



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



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www.griffinresa.net



**We Invite you to View our Menu of Classes this  
November at Griffin RESA!**

**[Click on each link below for registration information!](#)**

For more information or to register, go to [www.griffinresa.net](http://www.griffinresa.net)

## Classroom Management for 6-12 Teachers

**Date: November 1<sup>st</sup>, 2022; Time: 8:30 AM – 3:30 PM**

Classroom management is not simply the absence of discipline problems, but an intentional set of practices that promote a positive environment for all students. What does this look like in the secondary face-to-face classroom? What does it look like in a virtual learning environment? Routines, rituals, protocols, and strategies intentionally taught and reinforced that promote engagement, prevent off-task behaviors, and communicate caring with all, especially struggling, students.

This course is designed to help teachers in grades 6-12 organize and manage the learning environment to create a sense of community and maximize academic success. The course will provide ideas, strategies, and emotional objectivity to promote learning in face to face and virtual settings.

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.

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## Writing Across the Content Areas

**Date: November 1<sup>st</sup>, 2022 Time: 8:30 AM – 12:00 PM**

So many times content area teachers are told that they are reading and writing teachers, too, but what exactly does that mean and how do content area teachers actually do that without taking the focus off of the content area itself? In this course **you will not only walk away with a clearer understanding of what reading and writing instruction expectations are in the content areas, but be able to confidently integrate writing, seamlessly.** Participants will cover the traditional high-stakes writing (papers, projects, etc.) but a particular focus is on low-stakes writing. Low-stakes writing is the key to making writing a tool that is used to learn the content and marry writing and you content together, on a daily basis.

The 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.

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## **Leading by Example for Leaders of SWD: Special Education Law**

**Date: November 1<sup>st</sup>, 2022; Time: 9:00 AM – 3:00 PM**

Every student who receives special education services is covered by the Individuals with Disabilities Education Act (IDEA). This federal law defines what states must do to meet the needs of students with disabilities. In this course, the history, foundations, and current events of special education that has led to the development of these laws will be covered. Topics will include, cases in the law that inform our practices, procedural due process, and local implications. Participants will gain confidence in their procedural knowledge and will receive resources and guidance that points them to answers when they are unsure of what to do.

This PL will address several HLPs in Special Education:HLP#1, HLP#2, HLP#3,HLP#5,HLP#7,HLP#11,HLP#19

**This professional development opportunity is provided by a grant for our regional school systems. Therefore, it is Open only to educators in the Griffin RESA region: (Butts, Fayette, Henry, Lamar, Pike, Newton, Griffin-Spalding, and Thomaston-Upson School Systems).**

[https://www.ciclt.net/sn/resa/recl\\_application.aspx?CL\\_ID=411104&ClientCode=griffin](https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=411104&ClientCode=griffin)

## **Tier 1 Instructional and Behavioral Supports**

**Date: November 2<sup>nd</sup>, Thru, December 6<sup>th</sup>, 2022; Time: Self-Paced**

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. It's my 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 own school system.

### **Learning targets for this class are:**

- Is core instruction working in my classroom?
- What Tier 1 instructional strategies can I routinely use to meet the needs of my classroom?
- How do I manage the learning environment when all students are not doing the same thing at the same time?
- How do I incorporate positive behavior supports other than rewards?

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## **Paraprofessionals Conference**

**Date: November 2<sup>nd</sup>, 2022; Time: 8:30 AM – 3:30 PM**

Behind Every Great Teacher is a Great Paraprofessional  
The role of the paraprofessional is vital to support the needs of struggling learners and provide a positive learning environment in the classroom and throughout the school. Registrants will return to their schools with skills and knowledge on positive behavior interventions, strategies to support exceptional learners, high-engagement lessons and activities that can be adapted to all grade levels, and effective support strategies to improve the instruction and learning environment for students at all grade levels.

### **Topics include:**

- Supporting Struggling Learners
- Low Profile Behavior Interventions
- Engagement Strategies
- Strategies for Supporting the Classroom Teacher

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## **Dyslexia Endorsement Course 1: Foundations of Language and Literacy Development and Dyslexia**

**Date: November 2<sup>nd</sup>, Thru, January 4<sup>th</sup>, 2023; Time: 4:30 PM – 7:30 PM**

An integral part of teaching students who have reading difficulties is a comprehensive understanding of the foundation of reading. The introductory course explores the critical components of language and literacy development. It introduces candidates to the neurobiological origins that assist in defining the nature and needs of students with dyslexia. The course will also address the historical development of the field, relevant laws, and policies.

**Book Required: Overcoming Dyslexia by Sally Shaywitz (ISBN- 978-0-679-781592)**

**Please register for Endorsement courses **AFTER** you have completed the online electronic application and have received enrollment notification.**

**You can access the online electronic application at [www.griffinresa.net](http://www.griffinresa.net) under Endorsements.**

[https://www.ciclt.net/sn/resa/recl\\_application.aspx?CL\\_ID=411182&ClientCode=griffin](https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=411182&ClientCode=griffin)

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## **Autism Intervention and Supports**

**Date: November 3<sup>rd</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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). 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.

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## **Engaging Every Student: Strategies for Motivating Middle Grades Students**

**Date: November 7<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

“Building brainpower is the missing link to closing the achievement gap for underperforming culturally and linguistically diverse students.” (Dr. Edmund Gordon) Lack of engagement or motivation hinders student learning for middle grades. How do we implement engagement strategies that use what we know about how students' brains work? Join us on this adventure to look at what tools and strategies we can leverage to use our brains to impact student learning.

This class supports teachers' professional learning goals to meet standards 2, 3, 4, 5, 7, and 8 of TKES as they connect instructional planning and instructional strategies. The instructor will share strategies and resources to implement in the school setting that support all students including struggling students and diverse learners, ensuring a job-embedded professional learning experience that will positively impact student learning.

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## **Behavior Communicates - Are you Listening?**

**Date: November 7<sup>th</sup>, Thru, November 15<sup>th</sup>, 2022**

**Time: 4:00 PM - 5:30 PM**

This 3-hour DECAL training explores collecting, analyzing, and utilizing data to address challenging behavior. Participants will a) define challenging behavior and other key terms related to behavior, intervention, and data b) discuss the difference between topography and function of behavior, c) identify strategies for visualizing, analyzing, and sharing data and e) describe evidence-based interventions.

This Mental Health Training is conducted by the **GaDOE** at No Cost to our Regional School Systems. Registration is Required and Space is Limited.

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ZOOM meeting on 11/7/22 and 11/15/22 4:00 PM - 5:30 PM

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## **GA PSC Ethics for Paraprofessionals**

**Date: November 8<sup>th</sup>, Thru, November 22<sup>nd</sup>, 2022**

**Time: 8:30 AM – 3:30 PM**

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. 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.

**This is an online class. Participants will have two weeks to complete the Ethics Modules.**

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## **Assistive Technology: Planning, Implementing, and Monitoring**

**Date: November 9<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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.

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## **SDI Reading Series: Strategies for Fluency, Vocabulary & Comprehension**

**Date: November 9<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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.

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. Please note that this class does not teach a specific program; it teaches strategies that you can use the very next day.

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## **The Georgia Mathematics Content Standards for 8th Grade**

**Date: November 9<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

The goals of this professional learning session are to discuss changes and improvements embedded within the new 8<sup>th</sup> 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 8<sup>th</sup> grade mathematics standards.

The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.

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## **Understanding & Supporting the Dyslexic Learner ( PK-12, Para-Educators, Leaders)**

**Date: November 9<sup>th</sup>, Thru, November 16<sup>th</sup>, 2022**

**Time: 4:30 PM – 5:00 PM**

Successful professionals such as entrepreneurs, lawyers, engineers, architects, and others had legitimate difficulties with learning to read and write as a child. In fact, 20% of people share this unique learning style. Using the work of Brock & Fernette Eide's *The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain*, along with combined expertise in neurology and reported research from the *Yale Center for Dyslexia & Creativity*, join educators from around the state to recognize and use the strengths of the dyslexic learner. Learn to utilize specific accommodations and resources to support reading and writing, along with resources for time management and organization, college readiness, networking and support, and career planning. Recent legislation was passed to amend Chapter 2 of Title 20 of the Official Code of Georgia, to provide for identification of and support for students with characteristics of dyslexia. The instructor will share strategies and resources that support TKES Standards 2,3,4,7 and 8 with practical takeaways that will positively impact teacher practice and student achievement.

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## **Closing in on Close Reading 6-12**

**Date: November 10<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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.**

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.

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## **Level Up Your Differentiation: Tackling Assessment and Grading**

**Date: November 10<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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 principals in Rick Wormeli's Fair Isn't Always Equal, Myron Dueck's Grading Smarter, Not 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.

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.

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## **Restorative Practices & Peer Mediation**

**Date: November 10<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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.

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## **The F.I.P Side of Georgia Milestones Writing Grades 6-8**

**Date: November 10<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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. 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.

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## **The Georgia Mathematics Content Standards for 2nd Grade**

**Date: November 10<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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 2<sup>nd</sup> grade

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mathematics standards. The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.

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## **School Psychologists Job Alike**

**Date: November 10<sup>th</sup>, 2022; Time: 12:00 PM – 3:00 PM**

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.

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## **SLP Collaborative**

**Date: November 11<sup>th</sup>, 2022; Time: 8:30 AM – 11:30 AM**

The Speech-Language Pathologist (SLP) Collaborative will provide an opportunity for regional SLPs and district leaders to collaborate, network, and develop effective practices in the field of speech-language.

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## **Hearing & Vision Screening Training**

**Date: November 15<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

Participants in this training will learn to administer basic hearing and vision screening tests. Screenings are intended to discover students with possible hearing & vision problems that might affect their academic performance.

For more information or to register, go to [www.griffinresa.net](http://www.griffinresa.net)

**This professional development opportunity is only open to school systems in the Griffin RESA region (Butts, Fayette, Henry, Lamar, Newton, Pike, Griffin-Spalding, and Thomaston-Upson).**

Note: **Participants must bring their audiometers and Lea vision charts for use in training! Hands on practice will be included.**

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## **The Georgia Mathematics Content Standards for 3rd Grade**

**Date: November 15<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

The goals of this professional learning session are to discuss changes and improvements embedded within the new 3<sup>rd</sup> 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 3<sup>rd</sup> Grade mathematics standards.

The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.

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## **SDI Reading for the New Special Education Teacher**

**Date: November 15<sup>th</sup>, Thru, November 30<sup>th</sup>, 2022**

**Time: 4:00 PM – 5:00 PM**

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.

For more information or to register, go to [www.griffinresa.net](http://www.griffinresa.net)

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## **Digital Citizenship: Appropriate Use of Technology in Schools**

**Date: November 15<sup>th</sup>, Thru, November 22<sup>nd</sup>, 2022**

**Time: 5:00 PM – 6:30 PM**

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.

This class will have a ZOOM session on Nov. 15th from 5:00 PM - 6:30 PM and the remainder of the class will be asynchronous.

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## **Removing the "Limits" of Lexile's**

**Date: November 16<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

Lexiles are more than finding the right book based on student readiness levels! In this course, you will be engaged in learning how to use Lexile levels as a powerful measure to take actionable steps towards a learners reading success. Using research from "The Lexile Framework for Reading" (2019), you will be able to identify measures and Lexile correlations, understand how Lexile data can be used to implement targeted instruction for varying students, and be encouraged to create lexile data cycles for consistent and positive reading progress.

The instructor will guide you through a variety of practical activities that can be used immediately, related to: appropriate instructional strategies, flexible grouping, goal setting, student centered differentiation, progress monitoring, and celebrating each win-large and small (TKES Standards 1 ,3, and 8).

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## The Georgia Mathematics Content Standards for Algebra: Concepts & Connections

**Date: November 16<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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.

The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.

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## MTSS Job Alike

**Date: November 16<sup>th</sup>, 2022; Time: 9:00 AM – 12:00 PM**

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 MTSS processes in their building.

### **This session will focus on Speech and Attendance:**

Speech and attendance can be areas of concern for MTSS Teams. This session will focus on how to address speech concerns through MTSS; what interventions are being used and who conducts them? It will also focus on attendance; how can you improve attendance? What interventions are seeing some success and how can you adapt them for your school?

**This professional development opportunity is provided by a grant for our regional school systems. Therefore, it is Open only to educators in the Griffin RESA region: (Butts, Fayette, Henry, Lamar, Pike, Newton, Griffin-Spalding, and Thomaston-Upson School Systems).**

[https://www.ciclt.net/sn/resa/recl\\_application.aspx?CL\\_ID=411046&ClientCode=griffin](https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=411046&ClientCode=griffin)

For more information or to register, go to [www.griffinresa.net](http://www.griffinresa.net)

## **Collaborative Community Meeting for Special Education Directors**

**Date: November 16<sup>th</sup>, 2022; Time: 5:00 PM – 8:00 PM**

The Georgia Learning Resource System Director facilitates regular meetings for regional Special Education Directors and invited stakeholders. The meetings are driven by each district's Consolidated Improvement Plan, general supervision, and data from the Annual Needs Assessment. The Collaborative Community's main purpose is to ensure regional LEAs have professional learning and technical assistance to support collaboration and learning around IDEA compliance and IDEA outcomes for students.

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[https://www.ciclt.net/sn/resa/recl\\_application.aspx?CL\\_ID=411122&ClientCode=griffin](https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=411122&ClientCode=griffin)

## **Engaging K-5 Students in STEM/STEAM**

**Date: November 17<sup>th</sup>, 2022; Time 8:30 AM – 3:30 PM**

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.

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.

[https://www.ciclt.net/sn/resa/recl\\_application.aspx?CL\\_ID=410788&ClientCode=griffin](https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=410788&ClientCode=griffin)

## **MTSS 103: The Student Support Team**

**Date: November 17<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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.

[https://www.ciclt.net/sn/resa/recl\\_application.aspx?CL\\_ID=410822&ClientCode=griffin](https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=410822&ClientCode=griffin)

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## **Fundamentals of Feedback**

**Date: November 29<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

“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.

[https://www.ciclt.net/sn/resa/recl\\_application.aspx?CL\\_ID=410596&ClientCode=griffin](https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=410596&ClientCode=griffin)

## **Special Education Leadership Academy**

**Date: November 29<sup>th</sup>, 2022; Time: 8:30 AM – 11:30 AM**

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?

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[https://www.ciclt.net/sn/resa/recl\\_application.aspx?CL\\_ID=411124&ClientCode=griffin](https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=411124&ClientCode=griffin)

## **The Georgia Mathematics Content Standards for 4th Grade**

**Date: November 29<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

The goals of this professional learning session are to discuss changes and improvements embedded within the new 4<sup>th</sup> Grade mathematics standards, learn the

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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 4<sup>th</sup> Grade mathematics standards.

The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.

[https://www.ciclt.net/sn/resa/recl\\_application.aspx?CL\\_ID=410550&ClientCode=griffin](https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=410550&ClientCode=griffin)

## **Processing Deficits and Instructional Implications**

**Date: November 30<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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.

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[https://www.ciclt.net/sn/resa/recl\\_application.aspx?CL\\_ID=410962&ClientCode=griffin](https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=410962&ClientCode=griffin)

## **The Georgia Mathematics Content Standards for Geometry: Concepts & Connections**

**Date: November 30<sup>th</sup>, 2022; Time: 8:30 AM – 3:30 PM**

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

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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.

The 2022-2023 school year will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.

[https://www.ciclt.net/sn/resa/recl\\_application.aspx?CL\\_ID=410918&ClientCode=griffin](https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=410918&ClientCode=griffin)

**Visit our website often at  
[www.griffinresa.net](http://www.griffinresa.net) for updates.**



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