



Professional Learning Catalog 2023-2024

**“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. Chanda Harris, 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

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Griffin RESA's Mission Statement

Guidance for Growth
using
Relevant Resources
to
Encourage Excellence
for
Sustainable Skills
in
Advancing Achievement

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Dear Colleague,

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

Griffin RESA has designed this catalog so that you can easily locate and select courses that will support your professional learning goals and plans and your school and system's mission, vision, goals, and beliefs. Instructors of all our professional learning courses plan intentionally with your needs in mind. They plan 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 professionallearning@griffinresa.net if you have any questions about the courses or events listed in this catalog. Thank you for allowing Griffin RESA to serve you!


Dr. Stephanie Gordy, Executive Director

Job Alike Consortia

Griffin RESA

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

Consortia	Dates and Times	Fee
Alternative School Leaders	November 15, 2023 – 9:00am-12:00pm March 27, 2024 – 9:00am-12:00pm	*No charge, but registration is required
Graduation Coach	October 18, 2023 – 9:00am-12:00pm March 13, 2024 – 9:00am -12:00pm	*No charge, but registration is required
Math Coordinator and Supervisor Consortium	August 31, 2023 - 9:00am-12:00pm November 16, 2023 – 9:00am-12:00pm March 21, 2024 - 9:00am-12:00pm May 16, 2024 – 9:00am-12:00pm	*No charge, but registration is required
HR Officer/ Administrator	TBD	*No charge, but registration is required
Instructional Coaches K-5	December 7, 2023 – 8:30am–3:30pm May 16, 2024 – 8:30am–3:30pm	\$35 Each Session
School Counselor	September 13, 2023 – 9:00am-12:00pm February 13, 2024 – 9:00am-12:00pm	*No charge, but registration is required
MTSS District Coordinators	October 5, 2023 - 8:30am-11:30am January 18, 2024 - 8:30am-11:30am March 28, 2024 - 8:30am-11:30am	\$50 for All 3 Sessions
MTSS School Leaders, Specialists, and Chairs	October 5, 2023 - 12:30pm-3:30pm January 18, 2024 - 12:30pm-3:30pm March 28, 2024 - 12:30pm-3:30pm	\$50 for All 3 Sessions

TKES Training

Registration is Required

Date and Time
August 15, 2023 Face-to-Face <u>OR</u> August 16, 2023 Virtual
September 12, 2023 Face-to-Face <u>OR</u> September 13, 2023 Virtual
October 17, 2023 Face-to-Face <u>OR</u> October 18, 2023 Virtual
January 10, 2024 Face-to-Face <u>OR</u> January 11, 2024 Virtual
February 6, 2024 Face-to-Face <u>OR</u> February 7, 2024 Virtual

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

Registration is Required

Date and Time
August 17, 2023 Face-to-Face <u>OR</u> August 23, 2023 Virtual
September 26, 2023 Face-to-Face <u>OR</u> September 27, 2023 Virtual
October 24, 2023 Face-to-Face <u>OR</u> October 25, 2023 Virtual
January 17, 2024 Face-to-Face <u>OR</u> January 18, 2024 Virtual
February 13, 2024 Face-to-Face <u>OR</u> February 14, 2024 Virtual

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

Registration is Required

Training	Date and Time
Georgia School Social Worker Evaluation Instrument (GSSWEI)	September 6, 2023 8:30am-4:30pm
Georgia School Psychologist Evaluation Instrument (GSPEI)	September 7, 2023 8:30am-4:30pm
Georgia School Counselor Evaluation Instrument (GSCEI)	September 28, 2023 8:30am-4:30pm
Georgia Media Specialist Evaluation Instrument (GSMSEI)	October 3, 2023 8:30am-4:30pm
School Librarian Evaluation Instrument (SLEI)	October 4, 2023 8:30am-12:30pm Virtual Session ONLY
New Counselor Evaluation Instrument (CKES)	October 26, 2023 8:30am-12:30pm Virtual Session ONLY

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



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Hearing and Vision

Screening Training

Dr. Tyler Lohman – Audiologist

Ms. Judy Dingler – Teacher of Visually Impaired

Date and Time	Tuition
Monday, September 11, 2023 8:30am-3:30pm	*No charge, but registration is required
Tuesday, September 26, 2023 8:30am-3:30pm	*No charge, but registration is required
Tuesday, October 31, 2023 8:30am-3:30pm	*No charge, but registration is required
Wednesday, November 8, 2023 8:30am-3:30pm	*No charge, but registration is required
Wednesday, November 15, 2023 8:30am-3:30pm	*No charge, but registration is required
Thursday, December 7, 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!**



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Griffin RESA

Local School Board Governance Training

2023 – 2024

Each of the 20 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, 2023. Lunch will be served from 12:00 – 12:30.

Modules	Dates Offered	Time
Board Chair	Sept. 6, 2023 Feb. 16, 2024	9:00am - 12:00pm 9:00am - 12:00pm
Team Building	Sept. 6, 2023 Feb. 16, 2024	12:30pm - 3:30pm 12:30pm - 3:30pm
Student Services Programs	Sept. 13, 2023 Feb. 28, 2024	9:00am - 12:00pm 9:00am - 12:00pm
Pupil Transportation	Sept. 13, 2023 Feb. 28, 2024	12:30pm - 3:30pm 12:30pm - 3:30pm
School Nutrition Program	Oct. 4, 2023 Mar. 13, 2024	9:00am - 12:00pm 9:00am - 12:00pm
School Technology for Learning and Operations	Oct.4, 2023 Mar. 13, 2024	12:30pm - 3:30pm 12:30pm - 3:30pm
School Facilities Planning, Construction & Maintenance	Oct. 16, 2023 Mar. 20, 2024	9:00am - 12:00pm 9:00am - 12:00pm
Legal Issues in Education: Pitfalls to Avoid	Oct. 24, 2023 Mar. 20, 2024	12:30pm - 3:30pm 12:30pm - 3:30pm
School System Finance	Oct. 25, 2023 Mar. 27, 2024	9:00am – 12:00pm 9:00am – 12:00pm
Exceptional Children’s Services	Oct. 25, 2023 Mar. 27, 2024	12:30pm – 3:30pm 12:30pm – 3:30pm
Extracurricular Activities	Nov. 8, 2023 Apr. 17, 2024	9:00am – 12:00pm 9:00am – 12:00pm
Disciplinary Codes of Conduct	Nov. 8, 2023 Apr. 17, 2024	12:30pm – 3:30pm 12:30pm – 3:30pm
Ensuring a Quality Education for Your Students	Dec. 6, 2023 Apr. 24, 2024	9:00am – 12:00pm 9:00am – 12:00pm

Continued on the next page...

Modules	Dates Offered	Time
Developing Sound Media Relations	Dec. 6, 2023 Apr. 24, 2024	12:30pm - 3:30pm 12:30pm - 3:30pm
The Art of Communicating	Dec. 13, 2023 Apr. 26, 2024	9:00am – 12:00pm 9:00am – 12:00pm
Cultivating Positive Community Relations	Dec. 13, 2023 Apr. 26, 2024	12:30pm - 3:30pm 12:30pm - 3:30pm
Rules of Boardmanship	Jan. 10, 2024 May 1, 2024	9:00am – 12:00pm 9:00am – 12:00pm
Common Topics and Issues	Jan. 10, 2024 May 1, 2024	12:30pm – 3:30pm 12:30pm - 3:30pm
School Personnel and Staff Relations	Jan. 12, 2024 May 8, 2024	9:00pm – 12:00pm 12:30pm – 3:30pm
Overview of Georgia’s Model Code of Ethics	Jan. 17, 2024 May 8, 2024	9:00am – 12:00pm 9:00am - 12:00pm
Board Training Make-up Day	June 12, 2024	9:00am – 12:00pm 12:30pm - 3:30pm

Audience: Local School Board Members



15th Annual
South Metro Summer Leadership Conference
June 3rd and 4th, 2024
Peachtree City, Georgia

Our fifteenth 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/\$240.00 Early Bird Price

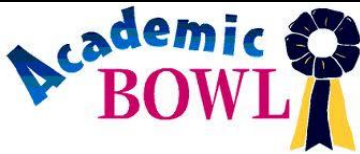
Option #2 – Full Registration: \$375.00/\$365.00 Early Bird Price (includes Monday night's lodging)

** Early Bird Registration available until March 21, 2024*

Register online at www.griffinresa.net



2023-2024 Student Competitions



Academic Bowl

Round 1: September 25-October 6, 2023
Round 2: October 16-October 27, 2023
Round 3: November 6-November 17, 2023
Round 4: November 27-December 8, 2023
Round 5: January 8-January 19, 2024



Literacy Days

(Face-to-Face)

February 6, 2024, Grades K-2
February 7, 2024, Grades 3-5
February 8, 2024, Grades 6-8



Mathematics Competition

(Face-to-Face)

January 24, 2024, High School
January 25, 2024, Middle School
March 14, 2024, Elementary School



Regional Science Fair

(Face-to-Face)

January 31, 2024, Middle School
February 1, 2024, High School



Young Georgia Authors Competition

(Virtual)

February 22, 2024

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: September 27, 2023

Registration Deadline: **September 20, 2023**

Paraprofessional Drive-In Conference

\$40

Face-to-Face Date: November 1, 2023

Registration Deadline: **October 25, 2023**

Best Practices in School Leadership Virtual Conference

\$35

Online Dates: February 5 – 12, 2024

Registration Deadline: **January 30, 2024**

MTSS/SST Specialists Drive-In Conference

\$75

Face-to-Face Date: March 6, 2024

Registration Deadline: **February 28, 2024**

Register at www.griffinresa.net

Professional Learning for MATH

Title	Description	Date and Time	Hours	Tuition
<p>Ready, Set, Dive into 5th Grade Mathematics</p> <p><i>Target Audience: 5th Grade Math Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 5th Grade. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>August 17, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>October 31, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	6	\$35
<p>Ready, Set, Dive into Algebra</p> <p><i>Target Audience: Algebra Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for Algebra. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>August 23, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>November 7, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	6	\$35

<p>Ready, Set, Dive into 3rd Grade Mathematics</p> <p><i>Target Audience: 3rd Grade Math Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 3rd Grade. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>August 24, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 8, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Ready, Set, Dive into 2nd Grade Mathematics</p> <p><i>Target Audience: 2nd Grade Math Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 2nd Grade. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>August 30, 2023 8:30am -3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 16, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Ready, Set, Dive into Advanced Algebra</p> <p><i>Target Audience: Advanced Algebra Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for Advanced Algebra. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>August 30, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 15, 2023 8:30am -3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Ready, Set, Dive into 8th Grade Mathematics</p> <p><i>Target Audience: 8th Grade Math Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 8th Grade. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>September 6, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 29, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Ready, Set, Dive into 4th Grade Mathematics</p> <p><i>Target Audience: 4th Grade Math Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 4th Grade. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>September 7, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 28, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Ready, Set, Dive into 6th Grade Mathematics</p> <p><i>Target Audience: 6th Grade Math Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 6th Grade. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>September 12, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>December 5, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Ready, Set, Dive into 7th Grade Mathematics</p> <p><i>Target Audience: 7th Grade Math Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 7th Grade. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>September 14, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>December 7, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Ready, Set, Dive into Kindergarten Mathematics</p> <p><i>Target Audience: Kindergarten Math Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for Kindergarten. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks. The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>September 14, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 30, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Ready, Set, Dive into 1st Grade Mathematics</p> <p><i>Target Audience: 1st Grade Math Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 1st Grade. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks. The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>September 26, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>December 6, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Co-Teaching in the Math Classroom</p> <p><i>Target Audience: Math Co-Teaching Teams and Teachers</i></p>	<p><i>See the marriage of research-based mathematics instructional strategies and effective co-teaching come to life in this session! This session focuses on how to make co-teaching work well in the mathematics classroom from planning to implementation. Participants will gain knowledge of skills essential in establishing and maintaining an effective mathematics co-teaching environment designed to promote student achievement. Course content will focus on team relationship skills and instructional delivery models critical to implement along with research-based instructional strategies proven to promote student achievement for ALL students.</i></p>	<p>September 26, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 20, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Ready, Set, Dive into High School Geometry</p> <p><i>Target Audience: Geometry Teachers</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for Geometry. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>September 28, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 2, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Understanding the Georgia Mathematics Milestone Assessment</p> <p><i>Target Audience: 3rd – 9th Grade Math Teachers</i></p>	<p><i>Do you have questions about the updated Georgia Milestones Mathematics Assessment? Would you like to explore the newest resources available to educators and students? If you answered yes to either question, then this is the professional learning course for you. A strong understanding of educational assessments is foundational to high-quality assessment practices in classrooms. The purpose of this workshop is to provide 3rd – 9th educators with the foundational knowledge and skills necessary to design, select, interpret, and use assessments to make better educational decisions for students and improve student achievement outcomes.</i></p>	<p>October 4, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 28, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Are We Having Fun Yet? Using Manipulatives to Teach Elementary Mathematics</p> <p><i>Target Audience: 3rd – 5th Grade Math Teachers</i></p>	<p><i>Are you an elementary math teacher? Are you interested in teaching with manipulatives? Then this is a professional learning experience you won't want to miss. Manipulatives are powerful tools for building conceptual understanding but teaching them is not always easy. In this workshop, you'll learn practical strategies for using manipulatives in real classrooms. A plethora of suggestions for how to incorporate specific manipulatives into your math instruction in order to improve the way students approach complex mathematical topics are provided. Specific manipulatives discussed in the course include color tiles, counters, number lines, base ten blocks, and fraction towers to build basic math foundation skills. Ways to introduce play money, hundreds charts, clocks, and 2- and 3- dimensional figures are incorporated to help with the understanding of measurements and data. Strategies and activities for using attribute blocks, tangrams, and geoboards will also be used as an introduction to geometry.</i></p>	<p>October 18, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 13, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Building Thinking Classrooms in K-12 Mathematics</p> <p><i>Target Audience: K-12th Grade Math Teachers</i></p>	<p><i>Looking for instructional practices that develop students who are mathematical thinkers and problem solvers? Register for this class today. In this session for K-12 Mathematics teachers, participants will explore 14 rich, evidence-based, and research-based teaching practices for enhancing learning. Using ideas from Peter Liljedahl's <u>Building Thinking Classrooms in Mathematics</u>, teachers will learn to how to use 14 highly engaging and effective instructional practices to bring mathematical concepts to life and transform teaching and learning.</i></p> <p><i>Instructors will share strategies and resources to support participants in instructional planning and creating a challenging environment (TKES Standards 2, 5, and 8) that will positively impact teacher practice and student achievement.</i></p>	<p>October 24, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 27, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>High Impact Math Strategies</p> <p>Target Audience: K – 12th Grade Math Teachers</p>	<p><i>In this session for teachers of mathematics in grades K through 12, participants will practice research-based, active learning strategies to model and reinforce a variety of math skills. Using ideas from Hattie’s <u>Visible Learning for Mathematics</u>, 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>October 25, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p>OR</p> <p>June 12, 2024 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
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Professional Learning for ELA

Title	Description	Date and Time	Hours	Tuition
<p>Leading Literacy: Collaborative Conversations (Alignment for Student Success)</p> <p><i>Target Audience: K-12th ELA Teachers, Leaders, Instructional Coaches</i></p>	<p><i>Leading Literacy is a heavy lift! Whether you are a district leader, building leader, or grade level leader, the first step is aligning resources within your district to fit it all in. This course is designed to assist you as you streamline your available resources to ensure teachers and students have what they need to teach and learn to the language of the standard, plan for varied scheduling, problem solve for teacher variability, and plan for various levels of coaching up!</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 15, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	6	\$35
<p>Teacher Led Small Group Instruction</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? Flexible grouping using data is a powerful instructional method to group students. Based on where they are, you can choose the topic of instruction using phonics, strategy groups, guided reading, or guided writing. When done well, it enables you to meet the individual and diverse needs of your students and instills 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 evidence-based reading practices. 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>August 24, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;">OR</p> <p>January 11, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	6	\$35

<p>Literacy Coaches: Let's Invest</p> <p>Target Audience: Elementary Instructional Coaches and District ELA Leaders</p>	<p><i>Invest (in-vest) to devote one's time, effort, or energy to a particular undertaking with the expectation of a worthwhile result.</i></p> <p><i>Research proves that supporting teachers in their development of knowledge and skill is the most important thing we can do to improve outcomes for learners. The Sutton Trust reports that during one year with a very effective teacher, pupils gain 40% more in their learning than they would with a poorly performing teacher. Also, pupils from disadvantaged backgrounds gain an extra year's worth of learning under very effective teachers compared to poorly performing teachers.</i></p> <p><i>Literacy coaches have a powerful opportunity to provide ongoing job-embedded support to teachers that results in increased teacher capacity. They create spaces for professional development, on-site training, modeling, and immediate feedback for improving literacy practices.</i></p> <p><i>Literacy coaches: teachers are our most valuable resource when measuring student success. Let's invest in them.</i></p> <p><i>Targeted audience is elementary Instructional Coaches and District ELA Coordinators.</i></p> <p><i>This course supports House Bill 538.</i></p>	<p>August 29, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p>OR</p> <p>June 12, 2024 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
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<p>Engaging Students with New K-12 Practices of ELA</p> <p><i>Target Audience: ELA/Reading Teachers PK -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. Engagement will be embedded in our new proposed ELA standards and this course will show you how to combine the standards with best practices for promoting excellence in literacy. You will leave with tools and strategies to engage students with you, the content, and one another!</i></p> <p><i>The instructor will share strategies and resources that support TKES Standards 2,3,7, and 8 with practical takeaways that will positively impact teacher practice and student achievement.</i></p>	<p>August 30, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 7, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Removing the “Limits” of Lexiles</p> <p><i>Target Audience: K-8th Reading Teachers</i></p>	<p><i>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 learner’s 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 grounded in advanced phonics (encoding and decoding strategies) to improve Lexile measures for students.</i></p> <p><i>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).</i></p>	<p>September 14, 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:</i> 3rd -5th Reading Teachers</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 and this course blends using the expectations of our current ELA standards with the upcoming ELA standards to create successful student authors. 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>September 25, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Reading Strategy Groups: Making the Invisible Visible</p> <p><i>Target Audience:</i> K-5 ELA Teachers</p>	<p><i>"To me, strategies are deliberate, effortful, intentional, and purposeful actions a reader takes to accomplish a specific skill. Strategies make the often-invisible work of reading actionable and visible." Jennifer Serravallo</i></p> <p><i>The course will be a collaborative setting for K-5 teachers to analyze where readers fall on the learning progressions within a reading goal to determine the next instructional steps. Participants will have the opportunity to dig into Serravallo's "hot off the press" Reading Strategies Book 2.0 to develop strategy group lessons complete with teacher moves and language that can be immediately implemented during the reading block. This targeted instruction will support the achievement of every reader as the invisible work becomes actionable, visible, and replicable.</i></p>	<p>September 28, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 21, 2024 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> K -5th 6th-12th ELA Teachers</p>	<p><i>It's all about the thinking. Through close reading strategies and experiences, students are empowered to deepen their 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>September 28, 2023 K-5th 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 4, 2024 6th-12th 9:00am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Making Student Authors with Purposefully Constructed Text</p> <p><i>Target Audience:</i> 6th – 12th ELA Teachers</p>	<p><i>The newly adopted ELA standards have ramped up the writing expectations across each grade level. These expectations are not unrealistic or unattainable if you have the tools to help students create purposefully constructed text. In this course, we will break down writing instruction to make it viable and successful for you and your students. If done well, this process will move all students forward in their writing process to find their voice as an author. As a result of this course, you will be able to distinguish between what quality writing instruction is and isn't, learn a streamlined process for chunking the construction of text, 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 writing instruction in line with our current and new standards and for your writing conferences.</i></p>	<p>October 5, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>May 16, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Leading Literacy: Collaborative Conversations (Moving Forward with Data)</p> <p><i>Target Audience:</i> K – 12th Teachers, ELA Leads, Instructional Coaches</p>	<p><i>Leading Literacy is a heavy lift! Whether you are a district leader, building leader, or grade level leader, winter brings change. Don't worry, change is inevitable. Melanie Rawn says, "The future is not set in stone, and even if it was, stone can be broken." During this course, take the time to evaluate your plan, your used protocols (or new protocols), revise your plan, collaborate, and determine next steps for your classroom, school, or district.</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>October 16, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Teacher Led Small Group Instruction</p> <p><i>Target Audience:</i> 3rd-8th ELA Teachers</p>	<p><i>Do you desire to be more efficient and effective during your small group time? Flexible grouping using data is a powerful instructional method to group students. Based on where they are, you can choose to instruct using phonics, strategy groups, guided reading, or guided writing. When done well, it enables you to meet the individual and diverse needs of your students and instills 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 evidence-based reading practices. 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>Class focus: Integrating advanced phonics and language skills within teacher-led small group instruction, using current and newly proposed standards.</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, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 14, 2024 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</p> <p><i>Target Audience: 6th – 8th ELA Teachers</i></p>	<p><i>Let's engage in grade-level collaboration to create success criteria using the state writing rubrics that will improve student achievement for each of the three writing genres. Workshop participants will also learn how to use writing exemplars to differentiate instruction and empower students to take ownership of their own writing growth. This daily formative instructional practice will have a positive impact on students' Milestones writing scores.</i></p>	<p>November 2, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 28, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>“Plot Twist: Writing can be Engaging, Accessible, and Standards Based!”</p> <p><i>Target Audience: 3rd-12th ELA Teachers</i></p>	<p><i>Writing can be the Tale of the Two Cities- the best of times or the worst of times. Don't get caught up in only one world: process or assessment. In this course, you will learn how to make the world of informal writing and formal writing blend into one! Come master how to facilitate and guide scholars into the navigation of how to be creative in their own thinking and use the thinking of others to support their opinions.</i></p> <p><i>The instructor will guide you through a variety of practical activities that can be used immediately, such as: using standards to create rubrics (if not using GaDOE rubrics), working backwards from exemplars, making writing accessible through pictures and listening activities, and leveraging explicit vocabulary with close reading, using rubrics to chunk writing to a text, implementing peer feedback loops for collaboration, and staying on top of grading in the process. (TKES Standards 1, 3, 7, and 8).</i></p>	<p>November 9, 2023 3rd – 12th 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>December 7, 2023 K-2 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>April 25, 2024 K-2 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Writing Across the Content Areas</p> <p><i>Target Audience: 6th-12th ELA Teachers</i></p>	<p><i>So many times, content area teachers are told that they are reading and writing teachers, too, but what exactly does that mean and how do content area teachers actually do that without taking the focus off of the content area itself? In this course you will not only walk away with a clearer understanding of what reading and writing instruction expectations are in the content areas but be able to confidently integrate writing seamlessly. Participants will cover the traditional high-stakes writing (papers, projects, etc.), but a particular focus is on low-stakes writing. Low-stakes writing is the key to making writing a tool that is used to learn the content and marry writing and 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 16, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 21, 2024 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</p> <p><i>Target Audience: Teachers' 3rd - 5th</i></p>	<p><i>Let's engage in grade-level collaboration to create success criteria using the state writing rubrics that will improve student achievement for each of the three writing genres. Workshop participants will also learn how to use writing exemplars to differentiate instruction and empower students to take ownership of their own writing growth. This daily formative instructional practice will have a positive impact on students' Milestones writing scores.</i></p>	<p>November 28, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 16, 2024 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: K-3rd ELA Teachers</i></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. You will not only gain confidence and clarity on how to properly collect, analyze, and 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>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>November 30, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 28, 2024 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: ELA Teachers</i></p>	<p><i>What does your data say about students' vocabulary acquisition? Do you need to rethink your vocabulary instruction to increase student achievement? 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.</i></p> <p><i>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 13, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 3, 2024 9:00am-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 a well-written argumentative essay-with evidence.</i></p> <p><i>Instructor will share strategies and resources that will support TKES Standards 1, 3, 7, and 8 with practical takeaways that will positively impact teacher practice and student achievement.</i></p>	<p>December 13, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 13, 2024 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Foundational Literacy Skills: Where Theory & Practice Intersect</p> <p><i>Target Audience:</i> K-3rd ELA Teachers</p>	<p><i>With all the talk about the latest research on how students learn to read, do you find yourself wondering what actual foundational reading instruction should look like in your classroom? Do you just troubleshoot students' reading errors? Do you have foundational literacy skills data but don't know how to address the deficits? Or do you not have a phonics scope and sequence? Join this active class where theory intersects with practice.</i></p> <p><i>Participants will leave with a solid grasp of how to explicitly and systematically teach students to read through multisensory approaches. Learn how to increase reading accuracy with evidenced-based phonological awareness and phonics instruction.</i></p>	<p>January 30, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>April 16, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Leading Literacy: Collaborative Conversations (Springing Forward to the Final Push)</p> <p><i>Target Audience:</i> K-3rd ELA Teachers, Leaders, Instructional Coaches</p>	<p><i>Leading Literacy is a heavy lift! Whether you are a district leader, building leader, or grade level leader, spring has sprung! The game plan has changed and the push for spring is here. Let's explore how "March Madness" can be used to tailor instruction prior to Milestones testing! From creative ways to engage students in targeted small group instruction, grade level incentives and initiatives, to fun grade level challenge days. March Madness doesn't have to bust any brackets!</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>February 1, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Leading Literacy: Collaborative Conversations (End of the Year Roundup)</p> <p><i>Target Audience:</i> K-3rd ELA Teachers, Leaders, Instructional Coaches</p>	<p><i>Leading Literacy is a heavy lift! Whether you are a district leader, building leader, or grade level leader, the next year begins before the current year ends. Testing is done and awards day is next but what's in the plans for next year? During this session, we will work on laying the groundwork for the upcoming school year by asking the right questions. "When in doubt, we ask questions. When certain, observe at length, and ask many more questions," George S. Patton Jr. Using the Griffin RESA 5-Why protocol, we will delve into many questions in order to get ahead of the curve and plan ahead. These questions will get us started: What did our last data set say compared to our first data set, what were small wins, what were our big wins, what does professional development look like, what do our students and teachers need, what worked and didn't work this year, what professional development do I need, what did I not get to this year, and what do I need to feel successful? End your year re-energized and connected to others who are striving to ensure we meet the educational needs of all students and prepare them for success.</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>May 2, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

Professional Learning for SCIENCE, TECHNOLOGY, & DATA

Title	Description	Date and Time	Hours	Tuition
<p>Data Analysis Protocol for Leaders</p> <p><i>Target Audience: K-12th Leaders</i></p>	<p><i>Using predictions, observations, and inference, leaders can guide teams to analyze class, school, and/or system data. Through implementation of this K-12 data analysis protocol, leaders can encourage constructive conversations and positive collaboration that positively impacts student performance.</i></p> <p><i>Participants will receive a data analysis protocol and steps for school/system implementation.</i></p> <p><i>The instructor will share materials and resources that support LKES standards 1, 3, and 6.</i></p>	<p style="text-align: center;">October 24, 2023 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;">February 29, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</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 style="text-align: center;">November 9, 2023 8:30am -3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;">March 7, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p>	6	\$35

<p>Digital Tools for Administrators</p> <p><i>Target Audience: K-12th Leaders, Instructional Coaches, and Graduation Coaches</i></p>	<p><i>This course is designed to provide skills to use digital resources to analyze data, identify student needs, and make data-driven, informed instructional and organizational decisions. Administrators and coaches are consistently confronted with the challenges of triangulating and using data from multiple sources that do not always integrate with one another cleanly. This course will enable you to increase your comfort with using the tools that are available within Excel to combine, manage, and compare various reports that you have access to from local student information systems, MAP scores, Milestones, PSAT, etc. to inform your decision making at the school level. This course will explore the use of pivot tables, filters, conditional formatting, auto-population, and other tools within Microsoft Excel.</i></p>	<p>December 6, 2023 8:30am – 12:30pm Face-to-Face/Hybrid</p> <p>OR</p> <p>June 13, 2024 9:00am- 12:30pm Face-to-Face/Hybrid</p>	<p>4</p>	<p>\$35</p>
<p>Leveraging Literacy: Strategies in Science and Social Studies</p> <p><i>Target Audience: K-12 Teachers</i></p>	<p><i>Effectively acquiring, assessing, and communicating information in science and social studies is a critical component of the GSE. This class will focus on strategies for strengthening literacy while engaging learners in science and social studies content. We will discuss literacy basics and then investigate methods to strengthen reading comprehension and vocabulary acquisition. We will examine strategies for supporting literacy in a contextual manner, including the key role content-specific terminology plays in the learning process.</i></p> <p><i>The instructor will share strategies and resources to implement in the school setting, ensuring a job-embedded professional learning experience that will positively impact instructional planning and student learning, as well as supporting struggling students and diverse learners. This class supports teachers' professional learning goals for instructional planning to meet standards 2, 3, 4, and 8 of TKES.</i></p>	<p>January 17, 2024 8:30am -3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Using Data Protocols to Support Instructional Planning in the Classroom</p> <p><i>Target Audience: K-12 Teachers and Instructional Coaches</i></p>	<p><i>Do you ever feel like there is so much data floating around you don't know where to start? Continuous improvement is compelling. Using the work of the Harvard Graduate School of Education Data Wise Project and the School Reform Initiative, explore the Data Wise Improvement Process to organize your professional learning community for collaborative work, build assessment literacy, create a data overview, dig into the data, examine instruction, develop an action plan, and plan to assess progress. Participate in data protocols and build an action plan to create structured processes to support focused and productive conversations, build collective understandings, and drive improvement at every level. 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>February 15, 2024 8:30am -3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
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Professional Learning Classes to Support

Diverse Learners

Title	Description	Date and Time	Hours	Tuition
<p>Classroom Management for 6th -12th Teachers</p> <p><i>Target Audience: 6th – 12th Teachers</i></p>	<p><i>Classroom management is not simply the absence of discipline problems, but an intentional set of practices that promote a positive environment for all students. What does this look like in the secondary face-to-face classroom? Routines, rituals, protocols, and strategies intentionally taught and reinforced that promote engagement, prevent off-task behaviors, and communicate caring with all, especially struggling, students.</i></p> <p><i>This course is designed to help teachers in grades 6-12 organize and manage the learning environment to create a sense of community and maximize academic success. The course will provide ideas, strategies, and emotional objectivity to promote learning.</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>August 24, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>October 26, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>December 6, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 13, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>May 15, 2024 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 21-September 8, 2023 Online</p> <p><u>OR</u></p> <p>November 6-24, 2023 Online</p> <p><u>OR</u></p> <p>February 7-21, 2024 Online</p> <p><u>OR</u></p> <p>May 7-21, 2024 Online</p>	<p>10</p>	<p>No Cost</p>
<p>Cultivating a Positive School Climate</p> <p><i>Target Audience: K-12th Teachers and Leaders</i></p>	<p><i>No single factor determines a school's climate. However, the interaction of various school and classroom factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels. Making small changes in schools and classrooms can lead to significant improvements in climate.</i></p> <p><i>Assess every area of your school climate – from schools and buildings to stakeholder inclusiveness. Learn how to transform your learning and school communities in which students, families, and educators are all positively engaged.</i></p>	<p>August 31, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 15, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>De-Escalation Strategies</p> <p><i>Target Audience: Teacher Leaders, Coaches, and Administrators</i></p>	<p><i>In a post-pandemic world and heightened mental health challenges, are you equipped to help students avoid crisis situations? This session focuses on applying non-physical, evidence-based strategies at each phase of the behavior escalation cycle in your class or school.</i></p> <p><i>A variety of approaches will guide you through preventative approaches to minimize situationally challenging behavior from escalating. You will also learn how to establish a systems approach to decrease the severity of a crisis.</i></p>	<p>September 7, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 2, 2023 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 13-20, 2023 Online</p> <p><u>OR</u></p> <p>November 8-15, 2023 Online</p> <p><u>OR</u></p> <p>March 26- April 2, 2024 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 20-October 24, 2023 Online</p>	<p>20</p>	<p>\$95</p>

<p>MTSS 101: The Nuts & Bolts</p> <p><i>Target Audience: K-12th Teachers and Administration</i></p>	<p><i>Receive an introduction to the foundational purpose of the multi-tiered system of supports for students. Learn the process and function of MTSS from the state to district to school level. Explore key resources for evidenced-based practices and essential Tier 1 applications for your classroom and school. Discover how to identify students who may need more academic and behavioral support.</i></p>	<p>September 13, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 8, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<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-5 school personnel organize and manage an effective learning environment. The course will provide grade-appropriate ideas, strategies, and materials from <u>Teaching with Love and Logic</u> that teachers can implement in their classroom.</i></p> <p><i>PK-5 Classroom Management is directly aligned to TKES Standard 7: Positive Learning Environment.</i></p>	<p>September 28, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 8, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 18, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 13, 2024 8:30am-3:30p Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 12, 2024 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Communication Circles: A Restorative Practice</p> <p><i>Target: K-12th Teachers, Counselors, Leaders</i></p>	<p><i>Join this role-play workshop on how to run communication circles in your school. This can enhance classroom climate, counseling social skill groups, as well as faculty and staff teams and relationships.</i></p>	<p>October 4, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 17, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Using Success Criteria to Facilitate Student Growth</p> <p><i>Target: K-12th Teachers</i></p>	<p><i>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.</i></p>	<p>October 4, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 28, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>The Principles of Authentic Leadership</p> <p><i>Target: Leaders</i></p>	<p><i>"We can intentionally seek to connect with ourselves, with people around us, and with our team." Stephen Covey. Authentic leaders are true to themselves and the principles that guide and connect their decisions. They strive to grow and inspire their staff. This class will support leaders in their growth by modeling and sharing strategies and reflections of authentic leaders. Participants will leave with the skills needed to build higher levels of trust and stronger relationships that retain staff and sustain a positive work environment. The instructor will share materials and resources that support LKES Standards 2, 5, and 7.</i></p>	<p>October 5, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 30, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Strategies for Coaching Positive Classroom Management</p> <p><i>Target: Leaders and Instructional Coaches</i></p>	<p><i>Effective leaders coach and build positive classroom environments. They understand that 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 leaders use the Coaching Cycle and feedback strategies to support and build positive behavior management expectations with staff.</i></p> <p><i>The instructor will share materials and resources that support LKES Standards 2, 6, and 7.</i></p>	<p>October 17, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 27, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p>Level Up! Engage Every Student: Student-Centered Strategies for Secondary Learners</p> <p><i>Target Audience: K-12th Teachers</i></p>	<p><i>Lack of engagement or motivation is a barrier to student success. Engaged students exhibit fewer off-task behaviors, have higher levels of mastery, and report increased efficacy. In this course, we will investigate levels of student engagement and model the implementation of student-centered strategies for active learning. Join us on this adventure to look at tools and strategies we can leverage to engage all learners.</i></p> <p><i>We will connect theory to practice and consider classroom management tools needed to engage active learners. The instructor will share strategies and resources that support all students, including struggling students and diverse learners. This job-embedded professional learning experience will positively impact student learning and support teachers' professional learning goals to meet standards 2, 3, 4, 7, and 8 of TKES.</i></p>	<p>October 18, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 13, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p>Para-Educators as Effective Classroom Interventionists</p> <p><i>Target Audience: Paraprofessionals Grades K-12th</i></p>	<p><i>What is one of the most effective resources teachers have? PARAPROFESSIONALS! When used appropriately, paraprofessionals help teachers increase student engagement, maintain an academically challenging and positive learning environment, and improve student achievement. Attend this session to learn best practices for paraprofessionals in the roles of Instructional support, academic interventionists, and behavior interventionists whether in the traditional or virtual classroom. Participants will examine specific intervention and instructional strategies that paraprofessionals may employ to provide practical support for the teacher in the learning environment.</i></p>	<p>October 18, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 16, 2024 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: K-12th Teachers and Administration</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 25, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 30, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>

<p><i>Differentiated Instruction: How to Make it Manageable</i></p> <p><i>Target Audience: K-12th Teachers</i></p>	<p><i>This class will help you differentiate instruction so your students will be engaged in learning in a manner that suits their abilities and learning styles while still being manageable for you.</i></p> <p><i>Using the practical and easy-to-implement strategies from this class, you will be equipped to reach and teach every student in manageable ways. 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 26, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 15, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p><i>RTI Tiered Instructional and Behavioral Supports</i></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. 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.</i></p> <p><i>Learning targets for this class are:</i></p> <ul style="list-style-type: none"> • <i>What is RTI?</i> • <i>What data do we need data in RTI?</i> • <i>What Tier 1 instructional strategies can I routinely use to meet the needs of my classroom?</i> • <i>What Tier 1 behavioral strategies can I routinely use to meet the needs of my classroom?</i> 	<p>November 1- December 5, 2023 Online</p>	<p>20</p>	<p>\$95</p>

<p><i>Innovative Scheduling for Leaders</i></p> <p><i>Target Audience: District and Building Leaders</i></p>	<p><i>To build knowledge, foster student motivation and school success, teachers need to collaborate, plan, and reflect outside of their instructional time.</i></p> <p><i>Scheduling is a valuable but often untapped resource for school improvement. Innovative thinking with scheduling can increase funding and result in more effective use of time, space, and resources.</i></p> <p><i>In this course, leaders will learn tips and strategies to maximize FTE funding with scheduling while improving their instructional climate. The instructor will share materials and resources that support LKES standards 4, 5, and 7.</i></p>	<p>November 7, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 19, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p><i>Reading Interventions Workshop</i></p> <p><i>Target: K-5th Teachers</i></p>	<p><i>Do you need an introduction to or practice delivering reading interventions in the classroom for your students receiving services through Tier 2 or 3? If so, this is the workshop for you. We will review evidence-based interventions used for elementary school students.</i></p>	<p>December 5, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 23, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$35</p>
<p><i>Respecting the Diversity in Your School Community with Intent</i></p> <p><i>Target Audience: Educators Seeking PLU's</i></p>	<p><i>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. Exploring 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 discussion prompts on the topic and complete three short assignments to relate culturally responsive practices in your classroom and school community. We hope that you'll follow up on this learning through 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>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 24- February 21, 2024 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> <ul style="list-style-type: none"> • <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> • <i>How can I select resources – print, visual, online, and other – to make my curriculum accessible to all students, regardless of reading level?</i> • <i>What are some effective strategies to teach academic vocabulary?</i> • <i>How do I assess student writing in my curriculum area if I'm not a language arts teacher?</i> 	<p>March 6- April 17, 2024 Online</p>	<p>20</p>	<p>\$95</p>
<p>Resume Writing and Interview Tips for Educators</p> <p><i>Target Audience: Teachers</i></p>	<p><i>Resume writing support tips plus what to expect and how to prepare for a teacher position interview.</i></p>	<p>April 17-18, 2024 Online</p>	<p>2</p>	<p>\$20</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>April 18, 2024 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> <ul style="list-style-type: none"> • <i>What are some quick formative feedback methods I can incorporate in daily instruction?</i> • <i>How can I organize and use information gained by formative assessments to determine the next steps for students?</i> • <i>What tech tools do I need to keep handy and utilize in my regular practice to assess student learning?</i> • <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>May 1-June 5, 2024 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 with 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 8-23, 2023 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 29-September 12, 2023 Online</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 6, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>

<p>Special Education Leadership 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>September 6, 2023 8:30am-11:30am Face-to-Face/Hybrid Part 1 of 4</p> <p><u>AND/OR</u></p> <p>December 5, 2023 8:30am-11:30am Face-to-Face/Hybrid Part 2 of 4</p> <p><u>AND/OR</u></p> <p>January 30, 2024 8:30am-11:30am Face-to-Face/Hybrid Part 3 of 4</p> <p><u>AND/OR</u></p> <p>March 14, 2024 8:30am-11:30am Face-to-Face/Hybrid Part 4 of 4</p>	<p>3</p>	<p>No Charge</p>
<p>Transition Consortium</p> <p><i>Target Audience: Transition Leaders, High School Teachers</i></p>	<p><i>The Metro South Transition Consortium holds regularly scheduled meetings for regional Transition Specialists as a representative from each district and invited stakeholders. This group of Transition Specialists maintains a continuous collaboration with the GaDOE, the Georgia Vocational Rehabilitation Agency (GVRA), and other regional agencies with the commitment to positively impact transition and graduation for students with disabilities. The meetings are driven by data from the needs assessment to ensure regional Transition Specialists receive professional learning and targeted assistance to support their efforts in meeting the expectations of IDEA and improve outcomes for students with disabilities.</i></p>	<p>September 7, 2023 9:00am – 12:00pm Face-to-Face/Hybrid</p> <p><u>AND/OR</u></p> <p>October 19, 2023 9:00am – 12:00pm Face-to-Face/Hybrid</p> <p><u>AND/OR</u></p> <p>November 9, 2023 9:00am – 12:00pm Face-to-Face/Hybrid</p> <p><u>AND/OR</u></p> <p>January 18, 2024 9:00am – 12:00pm Face-to-Face/Hybrid</p> <p><u>AND/OR</u></p> <p>February 15, 2024 9:00am – 12:00pm Face-to-Face/Hybrid</p> <p><u>AND/OR</u></p> <p>April 18, 2024 9:00am – 12:00pm Face-to-Face/Hybrid</p>	<p>3</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.</i></p> <p><i>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 7, 2023 12:00pm-3:00pm Face-to-Face/Hybrid</p> <p><u>AND/OR</u></p> <p>November 9, 2023 12:00pm-3:00pm Face-to-Face/Hybrid</p> <p><u>AND/OR</u></p> <p>March 7, 2024 12:00pm-3:00pm Face-to-Face/Hybrid</p>	<p>3</p>	<p>No Charge</p>
<p>SLP Collaborative</p> <p><i>Target Audience: Speech Language Pathologists</i></p>	<p><i>The Speech-Language Pathologists (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.</i></p>	<p>September 8, 2023 8:30am – 11:30am</p> <p><u>AND/OR</u></p> <p>November 10, 2023 8:30am – 11:30am</p> <p><u>AND/OR</u></p> <p>February 2, 2024 8:30am-11:30am</p> <p><u>AND/OR</u></p> <p>May 3, 2024 8:30am-11:30am</p>	<p>3</p>	<p>No Charge</p>
<p>IEPs that Support Independence: Writing Compliant, Engaging, Meaningful IEPs that Increase Student Independence</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>Does it 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.</i></p>	<p>September 12, 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 – October 4, 2023 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Assistive Technology Consortia</p> <p><i>Target Audience: Preschool Special Education Teachers and Leaders</i></p>	<p><i>The Assistive Technology Consortia will work to identify regional priorities, as well as a shared goal that relates to the consideration and implementation of assistive technology for students with disabilities.</i></p>	<p>September 15, 2023 12:30pm-3:30pm</p> <p><u>AND/OR</u></p> <p>November 10, 2023 12:30pm-3:30pm</p> <p><u>AND/OR</u></p> <p>February 9, 2024 12:30pm-3:30pm</p>	<p>3</p>	<p>No Charge</p>
<p>Preschool Special Needs Consortium</p> <p><i>Target Audience: Preschool Special Education Teachers</i></p>	<p><i>The Individuals 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 28, 2023 1:00pm-4:00pm Online</p> <p><u>AND/OR</u></p> <p>December 7, 2023 1:00pm-4:00pm Face-to-Face/Hybrid</p> <p><u>AND/OR</u></p> <p>March 14, 2024 1:00pm-4pm Face-to-Face/Hybrid</p> <p><u>AND/OR</u></p> <p>May 2, 2024 1:00pm-4pm Face-to-Face/Hybrid</p>	<p>3</p>	<p>No Charge</p>

<p>The Survivor's Toolkit: Managing and Addressing Behavior Challenges for Students with Disabilities</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 behavioral 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>October 3, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 17, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 1-15, 2024 Asynchronous Online Only</p>	<p>6</p>	<p>No Charge</p>
<p>How to Understand a Psychoeducational Evaluation</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>What may seem to be intimidating to some may be one of the most powerful resources educators have access to. The psychoeducational evaluation report details a student's strengths, weaknesses, and neurological development. School psychologists and other identified professionals conduct a battery of assessments that guide the process and development of a student's evaluation report. This information is used by educators and families when making educational, academic, and functional decisions for students with disabilities. This session will provide participants with a deeper understanding of how to understand the implications of a psychoeducational evaluation and the application of this understanding when making instructional decisions in the classroom setting.</i></p>	<p>October 3, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 1-15, 2024 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Leading by Example Series</p> <p><i>Target Audience: New and aspiring administrators, lead teachers, and district staff that would like to increase their foundational knowledge of Special Education topics</i></p>	<p><i>This course is designed for new and aspiring administrators, lead teachers, and district staff that would like to increase their foundational knowledge of Special Education topics that commonly confront leaders. The course will provide critical information for those who act as LEA representatives or have supervisory roles over students with disabilities. Each session will provide an overview of the content and opportunities to interact with other leaders in the field.</i></p> <ul style="list-style-type: none"> ● <i>Session 1: Discipline and Behavior Strategies for Students with Disabilities</i> ● <i>Session 2: Special Education Law</i> ● <i>Session 3: Master Scheduling Through a Special Education Lens</i> 	<p>October 4, 2023 8:30am-11:30pm Session 1</p> <p><u>AND/OR</u></p> <p>October 25, 2023 9:00am-3:00pm Session 2</p> <p><u>AND/OR</u></p> <p>March 12, 2024 8:30am-12:00pm Session 3</p>	<p>3</p> <p>5</p> <p>3</p>	<p>No Charge</p>

<p>Understanding Problem Behavior and How to Treat It</p> <p><i>Target Audience: Special Education Teachers and Leaders</i></p>	<p><i>This 6-hour training provides participants with an understanding of how teachers may understand and treat problem behaviors in their classroom using an applied behavior analysis approach. Participants will learn the basic principles of applied behavior analysis and how they may be applied to understand and change problem behavior. A particular emphasis will be placed upon the importance of determining the function of problem behaviors prior to utilizing behavioral interventions to treat them. Participants will then learn the most effective and commonly used interventions for treating problem behaviors based on their respective behavioral function. Finally, participants will learn how to create solid behavior intervention plans.</i></p>	<p>October 5, 2023 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No Charge</p>
<p>Functional Communication Training for Teachers of Students with Autism</p> <p><i>Target Audience: Special Education Teachers and Leaders</i></p>	<p><i>This 6-hour training provides participants with the techniques and strategies necessary to teach communication skills to students with autism. The training begins with an overview of FCT, which focuses on identifying the specific communication needs and deficits of students with autism. During the training communication is conceptualized as behavior that also serves a function for students. As such, FCT becomes essentially an exercise whereby teachers use a variety of alternative communicative responses which serve the same function as the students' problem behaviors as a means of replacing their problem behaviors with alternative and more appropriate communicative responses. Participants will learn how to use FCT as a treatment approach for problem behavior exhibited by students with autism.</i></p>	<p>October 17, 2023 8:30am-3:30pm Face-to-Face</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 24 – November 14, 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 some of the 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 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 26, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 13, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>
<p>How to Design & Plan Instruction for Students with Processing Deficits</p> <p><i>Target Audience: Special Education Teachers and Leaders</i></p>	<p><i>“How do I plan instruction for students with processing deficits?” This course will provide participants with a deeper understanding of how processing deficits interfere with the way students understand and make meaning of the information presented to them. Participants will develop an understanding of the processing deficits that are outlined in psychoeducational evaluation reports of students with disabilities. This session will guide participants through activities that build their understanding of processing deficits. They will also explore how to identify, design, plan, and implement instructional strategies (SDI: Specially Designed Instruction) based on student deficits that support improved outcomes.</i></p>	<p>November 2, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 1-15, 2024 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 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>November 16, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 21, 2024 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 with reading. It will specifically focus on evidence-based practices to develop core foundational reading skills.</i></p>	<p>November 28 – December 12, 2023 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Preparing for Dyslexia Law: From Tier 1 through Interventions</p> <p><i>Target Audience: Special Education Teachers, Leaders, MTSS</i></p>	<p><i>In Georgia, there are two new laws that will have a huge impact on schools, impacting all students in K-3rd grade and students with characteristics of dyslexia. The Georgia Early Literacy Act requires that all elementary schools provide instruction based on the science of reading/structured literacy for all kindergarten through 3rd grade students. Senate Bill 48 requires that school districts screen the same students for characteristics of dyslexia and provide effective interventions. During this session, participants will receive an overview of the science of reading and how to provide explicit, systematic instruction that is grounded in decades of research. In addition, participants will receive information on screening and how to provide interventions to students who have reading deficits, including those with characteristics of dyslexia. Guest Presenter.</i></p>	<p>November 28, 2023 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No Charge</p>
<p>How to Develop Meaningful Transition Plans: Moving Beyond Compliance</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>IDEA outlines transition services as a “coordinated set of activities for a child with a disability” that are individualized and result-oriented that facilitates movement to post-secondary environments. Successful transitions for students require thoughtful and purposeful planning. This course will provide participants with the understanding and the ability to write annual transition plans that include transition assessments, course of study, measurable goals, and transition activities/services.</i></p>	<p>November 30, 2023 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>
<p>How to Develop Meaningful IEP Goals: Moving Beyond Compliance</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>The student’s Present Levels of Academic Achievement and Functional Performance (PLAAFP) as outlined in the IEP, serves as a blueprint for goal development. Good IEPs set the standard for good education and the goals reflect the student’s unique needs. Designing well-formed goals is a critical task in writing an IEP. This class will provide participants with the vision, skills, and resources to write meaningful IEP goals and objectives.</i></p>	<p>December 5, 2023 8:30am-11:30am Face-to-Face/Hybrid</p>	<p>3</p>	<p>No Charge</p>

<p>Assistive Technology for the New Special Education Teacher</p> <p><i>Target Audience: New Special Education Teachers and Leaders</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>January 16 - 30, 2024 Online</p>	<p>6</p>	<p>No Charge</p>
<p>Special Education Legal Updates</p> <p><i>Target Audience: Special Education Teachers, Leaders</i></p>	<p><i>While neither IDEA nor Section 504 have been amended in many years, there continues to be a considerable amount of activity in special education law recently and it doesn't seem to be slowing down. This session will provide an update of the most recent significant special education “legal happenings,” including an overview of relevant court decisions and agency interpretations that have been issued. Guest Presenter.</i></p>	<p>January 24, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No Charge</p>
<p>15 Big Ideas for Increasing the Learning and Achievement of Students with Disabilities</p> <p><i>Target Audience: Special Education Teachers, Leaders</i></p>	<p><i>“We are doing so many wonderful things in our district, but we must increase the learning and achievement of students with disabilities. What should we do?” Do you have an answer? Are you ready for that conversation? During this session participants will provide 15 Big Ideas to do just that - help you enhance the performance of students with disabilities.</i></p> <p><i>Topics included: Providing G.R.E.A.T instruction for all students as a part of Tier 1 instruction. Effective co-teaching. Developing the master schedule to support inclusive practices. Engaging all students in all classes. Defining specially designed instruction.</i></p> <p><i>The focus will be on students with IEPs who are served in the general curriculum classes. This session is designed for teachers, building administrators, instructional coaches, special education administrators and central office leaders. Guest Presenter.</i></p>	<p>January 31, 2024 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 and Leaders</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>February 6 - 27, 2024 Online</p>	<p>6</p>	<p>No Charge</p>
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Substitute Teacher Training

Dates for 2023-2024

This three-hour training (9:00 am to 12:00 pm) will be held on the following dates during the 2023-2024 School Year. Please only select one that is convenient for you.

July 26, 2023

August 23, 2023

September 13 or 26, 2023

October 25, 2023

December 6, 2023

February 14, 2024

March 13 or 20, 2024

May 15, 2024

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

Computer Science Endorsement – three courses including a clinical practice

Dyslexia Endorsement – three courses including a clinical practice

Gifted Endorsement – four courses including an authentic residency

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

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

Online Teaching Endorsement – three courses including a clinical practice

Reading Endorsement – three courses including 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 including 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) 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 region, 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 region, 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 Learning Director will approve it at the RESA level. You may review your profile to see the approver's 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 an 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 person. We must have the name of the person replacing you before the class begins. **No-shows will be charged.**

Do you have any information regarding lodging in the area?

We do not endorse any specific hotel or lodging facility, but can provide information and Griffin RESA rates at the following:

Comfort Inn & Suites, Griffin @ \$80/night

Comfort Inn & Suites, Locust Grove @ \$99/night

Please ask for the Griffin RESA rate.



GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY

Serving South Metro County School Systems since 1966

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

Dr. Stephanie L. Gordy, Executive Director

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