social situations and more. Students develop these skills through explicit instruction, practice opportunities, and self-reflection. In this class, participants will explore and simulate these functions, as well as fill their toolboxes with ideas to incorporate executive function instruction into the everyday classroom.</i></p>	<p>December 7, 2022 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>April 25, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>
<p>SDI Math for the New Special Education Teacher</p> <p><i>Target audience: New Special Education 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 as well as math problem-solving. Participants will learn cognitive processes and metacognitive strategies to support math proficiency. Immediately utilize clearly illustrated examples, models, and math strategies in your classroom.</i></p>	<p>January 17-February 1, 2023 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Special Ed Law Review</p> <p><i>Target audience: Special Education Teachers and Leaders</i></p>	<p><i>The history and foundations of special education law will be the topics of this session. Topics for the session will include historical and current cases in the law, procedural due process, and local implications. Further, the session will provide information regarding mediation, formal complaints, due process, and IEP implementation. Participants will learn about commonalities in complaints and ways to protect their organization.</i></p>	<p>June 1-15, 2023 Online</p>	<p>3</p>	<p>No Charge</p>
<p>Cycle of SDI: Align, Plan, Implement, and Monitor</p> <p><i>Target audience: Special Education Teachers and Leaders</i></p>	<p><i>The provision of specially designed instruction to students with disabilities is a cycle of identifying the unique needs, aligning SDI, planning, implementing, monitoring...repeat. In this class, participants will gain processes and resources to support this critical cycle.</i></p>	<p>June 13, 2023 9:00am-12:00pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>

Substitute Teacher Training

Dates for 2022-2023

This three-hour training (9:00 am to 12:00 pm) will be held on the following dates during the 2022-2023 School Year. Please only select one that is convenient for you.

July 26, 2022

August 24, 2022

September 13 or 27, 2022

October 25, 2022

December 7, 2022

February 15, 2023

March 8 or 29, 2023

May 10, 2023

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

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

MTSS/SST Facilitator 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



440 Tilney Avenue
Griffin, GA 30224
Phone: 770-229-3247
FAX: 770-228-7316
www.griffinresa.net

Dr. Stephanie L. Gordy, Executive Director

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



Serving South Metro County School Systems since 1966
BUTTS – FAYETTE – HENRY – LAMAR – NEWTON – PIKE –
SPALDING – UPSON
Dr. Stephanie L. Gordy, Executive Director