



PROFESSIONAL LEARNING CATALOG

2026 – 2027

Improving Performance Through
Effective Professional Learning



EXPERT
INSTRUCTORS



RELEVANT
LEARNING



PRACTICAL
STRATEGIES



IMPROVED
OUTCOMES



STRONGER
TOGETHER

GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY

Serving South Metro County School Systems since 1966

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Registration available online at www.griffinresa.net



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Guidance for Growth Relevant Resources to Encourage Excellence 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, 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 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

Job-Alike sessions are offered at a low cost to our regional educators in the respective roles listed below. These sessions offer an opportunity for networking and discussion on topics of common interest.

Registration is Required

Consortia	Dates and Times	Tuition
MTSS Job-Alike: Refining Tiered Systems	September 17, 2026 – 8:30am – 3:30pm January 21, 2027 – 8:30am – 3:30pm	\$40 in Region \$55 out of Region
Media Specialist Job Alike	December 2, 2026 - 8:30am-11:30am March 23, 2027 - 8:30am-11:30am	\$20 in Region \$35 out of Region
Preschool Special Needs Job-Alike	September 3, 2026 – 1:00pm – 4:00pm December 10, 2026 - 1:00pm – 4:00pm February 4, 2027 – 1:00pm – 4:00pm April 29, 2027 - 1:00pm – 4:00pm	\$0 in Region \$15 out of Region
AT & SLP Collaborative Job Alike	September 18, 2026 – 1:00pm – 4:00pm December 4, 2026 - 1:00pm – 4:00pm February 26, 2027 – 1:00pm – 4:00pm May 7, 2027 - 1:00pm – 4:00pm	\$0 in Region \$15 out of Region
Front Office Job Alike	November 3, 2026 – 9:00am – 12:00pm	\$20 in Region \$35 out of Region
Counseling Job Alike	March 4, 2027 – 9:00am – 12:00pm	\$20 in Region \$35 out of Region
Literacy Coach Collaboration 4-Part Series	August 13, 2026 – am + pm times available October 29, 2026 – am + pm times available December 15, 2026 – am + pm times available March 18, 2027 – am + pm times available <i>Please see the ELA section on pg. 15 for links/dates/times.</i>	\$20 in Region \$35 out of Region
Transition Consortia Job Alike	August 27, 2026 – 9:00am – 12:00pm December 10, 2026– 9:00am – 12:00pm February 4, 2027 – 9:00am – 12:00pm April 15, 2027 – 9:00am – 12:00pm	\$0 in Region \$15 out of Region

GLRS

Colleague Cafe

The GLRS Colleague Café is a quarterly, hour-long virtual networking and collaboration session designed to bring specialists in each respective area together in a supportive and engaging environment. This interactive forum provides dedicated time for participants to connect, exchange promising practices, discuss current challenges, and collaborate on solutions that strengthen teaching, learning, and leadership.

Colleague Café offers a welcoming space to grow together as a professional community. For questions and information, including registration, please contact GLRS Director Dr. Sandi Jones sjones@griffinresa.net.

Group	Dates and Times
Teachers of the Visually Impaired	September 8, 2026 – 8:30am – 9:30am November 10, 2026 – 8:30am – 9:30am February 9, 2027 – 8:30am – 9:30am May 11, 2027 – 8:30am – 9:30am
Teachers of Students with High-Incidence Disabilities	September 8, 2026 – 10:00am – 11:00am November 10, 2026 – 10:00am – 11:00am February 9, 2027 – 10:00am – 11:00am May 11, 2027 – 10:00am – 11:00am
School Psychologists	September 8, 2026 – 11:30am – 12:30pm November 10, 2026 – 11:30am – 12:30pm February 9, 2027 – 11:30am – 12:30pm May 11, 2027 – 11:30am – 12:30pm
Teachers of Students with Behavior Disorders	September 10, 2026 – 8:30am – 9:30am November 11, 2026 – 8:30am – 9:30am February 11, 2027 – 8:30am – 9:30am May 12, 2027 – 8:30am – 9:30am
Teachers of Students on an Alternative Curriculum	September 10, 2026 – 10:00am – 11:00am November 11, 2026 – 10:00am – 11:00am February 11, 2027 – 10:00am – 11:00am May 12, 2027 – 10:00am – 11:00am
Teachers of Students Who are Deaf/Hard of Hearing	September 10, 2026 – 11:30am – 12:30pm November 11, 2026 – 11:30am – 12:30pm February 11, 2027 – 11:30am – 12:30pm May 12, 2027 – 11:30am – 12:30pm

Teacher Keys Effectiveness System (TKES) Trainings

Registration is Required

Date and Method of Delivery
August 12, 2026 Face-to-Face OR August 13, 2026 Virtual
September 8, 2026 Face-to-Face OR September 9, 2026 Virtual
October 6, 2026 Face-to-Face OR October 7, 2026 Virtual
January 13, 2027 Face-to-Face OR January 14, 2027 Virtual
February 3, 2027 Face-to-Face OR February 4, 2027 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.

Leader Keys Effectiveness System (LKES) Trainings

Registration is Required

Date and Method of Delivery
August 19, 2026 Face-to-Face OR August 20, 2026 Virtual
September 22, 2026 Face-to-Face OR September 23, 2026 Virtual
October 20, 2026 Face-to-Face OR October 21, 2026 Virtual
January 19, 2027 Face-to-Face OR January 20, 2027 Virtual
March 9, 2027 Face-to-Face OR March 10, 2027 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 Trainings

Registration is Required

Training	Date and Time
Georgia School Social Worker Evaluation Instrument (GSSWEI)	September 2, 2026 8:30am-4:30pm Face-to-Face
Georgia School Psychologist Evaluation Instrument (GSPEI)	September 3, 2026 8:30am-4:30pm Face-to-Face
Georgia School Counselor Evaluation Instrument (GSCEI)	September 24, 2026 8:30am-4:30pm Face-to-Face
Georgia Media Specialist Evaluation Instrument (GMSEI)	September 29, 2026 8:30am-4:30pm Face-to-Face
School Librarian Evaluation Instrument (SLEI)	September 30, 2026 8:30am-12:30pm Virtual Session ONLY
New Counselor Evaluation Instrument (CKES)	October 22, 2026 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 Trainings

Dr. Tyler Lohman – Audiologist

Ms. Judy Dingler – Teacher of Visually Impaired

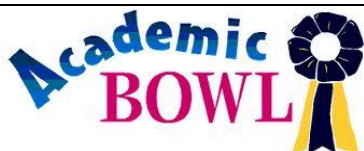
Dates and Times
*No Charge; Registration is Required
Wednesday, September 9, 2026 8:30am-12:00pm
Wednesday, September 30, 2026 8:30am-12:00pm
Wednesday, October 21, 2026 8:30am-12:00pm
Wednesday, November 11, 2026 8:30am-12:00pm
Wednesday, December 2, 2026 8:30am-12:00pm
Wednesday, January 13, 2027 8:30am-12:00pm

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. **Registration is reserved for Griffin RESA member systems.**

Participants must bring their audiometers and LEA vision charts for use in training!



2026-2027 Student Competitions



Academic Bowl (Tentative)

Round 1: September 21-October 2, 2026
 Round 2: October 12-October 23, 2026
 Round 3: November 2-November 19, 2026
 Round 4: December 1-December 11, 2026
 Round 5: January 11-January 15, 2027



Literacy Days

(Face-to-Face)

Grades K-2: February 9, 2027
 Grades 3-5: February 10, 2027
 Grades 6-8: February 11, 2027



Mathematics Competition

(Face-to-Face)

H.S. Math Contest: January 27, 2027
 M.S. Math Contest: January 28, 2027
 Elementary Math Contest: March 17, 2027



Regional Science Fair

(Face-to-Face)

Middle School: February 2, 2027
 High School: February 4, 2027



Young Georgia Authors Competition

February 18, 2027

Griffin RESA Drive-In Conferences

Time: 8:30 a.m. to 3:00 p.m.

Location: Griffin RESA

Face-to-Face conferences include a continental breakfast and lunch

Connected Classrooms Institute: Integrating Technology, Coaching, & Data for Instructional Improvement

Inspire. Empower. Transform.

The ConnectED Classrooms Institute brings together educators, instructional coaches, and school leaders to explore innovative strategies that leverage technology, artificial intelligence, instructional coaching, and data-driven decision-making to improve teaching and learning. Participants will engage in practical sessions focused on enhancing classroom instruction, personalizing learning, strengthening coaching practices, and using data to drive continuous improvement and student success. Attendees will leave with actionable tools, resources, and strategies to create more connected, effective, and future-ready learning environments.

Face-to-Face Date: October 28, 2026

Registration Deadline: **October 21, 2026**

2nd Annual - Tier 1 Teaching Summit

Foundations First: Strengthening Core Instruction for All

Back by popular demand! Join us for the 2nd annual Tier 1 Teaching Summit, a dynamic professional learning event focused on enhancing high-quality, evidence-based instruction for all students. Grounded in the MTSS framework, this summit supports educators in delivering effective Tier 1 practices that improve outcomes and reduce the need for additional interventions.

Key Focus Areas:

- Strengthening high-quality, standards-aligned instruction
- Evidence-based and differentiated instruction
- Classroom management and behavior support
- Data-driven teaching
- Collaboration and professional learning
- Differentiation within Tier 1

Whether you're a teacher, leader, or support staff, this summit will equip you with the tools to build strong instruction and ensure every student thrives.

Face-to-Face Date: March 3, 2027

Registration Deadline: **February 24, 2027**

Professional Learning for MATH

Registration is Required

Title	Description	Date and Time	Hours	Tuition
Elevate Your Elementary Math Classroom: A Manipulative Masterclass <i>Target Audience: K-5th Grade Math Teachers</i>	<i>Calling all elementary math enthusiasts! If you're passionate about enhancing your teaching skills with manipulatives, this professional learning experience is tailor-made for you. Dive into an enriching workshop where the art of teaching with manipulatives is demystified. Unleash the potential of manipulatives as powerful tools for cultivating conceptual understanding. This workshop goes beyond the basics, providing you with practical strategies that seamlessly integrate manipulatives into real classrooms. Explore a myriad of innovative suggestions on incorporating specific manipulatives to revolutionize how students approach complex mathematical topics. Delve into the world of color tiles, counters, number lines, base ten blocks, and fraction towers, building a strong foundation for fundamental math skills. From introducing play money and mastering hundreds charts to grasping the intricacies of clocks, 2D and 3D figures, this course offers comprehensive insights into measurements and data comprehension. Embark on a journey where attribute blocks, tangrams, and geoboards become your allies in introducing captivating geometry concepts. Transform your math instruction with dynamic strategies and engaging activities. Don't miss this opportunity to elevate your teaching and empower your students for a deeper understanding of mathematics.</i>	September 9, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> November 19, 2026 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Unlock the Potential: Exploring the Georgia Milestones Mathematics Assessment for Algebra: Concepts & Connections <i>Target Audience: Concepts and Connections Teachers</i>	<i>Are you seeking insights into the latest enhancements in the Georgia Milestones Mathematics Assessment? Are you eager to delve into cutting-edge resources tailored for both educators and students? If your answer is yes, then look no further—this professional learning course is crafted just for you. This workshop is meticulously designed to equip educators teaching Algebra: Concepts and Connections with a robust foundation of knowledge and skills. Gain the expertise needed to adeptly design, select, interpret, and utilize assessments, empowering you to make informed educational decisions. Elevate your classroom practices, enhance student learning experiences, and foster improved achievement outcomes. Join us as we unravel the intricacies of educational assessments and empower you to steer your students towards success.</i>	September 15, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> January 14, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region

5th Grade Math in Action: From Standards to Classroom Practice <i>Target Audience: 5th Grade Teachers, Instructional Coaches, & Administrators</i>	<i>This course is designed specifically for 5th Grade teachers who want to strengthen mathematical foundations through intentional, standards-aligned instruction. Participants will unpack the 5th Grade mathematics standards, explore the research behind early numeracy and fluency development, and engage in evidence-based instructional practices. Teachers will practice implementing formative assessment strategies and task-based assessments, including 3-Act Tasks, Three Reads, and Number Talks. Together, we will examine effective fluency-building strategies that develop conceptual understanding—not just speed. Participants will leave with a practical instructional toolbox filled with ready-to-use strategies, tasks, and assessment approaches that can be implemented immediately in the classroom.</i>	September 17, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> January 14, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Unlock the Potential: Exploring the Georgia Milestones Mathematics Assessment for Grades 3-5 <i>Target Audience: 3rd – 5th Grade Teachers</i>	<i>Are you seeking insights into the latest enhancements in the Georgia Milestones Mathematics Assessment? Are you eager to delve into cutting-edge resources tailored for both educators and students? If your answer is yes, then look no further—this professional learning course is crafted just for you. This workshop is meticulously designed to equip educators teaching Mathematics in grades 3rd-5th with a robust foundation of knowledge and skills. Gain the expertise needed to adeptly design, select, interpret, and utilize assessments, empowering you to make informed educational decisions. Elevate your classroom practices, enhance student learning experiences, and foster improved achievement outcomes. Join us as we unravel the intricacies of educational assessments and empower you to steer your students towards success.</i>	September 23, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> December 2, 2026 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Co-Teaching in the Math Classroom <i>Target Audience: K-12th Grade General Special Education Teachers</i>	<i>This session equips K-12 educators with practical strategies to strengthen collaboration in co-taught math classrooms. Participants will explore effective mathematics strategies, co-teaching models, effective communication techniques, and instructional approaches that enhance student learning. Through real-world examples and collaborative discussions, teachers will gain tools to build a seamless partnership, maximize their instructional impact, and create a more inclusive and engaging math learning environment.</i>	September 24, 2026 8:30am – 3:30pm Face-to-Face <u>OR</u> March 25, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

Unlock the Potential: Exploring the Georgia Milestones Mathematics Assessment for Grades 6-8 <i>Target Audience: 6th – 8th Grade Math Teachers</i>	<i>Are you seeking insights into the latest enhancements in the Georgia Milestones Mathematics Assessment? Are you eager to delve into cutting-edge resources tailored for both educators and students? If your answer is yes, then look no further—this professional learning course is crafted just for you. This workshop is meticulously designed to equip educators teaching Mathematics in grades 6th-8th with a robust foundation of knowledge and skills. Gain the expertise needed to adeptly design, select, interpret, and utilize assessments, empowering you to make informed educational decisions. Elevate your classroom practices, enhance student learning experiences, and foster improved achievement outcomes. Join us as we unravel the intricacies of educational assessments and empower you to steer your students towards success.</i>	September 29, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> December 8, 2026 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
4th Grade Math in Action: From Standards to Classroom Practice <i>Target Audience: 4th Grade Teachers, Instructional Coaches, & Administrators</i>	<i>This course is designed specifically for 4th grade teachers who want to strengthen mathematical foundations through intentional, standards-aligned instruction. Participants will unpack the 4th grade mathematics standards, explore the research behind early numeracy and fluency development, and engage in evidence-based instructional practices. Teachers will practice implementing formative assessment strategies and task-based assessments, including 3-Act Tasks, Three Reads, and Number Talks. Together, we will examine effective fluency-building strategies that develop conceptual understanding—not just speed. Participants will leave with a practical instructional toolbox filled with ready-to-use strategies, tasks, and assessment approaches that can be implemented immediately in the classroom.</i>	October 1, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> January 21, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region

High Impact Math Strategies K-12 Math Teachers <i>Target Audience: K-12th Grade Math Teachers</i>	<i>In this session for teachers of mathematics in grades K through 12, participants will practice research-based, active learning strategies to model and reinforce a variety of secondary math skills. Using ideas from Hattie's Visible Learning for Mathematics, teachers will learn to combine explicit instruction, vocabulary, and conceptual understanding so that students create their own learning. Learn how to use highly engaging and effective activities to bring mathematical concepts to life with your students and to optimize their learning. 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>	October 20, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> June 2, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Desmos in Action: Engaging Students Through Interactive Math <i>Target Audience: 6th-12th Grade Math Teachers</i>	<i>This hands-on course equips educators with the skills to use Desmos as a powerful instructional tool to enhance student engagement and deepen mathematical understanding. Participants will explore the Desmos calculator and Activity Builder, learn how to design standards-aligned lessons, and experience strategies for facilitating interactive, student-centered learning.</i>	October 22, 2026 8:30am – 1:30pm Face-to-Face/Hybrid <u>OR</u> February 25, 2027 8:30am – 1:30pm Face-to-Face/Hybrid	5	\$40 in region; \$55 out of region
Kindergarten Math in Action: From Standards to Classroom Practice <i>Target Audience: Kindergarten Teachers</i>	<i>This course is designed specifically for kindergarten teachers who want to strengthen mathematical foundations through intentional, standards-aligned instruction. Participants will unpack the kindergarten mathematics standards, explore the research behind early numeracy and fluency development, and engage in evidence-based instructional practices. Teachers will practice implementing formative assessment strategies and task-based assessments, including 3-Act Tasks, Three Reads, and Number Talks. Together, we will examine effective fluency-building strategies that develop conceptual understanding—not just speed. Participants will leave with a practical instructional toolbox filled with ready-to-use strategies, tasks, and assessment approaches that can be implemented immediately in the classroom.</i>	October 29, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> March 2, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region

1st Grade Math in Action: From Standards to Classroom Practice <i>Target Audience: 1st Grade Teachers</i>	<i>This course is designed specifically for 1st Grade Teachers who want to strengthen mathematical foundations through intentional, standards-aligned instruction. Participants will unpack the 1st grade mathematics standards, explore the research behind early numeracy and fluency development, and engage in evidence-based instructional practices. Teachers will practice implementing formative assessment strategies and task-based assessments, including 3-Act Tasks, Three Reads, and Number Talks. Together, we will examine effective fluency-building strategies that develop conceptual understanding—not just speed. Participants will leave with a practical instructional toolbox filled with ready-to-use strategies, tasks, and assessment approaches that can be implemented immediately in the classroom.</i>	November 4, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> March 24, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
2nd Grade Math in Action: From Standards to Classroom Practice <i>Target Audience: 2nd Grade Teachers</i>	<i>This course is designed specifically for 2nd Grade Teachers who want to strengthen mathematical foundations through intentional, standards-aligned instruction. Participants will unpack the 2nd grade mathematics standards, explore the research behind early numeracy and fluency development, and engage in evidence-based instructional practices. Teachers will practice implementing formative assessment strategies and task-based assessments, including 3-Act Tasks, Three Reads, and Number Talks. Together, we will examine effective fluency-building strategies that develop conceptual understanding—not just speed. Participants will leave with a practical instructional toolbox filled with ready-to-use strategies, tasks, and assessment approaches that can be implemented immediately in the classroom.</i>	November 10, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> March 30, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region

3rd Grade Math in Action: From Standards to Classroom Practice <i>Target Audience: 3rd Grade Teachers</i>	<i>This course is designed specifically for 3rd grade teachers who want to strengthen mathematical foundations through intentional, standards-aligned instruction. Participants will unpack the 3rd grade mathematics standards, explore the research behind early numeracy and fluency development, and engage in evidence-based instructional practices. Teachers will practice implementing formative assessment strategies and task-based assessments, including 3-Act Tasks, Three Reads, and Number Talks. Together, we will examine effective fluency-building strategies that develop conceptual understanding—not just speed. Participants will leave with a practical instructional toolbox filled with ready-to-use strategies, tasks, and assessment approaches that can be implemented immediately in the classroom.</i>	November 12, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> February 11, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Building Thinking Classrooms <i>Target Audience: K-12th Grade Teachers, Instructional Coaches, & Leaders</i>	<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 “Building Thinking Classrooms in Mathematics”, 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. 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>	February 25, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region

Professional Learning for ELA

Registration is Required

Title	Description	Date and Time	Hours	Tuition
Making ELA Visible: AI, Digital Literacy, and Multimodal Texts <i>Target Audience: K-12th Grade Teachers and Instructional Coaches</i>	<i>Teachers explore how to intentionally use AI to integrate print, visual, audio, and digital texts to deepen comprehension and engagement. Participants learn how multimodal texts support diverse learners and strengthen meaning-making across reading, writing, speaking, and listening.</i>	August 11, 2026 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Literacy Coach Collaboration 1 of 4: Aligning Vision, Language, and Practices <i>Target Audience: Educators Leading Literacy</i>	<i>Literacy coaches collaborate to align instructional language, coaching priorities, and expectations across schools. The session focuses on shared frameworks, consistency in feedback, and high-leverage instructional practices.</i>	August 13, 2026 8:30am – 11:30am Face-to-Face OR August 13, 2026 12:00pm – 3:30pm Virtual	3	\$20 in region; \$35 out of region
Book Study - Amplifying Literacy: Turning Small Moves into Big Gains <i>Target Audience: K-5th Grade Teachers, Paraprofessionals, Instructional Coaches, & Administrators</i>	<i>“If I had more time...” sound familiar? This redesign was built for busy educators. We’re replacing traditional PD with a “Small Moves” approach—tiny, strategic teaching shifts that boost student talk and achievement without adding to your workload. Instead of a one-and-done workshop, you’ll experience a flexible coaching cycle inspired by Nancy Motley’s framework:</i> <i>Four 1-hour virtual Zoom sessions for learning, collaboration, and sharing successes</i> <i>Self-paced micro-assignments you can complete on your own schedule</i> <i>Ongoing coaching and practical tips to make implementation easy and manageable</i> <i>Join us to focus on high-impact small moves that create big results—without burnout. Book included in workshop cost.</i> <i>Book study is repeated in the winter. See pages 23-24 for dates and times.</i>	August 25, 2026 3:30pm – 4:30pm Virtual via ZOOM & September 15, 2026 3:30pm – 4:30pm Virtual via ZOOM & October 1, 2026 3:30pm – 4:30pm Virtual via ZOOM & November 12, 2026 3:30pm – 4:30pm Virtual via ZOOM	6	\$60 in region; \$60 out of region <i>Book Cost & Shipping Costs Included</i>

Making ELA Visible: K-2 Language Standards <i>Target Audience: K-2nd Grade Teachers, Paraprofessionals, Instructional Coaches, & Administrators</i>	<i>The Exploration of Georgia's Language Standards course for grades Kindergarten - 2nd is designed to deepen educators' understanding of the newly adopted Georgia Language Standards, specifically focusing on Grammar, Usage, and Mechanics (GUM). This course provides educators with the knowledge, tools, and instructional strategies necessary to effectively teach young learners' grammar concepts and language conventions, fostering strong literacy skills and communication abilities. The participants will engage in hands-on activities, collaborative discussions, and reflective exercises designed to deepen their understanding of GUM instruction and its impact on student learning. In addition, participants will receive practical strategies and resources to implement in their classrooms, empowering them to support young learners in developing strong language skills as they become effective communicators.</i>	August 27, 2026 8:30am – 3:30pm Face-to-Face OR March 4, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Making ELA Visible: K-5 Writing Workshop Revitalization <i>Target Audience: K-5th Grade Teachers, Paraprofessionals, Instructional Coaches, & Administrators</i>	<i>Participants explore narrative and poetic techniques that enhance voice, imagery, and structure. Teachers learn how to support students in storytelling and poetic expression while maintaining alignment to grade-level standards.</i>	September 3, 2026 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Making ELA Visible: K-5 Practices Standards <i>Target Audience: K-5th Grade Teachers, Paraprofessionals, Instructional Coaches, & Administrators</i>	<i>This K-5 course is designed to introduce and develop essential literacy practices in students, aligning with the newly adopted ELA standards in Georgia. Throughout the course, participants will engage in a variety of activities and exercises tailored to their grade level, with a focus on progressively deepening their understanding and application of key literacy practices. These practices are not just standards or expectations; they are skills to be honed and developed over time. Teachers will guide students through activities that involve reading, writing, listening, viewing, speaking, and creating multimodal texts.</i>	September 17, 2026 8:30am – 3:30pm Face-to-Face OR April 1, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

Foundations of Expression: Designing the Instructional Path from Talk to Text <i>Target Audience: Pre-K, Kindergarten, First Grade Teachers, Coaches, Paraprofessionals, Speech Language Pathologists, & ELL</i>	<i>If oral language is the bedrock of literacy, how can we leave its development to chance? All literacy skills—from decoding to composition—root back to an oral foundation. This workshop is a call to action for the educators and specialists who touch the lives of early learners to design intentional opportunities for student growth. Join us as we shift from waiting for language to happen to intentionally creating the environment where it flourishes. We will move beyond the curriculum to explore the neuro-connection between a child's spoken world and their future success in reading comprehension and written expression. You will leave with a toolkit of high-leverage "small moves" and teacher habits designed to increase academic talk and translate that oral fluency into confident reading and writing.</i>	September 22, 2026 8:30am – 3:30pm Face-to-Face <u>OR</u> January 14, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
The Language Blueprint 3-5: Building Mastery from the Ground Up <i>Target Audience: 3rd-5th Grade Teachers and Instructional Coaches</i>	<i>The Language Blueprint: Mastery from the Ground Up is a focused professional learning experience that supports 3-5 educators in effectively implementing Georgia's English Language Arts Standards. Participants will unpack the standards, strengthen their understanding of the key components of literacy instruction, and develop practical strategies that promote student mastery from foundational skills through complex language use. The course emphasizes vertical alignment, explicit and systematic instruction, and the use of formative data to guide teaching decisions. By the end of the course, participants will be equipped to design and deliver cohesive ELA instruction that builds strong, sustainable language proficiency from the ground up.</i>	September 24, 2026 8:30am – 3:30pm Face-to-Face <u>OR</u> February 23, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Making ELA Visible: Building Knowledge, Vocabulary, and Comprehension Through Read Alouds <i>Target Audience: K-5th Grade Teachers, Speech-Language Pathologists, Instructional Coaches, Administrators, District Coordinators, & Media Specialists</i>	<i>This professional learning course empowers educators to make literacy learning visible through intentional, research-based read aloud practices that build students' knowledge, vocabulary, comprehension, oral language, and critical thinking skills. Participants will explore how interactive read-alouds serve as a powerful instructional tool for modeling strategic thinking, developing content knowledge, and engaging students in meaningful conversations about complex texts. Through modeling, collaborative planning, and classroom application, teachers will experience effective read-aloud practices as learners before designing standards-aligned lessons that promote student discourse, deepen understanding, and increase engagement. The course emphasizes purposeful text selection, explicit think-alouds, vocabulary development, and opportunities for</i>	September 24, 2026 8:30am – 3:30pm Face-to-Face <u>OR</u> May 6, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

	students to construct meaning through discussion, reflection, and evidence-based thinking. Educators will leave with practical strategies, planning tools, and instructional frameworks for implementing high-impact read-alouds that make learning visible and accessible for all students. These practices will support diverse learners, increase access to grade-level content, and foster the knowledge, vocabulary, and comprehension skills necessary for long-term literacy success.			
Making ELA Visible: Research & Analysis Using DBQs and Inquiry Cycles <i>Target Audience: ELA, SS, and SC Teachers, Coaches, & Coordinators</i>	<i>This session focuses on teaching students how to analyze multiple sources using DBQs and inquiry-based cycles. Teachers practice scaffolding questioning, evidence collection, and synthesis to support analytical thinking and content-based writing.</i>	September 29, 2026 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Making ELA Visible: Disciplinary Literacy <i>Target Audience: K-12th Grade Teachers & Instructional Coaches</i>	<i>Teachers examine the structures, language features, and standards-aligned expectations of expository and opinion texts. Emphasis is placed on modeling strong claims, reasons, evidence, and explanations across grade-level texts.</i>	October 6, 2026 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Sentence by Sentence: Strengthening Comprehension and Composition in Grades 1–5 <i>Target Audience: 1st-5th Grade Teachers, Administrators, & Instructional Coaches</i>	<i>Stop sacrificing instructional time to isolated grammar drills that don't stick. Discover embedded syntax instruction that drives student success. If your students decode words but struggle to unlock meaning or write with variety, this session is for you. Tailored for grades 1–5 teachers, coaches, and leaders, this interactive workshop moves past rote "parts of speech" to unleash the functional power of syntax. Learn to transform grammar from a dry chore into an active tool that builds deep thinkers and skilled writers. We will explore high-impact, "short-burst" routines—such as sentence kernels and deconstruction—that integrate into your existing literacy block. Join us to walk away with practical, evidence-based "small moves" that give every student command of the printed word, one sentence at a time.</i>	October 20, 2026 8:30am – 3:30pm Face-to-Face <u>OR</u> February 4, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

Making ELA Visible: A Secondary ELA Deep Dive <i>Target Audience: 6th -12th Grade Teachers & Instructional Coaches</i>	<i>This session provides middle and high school ELA teachers with a focused exploration of the new ELA Standards. Participants will examine practical strategies to teach grammar in context and strengthen students' analytical thinking and writing skills across genres and scaffolds designed to deepen student engagement and improve outcomes in secondary ELA classrooms.</i>	October 22, 2026 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Differentiating Literacy for Every Learner (K–5 ELA) <i>Target Audience: K-5th Grade General Education Teachers, Special Education Teachers, & Instructional Coaches</i>	<i>This course equips teachers and instructional coaches to implement the ELA standards with intentional differentiation for ESE, ELL, and Gifted learners. Grounded in the belief that rigor should be preserved — not reduced — participants will examine the cognitive demands of the new standards and identify strategic access points for diverse learners. Educators will explore practical, standards-aligned supports that strengthen executive functioning, academic language development, and complex thinking within Tier 1 instruction. By the end of the session, teachers and coaches will leave with a revised literacy lesson, a 30-day implementation goal, and clear look-fors to move students from access to mastery.</i>	October 27, 2026 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Making ELA Visible: K-5 Texts Standards <i>Target Audience: K-5th Grade Teachers, Paraprofessionals, Administrators, & Instructional Coaches</i>	<i>The Georgia K–5 ELA Standards Text Domain session equips teachers with a clear understanding of how opinion, narrative, and informative (expository) texts develop across grade levels. Participants will explore the purpose, structure, and progression of each text type while examining how standards-aligned instruction strengthens comprehension, analysis, and evidence-based responses. Through collaborative discussion and practical application, teachers will deepen their understanding of how to intentionally plan instruction that builds vocabulary, critical thinking, and meaningful engagement with text. This session empowers educators with clarity and confidence to support students in navigating, analyzing, and responding effectively to a wide range of texts.</i>	October 29, 2026 8:30am – 3:30pm Face-to-Face <u>OR</u> April 15, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

Literacy Coach Collaboration 2 of 4: Modeling, Co-Planning, and Co-Teaching <i>Target Audience: Educators Leading Literacy</i>	<i>Coaches engage in collaborative planning to design model lessons and coaching cycles. Emphasis is placed on effective co-teaching structures, demonstration lessons, and reflective practice with teachers.</i>	October 29, 2026 8:30am – 11:30am Face-to-Face <u>OR</u> October 29, 2026 12:00pm – 3:30pm Virtual	3	\$20 in region; \$35 out of region
Milestones Mastery: 6-8 ELA <i>Target Audience: 6th -8th Grade Teachers, Administrators, & Instructional Coaches</i>	<i>This course will allow 6th-8th grade teachers deepen their understanding of the ELA GA Milestones. Participants will analyze test blueprints, writing rubrics, checklists, and achievement level descriptors with a focus on precision instruction and student performance outcomes. Using a “beginning with the end in mind” approach, participants will study released items, scoring samplers, and assessment guides to refine instructional planning, strengthen alignment, and elevate the rigor of daily classroom practice. Through collaborative analysis and planning, educators will identify high-impact instructional moves that move students from access to mastery. Building on foundational understanding from Year 1, participants will move beyond familiarity to strategic application.</i>	November 5, 2026 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Making ELA Visible: ELA GA Milestones 3-5 <i>Target Audience: 3rd – 5th Grade Teachers, Instructional Coaches, Administration District Coordinators, Assistant Principals, & Principals</i>	<i>As part of the Making ELA Visible series, this professional learning course is designed to support 3rd–5th grade teachers, coaches, administrative staff, district leaders, etc. develop a comprehensive understanding of the ELA Georgia Milestones Assessment and how to incorporate those best practices into the classroom day-to-day. Participants will become familiar with the test blueprints, writing rubrics, writing checklists, and achievement level descriptors. With a "beginning with the end in mind" approach, educators will examine sample test questions, item and scoring samplers, and assessment guides. They will then collaborate to determine the most effective instructional strategies.</i>	November 5, 2026 8:30am – 3:30pm Face-to-Face <u>OR</u> February 4, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

Making ELA Visible: A Differentiated Literacy Block <i>Target Audience: 3rd – 8th Grade ELA, EIP, ESE/SPED Teachers, & Instructional Coaches</i>	<i>Participants learn how to differentiate writing instruction without lowering expectations. The session highlights scaffolds, choice, and instructional moves that support diverse learners while staying grounded in grade-level standards and authentic texts.</i>	November 10, 2026 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Strengthening Writing to Deepen Reading Across the Curriculum <i>Target Audience: K-12th Grade Teachers, Instructional Coaches, & Administration</i>	<i>This course equips teachers and instructional coaches with practical, research-based strategies to strengthen writing instruction in the classrooms. This session focuses on building writing capacity through a structured, scaffolded approach that deepens both composition skills and reading comprehension. Participants will explore how sentence-level and paragraph-level instruction supports students in analyzing texts, organizing ideas, and expressing thinking clearly. Emphasis will be placed on writing across content areas — including ELA, science, social studies, and math — so students learn to write as a way of learning. Educators will leave with ready-to-use strategies, content-aligned writing routines, and a practical framework to move students from early writing development to confident, structured mastery.</i>	November 17, 2026 8:30am – 3:30pm Face-to-Face OR January 12, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Adolescent Literacy: Foundations of Science of Reading <i>Target Audience: 4th – 12th Grade ELA, EIP, ESE/SPED Teachers and Instructional Coaches</i>	<i>This session explores how morphology, vocabulary, comprehension, and writing work together as essential components of evidence-based literacy instruction grounded in the Science of Reading. Participants will examine how these strands intersect to support students' language development and reading proficiency across grade levels. While Structured Literacy is often associated with early elementary instruction, this course emphasizes that its principles benefit all learners—not just students in grades K–3. Through practical strategies, modeling, and collaborative analysis, educators will learn how to apply structured, explicit, and systematic practices that strengthen decoding, language comprehension, and written expression.</i>	December 1, 2026 8:30am – 3:30pm Face-to-Face OR March 31, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

Making ELA Visible in Foundations K-2 <i>Target Audience: K-2nd Grade Teachers, Special Education Teachers, & Instructional Coaches</i>	<i>This class focuses on making foundational literacy learning visible in K–2 classrooms. Participants will explore the Foundations domain of Georgia’s K–2 ELA standards, gaining a clear understanding of how skills develop across grade levels. Teachers will examine phonological awareness, concepts of print, phonics, fluency, and handwriting, and learn how to make these skills explicit through intentional instruction and student-centered practices. Through collaboration, participants will identify effective strategies to support student mastery and ensure foundational skills are clearly taught, observed, and assessed.</i>	December 3, 2026 8:30am – 3:30pm Face-to-Face & March 18, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Making ELA Visible: Vocabulary within the Language Domain <i>Target Audience: 3rd – 5th Grade Teachers, Speech & Language Pathologists, Instructional Coaches, Administrators, & District Coordinators</i>	<i>As part of the Making ELA Visible series, this course focuses on the big idea of vocabulary, which falls under the Language domain of the new ELA standards. Participants will deepen their understanding of the progression through which students engage in a wide variety of written and spoken activities to expand and refine their vocabulary, build word analysis skills, and determine or clarify the meanings of words and phrases. Collaborating with grade-band peers will provide opportunities to bridge this knowledge to classroom practice.</i>	December 10, 2026 8:30am – 3:30pm Face-to-Face OR April 1, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Literacy Coach Collaboration 3 of 4: Data-Informed Coaching & Student Engagement <i>Target Audience: Educators Leading Literacy</i>	<i>This session focuses on using student data to drive coaching conversations and instructional decisions. Coaches examine engagement indicators, writing samples, and reading data to support teachers strategically.</i>	December 15, 2026 8:30am-11:30am Face-to-Face OR December 15, 2026 12:00pm-3:30pm Virtual	3	\$20 in region; \$35 out of region
Book Study - Amplifying Literacy: Turning Small Moves into Big Gains <i>Target Audience: K-5th Grade Teachers, Paraprofessionals, Instructional Coaches, & Administrators</i>	<i>“If I had more time...” sound familiar? This redesign was built for busy educators. We’re replacing traditional PD with a “Small Moves” approach—tiny, strategic teaching shifts that boost student talk and achievement without adding to your workload. Instead of a one-and-done workshop, you’ll experience a flexible coaching cycle inspired by Nancy Motley’s framework:</i> <i>Four 1-hour virtual Zoom sessions for learning, collaboration, and sharing successes</i> <i>Self-paced micro-assignments you can complete on your own schedule</i>	January 21, 2027 3:30pm – 4:30pm Virtual via ZOOM & February 23, 2027 3:30pm – 4:30pm Virtual via ZOOM &	6	\$60 in region; \$60 out of region <i>Book Cost included</i>

	<i>Ongoing coaching and practical tips to make implementation easy and manageable</i> <i>Join us to focus on high-impact small moves that create big results—without burnout. Book included in workshop cost.</i>	March 23, 2027 3:30pm – 4:30pm Virtual via ZOOM & April 15, 2027 3:30pm – 4:30pm Virtual via ZOOM		
The Language Blueprint 6-8: Building Mastery from the Ground Up <i>Target Audience: 6th – 8th Grade Teachers & Instructional Coaches</i>	<i>The Language Blueprint: Mastery from the Ground Up is a focused professional learning experience that supports 6-8 educators in effectively implementing Georgia's English Language Arts Standards. Participants will unpack the standards, strengthen their understanding of the key components of literacy instruction, and develop practical strategies that promote student mastery from foundational skills through complex language use. The course emphasizes vertical alignment, explicit and systematic instruction, and the use of formative data to guide teaching decisions. By the end of the course, participants will be equipped to design and deliver cohesive ELA instruction that builds strong, sustainable language proficiency from the ground up.</i>	February 25, 2027 8:30am-3:30pm Face-to-Face/Hybrid OR March 25, 2027 8:30am-3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Differentiating Writing Using Grade-Level Standards, Practices, and Texts <i>Target Audience: 3rd – 8th ELA, EIP, ESE/SPED Teachers, and Instructional Coaches</i>	<i>Participants learn how to differentiate writing instruction without lowering expectations. The session highlights scaffolds, choice, and instructional moves that support diverse learners while staying grounded in grade-level standards and authentic texts.</i>	February 25, 2027 8:30am-3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

Making ELA Visible: ELA Standards Planning for 2027-2028 <i>Target Audience: K-12th Grade ELA Teachers, Coordinators, Instructional Coaches, & School Improvement Personnel</i>	<i>This professional development session guides teachers through a deeper, more actionable understanding of the Georgia ELA Standards by connecting student data, lessons learned from current practice, and renewed clarity around the intent of each standard. The session emphasizes how a clearer grasp of the standards—particularly the progression of skills across reading, writing, speaking, and language—supports more strategic decisions about lesson pacing, scaffolding, and the order in which skills are introduced and revisited. Teachers will map standards to high-leverage learning experiences, ensuring that each unit includes opportunities for explicit modeling, guided practice, and independent application. A key outcome of the session is the design or refinement of capstone projects for each unit. These culminating tasks will be aligned to priority standards, grounded in authentic literacy work, and structured to allow students to demonstrate mastery through reading, writing, and speaking.</i>	March 10, 2027 8:30am-3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Strengthening Vocabulary Through Morphology <i>Target Audience: K-12th Grade Teachers, Coordinators, Instructional Coaches, & Administrators</i>	<i>This course equips educators with research-based strategies to strengthen vocabulary, grammar, decoding, spelling, and reading comprehension through explicit morphological instruction. Participants will explore how teaching prefixes, suffixes, roots, and base words deepens students' understanding of language and supports their ability to read and write multi-syllabic words—one of the most persistent challenges for developing and struggling readers. Special attention will be given to the big ideas of vocabulary and grammar, highlighting how morphology instruction strengthens students' understanding and application of word meanings, sentence structure, and academic language across the content areas to enhance reading comprehension. Through modeling, collaborative discussion, and classroom-ready examples, educators will learn how to integrate morphology into Tier 1 instruction and targeted interventions. By the end of the session, participants will leave equipped with practical routines, scaffolds, and instructional tools to help students break apart and make meaning from complex, multi-syllabic words—moving learners from unlocking word parts to mastery of language.</i>	March 11, 2027 8:30am-3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

Literacy Coach Collaboration 4 of 4: Integrating PBIS with Literacy Instruction <i>Target Audience: Educators Leading Literacy</i>	<i>Coaches collaborate to intentionally integrate PBIS practices within literacy instruction. The session highlights engagement strategies, classroom routines, and culturally responsive practices that support both academic success and positive behavior.</i>	March 18, 2027 8:30am-11:30am Face-to-Face <u>OR</u> March 18, 2027 12:00pm-3:30pm Virtual	3	\$20 in region; \$35 out of region
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Professional Learning for Paraprofessionals

Registration is Required

Title	Description	Date and Time	Hours	Tuition
Classroom Management for the Paraprofessional <i>Target Audience: Paraprofessionals</i>	<i>This full-day professional learning experience is designed to equip paraprofessionals with the skills, strategies, and confidence needed to effectively support student behavior and classroom management. Participants will explore their unique role in fostering positive learning environments through proactive behavior strategies, effective communication, and collaborative support. From understanding the functions of behavior to practicing de-escalation techniques, paraprofessionals will gain hands-on tools and practical insights to apply in real classroom settings. The session also includes guidance on supporting students needing tiered support and working as part of a cohesive instructional team. Through reflection, modeling, and planning, attendees will leave with strategies ready for immediate implementation.</i>	September 10, 2026 8:30am-3:30pm Face-to-Face/Hybrid OR February 2, 2027 8:30am-3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
GaPSC Ethics for Paraprofessionals <i>Target Audience: Paraprofessionals</i>	<i>This course is tailored for school paraprofessionals, aiming to equip themselves with the knowledge and skills to effectively apply Georgia's Code of Ethics for Educators in their daily roles. Developed in partnership with Georgia's RESAs and the GaPSC, the paraprofessional ethics modules enhance professionalism and promote school safety. Participants will gain valuable insights that safeguard themselves, colleagues, schools, districts, communities, and students through a deepened understanding of ethical practices.</i>	Aug.26 - Sept.9, 2026 Asynchronous/Online OR Nov.12 – Nov.26, 2027 Asynchronous/Online OR Feb.25 – Mar.11, 2027 Asynchronous/Online	10	\$20 in region; \$35 out of region

Paraprofessional University: Oral Language Target Audience: Paraprofessionals	<i>The oral language session will build paraprofessionals' understanding of how oral language forms the foundation for reading and writing success. Participants will explore the role of listening, speaking, sentence structure, and language development in early literacy, aligned to Georgia's ELA standards and Structured Literacy principles. Through hands-on routines, modeling, and guided practice, participants will learn how to facilitate meaningful conversations, expand student language, and support comprehension during daily instruction. Practical, ready-to-use strategies will equip paraprofessionals to strengthen language development and support all learners immediately in the classroom.</i>	September 3, 2026 12:00pm-3:00pm Face-to-Face/Hybrid	3	\$20 in region; \$35 out of region
Paraprofessional University: Print Awareness, Phonological Awareness, & Alphabet Knowledge Target Audience: Paraprofessionals	<i>The Early Literacy - Print Awareness, Phonological Awareness, & Alphabet Knowledge session focuses on the essential building blocks of early reading development. Grounded in Structured Literacy and aligned to Georgia standards, participants will explore how print awareness, phonological awareness, and alphabet knowledge work together to prepare students for decoding and reading success. Through hands-on activities, multisensory routines, and guided application, paraprofessionals will learn how to support sound awareness, letter recognition, and early print concepts. Participants will leave with clear, practical strategies to strengthen foundational skills and support developing readers across learning settings.</i>	October 22, 2026 12:00pm-3:00pm Face-to-Face/Hybrid	3	\$20 in region; \$35 out of region

Paraprofessional University: Systematic and Explicit Phonics Instruction <i>Target Audience: Paraprofessionals</i>	<i>The Systematic & Explicit Phonics Instruction session develops participants' understanding of how systematic and explicit phonics instruction supports accurate decoding and word recognition. Aligned to Structured Literacy and Georgia's ELA standards, participants will engage in hands-on learning to explore phoneme-grapheme relationships, blending, segmenting, and word reading routines. Through modeling, guided practice, and real-world application, paraprofessionals will learn how to support phonics instruction with clarity and consistency. Participants will leave equipped with practical tools and strategies to reinforce decoding skills and support all students in becoming confident, capable readers.</i>	November 19, 2026 12:00pm-3:00pm Face-to-Face/Hybrid	3	\$20 in region; \$35 out of region
Paraprofessional University: Reading Comprehension <i>Target Audience: Paraprofessionals</i>	<i>The Reading Comprehension session builds understanding of how comprehension develops through language, knowledge, and strategic thinking. Aligned to Georgia's ELA standards and Structured Literacy principles, participants will explore evidence-based practices that support understanding of text. Through hands-on learning, modeling, and guided practice, paraprofessionals will learn how to support questioning, discussion, and meaning-making during reading. Participants will leave with practical, ready-to-implement strategies to support comprehension and help all students engage deeply with text.</i>	January 14, 2027 12:00pm-3:00pm Face-to-Face/Hybrid	3	\$20 in region; \$35 out of region
Paraprofessional University: Teaching Writing in K-3 <i>Target Audience: Paraprofessionals</i>	<i>The Teaching Writing in K-3 session explores how writing strengthens reading, language, and overall literacy development. Grounded in Structured Literacy and aligned to Georgia's ELA standards, participants will learn how to support sentence construction, spelling, and early composition through explicit and systematic instruction. Through modeling, guided application, and interactive practice, paraprofessionals will explore strategies that support students in expressing ideas clearly and confidently. Participants will leave with practical tools and routines they can immediately use to support writing development for all learners.</i>	February 25, 2027 12:00pm-3:00pm Face-to-Face/Hybrid	3	\$20 in region; \$35 out of region

Paraprofessional University: Vocabulary <i>Target Audience: Paraprofessionals</i>	<i>This module deepens participants' understanding of how intentional vocabulary instruction supports reading comprehension and academic success. Aligned to Georgia's ELA standards and Structured Literacy practices, participants will explore research-based strategies for teaching word meaning, academic language, and concept development. Through hands-on activities, discussion, and guided application, paraprofessionals will learn how to support vocabulary development across instructional settings. Participants will leave with practical tools and strategies to strengthen word learning and support language growth for all students.</i>	March 18, 2027 12:00pm-3:00pm Face-to-Face/Hybrid	3	\$20 in region; \$35 out of region
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Professional Learning for Early Career Educators

Registration is Required

Title	Description	Date and Time	Hours	Tuition
The New Teacher Toolkit: Essentials for Classroom Success (Elementary) <i>Target Audience: New Elementary Classroom Teachers</i>	<i>The New Teacher Toolkit: Essentials for Classroom Success is a one-day, in-person professional learning experience designed to support new and early-career teachers as they begin their journey in the classroom. Hosted at Griffin RESA, this interactive session focuses on the essential skills and mindsets needed for new teachers to build confidence and clarity in the classroom.</i>	September 22, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR February 2, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
The New Teacher Toolkit: Essentials for Classroom Success (Secondary) <i>Target Audience: New Secondary Classroom Teachers</i>	<i>The New Teacher Toolkit: Essentials for Classroom Success is a one-day, in-person professional learning experience designed to support new and early-career teachers as they begin their journey in the classroom. Hosted at Griffin RESA, this interactive session focuses on the essential skills and mindsets needed for new teachers to build confidence and clarity in the classroom.</i>	September 22, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR February 2, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Foundations of Effective Instructional Planning & Practice <i>Target Audience: Induction Phase/New Teachers</i>	<i>This course is designed to provide new teachers with a deeper dive into the basics of effective instructional planning and practice. The instructor will guide teachers through protocols for unpacking standards, explore evidence-based practices, and discuss the importance of clearly communicating expected learning outcomes. Teachers will also learn about assessment types and how to utilize assessments to drive instruction. Teachers will practice what they have learned with an upcoming course standard.</i>	September 29, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR March 9, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Multi-Tiered Supports for New Educators <i>Target Audience: Induction Phase/New Teachers</i>	<i>You are expected to meet the needs of every learner — but not alone. Multi-Tiered System of Supports (MTSS) provides the framework, data, and collaboration to support student success. Designed for educators new to MTSS or the profession, this session offers a practical overview of how MTSS connects to daily classroom practice. Participants will explore how Tier 1 instruction, positive learning environments, and data-driven decisions support academic, behavioral, and social-emotional growth. Educators will leave with practical strategies and a clearer understanding of how to use MTSS to support students every day.</i>	September 30, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR January 14, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region

Professional Learning for Improving Educational Practices

Registration is Required

Title	Description	Date and Time	Hours	Tuition
Classroom Management for 6th-12th Grades Target Audience: 6 th – 12 th Grade Teachers	Classroom management is not simply the absence of discipline problems but an intentional set of practices that promote a positive environment for all students. What does this look like in the secondary classroom? Routines, procedures, protocols, and engaging strategies intentionally taught and reinforced prevent off-task behaviors and promote a caring and positive climate in the classroom. This course is designed to help teachers in grades 6-12 create a classroom management plan, with a specific focus on determining expectations and procedures to organize and manage the learning environment to maximize academic success. Participants will learn the importance of developing positive relationships with their students and have an opportunity to collaborate with other teachers throughout the region to share ideas and begin developing their management plan. 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.	September 3, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR November 10, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR December 10, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR February 2, 2027 8:30am – 3:30pm Face-to-Face/Hybrid OR March 25, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Protecting Instructional Time: Smarter Tech Workflow Target Audience: K-12 th Grade Teachers, Instructional Coaches, Specialists, New Hires, & School Leaders	Are repetitive tasks, digital clutter, and constant communication cutting into instructional time? Learn to work smarter—not harder—by building practical workflow systems with the tools educators use every day. In this hands-on workshop, participants will organize digital systems, automate routine tasks, and create reusable templates and AI supports to streamline planning, grading, and communication. Designed for both new and experienced educators, this session builds confidence with technology while improving efficiency and instructional effectiveness. Participants will leave with: - Ready-to-use instructional and communication templates - Practical AI supports for planning and differentiation - A personalized workflow plan for immediate implementation Laptop required. Participants must bring their own device.	September 9, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR March 16, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region

Differentiation Strategies to Increase Student Engagement Target Audience: K-12 th Grade Teachers & Instructional Coaches	<i>In this class, you will engage in differentiated teaching and learning methods and strategies that you can utilize in your own classroom to increase student engagement. Key aspects of this class include assessing student needs based on readiness level, interest, and learning profiles; differentiating by adjusting the content (teaching strategies), process (how students engage with the content), and products (evidence of student learning); and differentiating the learning environment to enhance student engagement.</i>	September 24, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR January 21, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Classroom Management for PK-5th Target Audience: PK-5 th Grade Teachers	<i>Enhance Your Classroom Management Skills! Effective classroom management goes far beyond handling discipline—it’s about creating an organized, positive, and engaging learning environment where all students can thrive. Join our PK–5 Classroom Management Course, designed specifically for educators and school personnel working with young learners. This practical, hands-on course will equip you with strategies and tools to organize and manage an effective learning environment, including students, time, space, and materials; develop and implement clear, effective classroom procedures and rules; and use grade-appropriate strategies, ideas, and resources that are easy to apply immediately in your classroom.</i>	October 1, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR November 12, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR January 20, 2027 8:30am – 3:30pm Face-to-Face/Hybrid OR March 25, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Youth Mental Health First Aid Training Target Audience: Educators, Coaches, School Leaders, Counselors, Behavioral/Mental Health Professionals, & Support Staff	<i>1 in 6 U.S. teens has a mental health condition, yet only half receive treatment. Youth Mental Health First Aid equips educators to recognize warning signs and respond with confidence (Mental Health First Aid USA). Youth Mental Health First Aid USA is a full-day training that helps participants identify adolescent mental health risk factors and warning signs, understand the importance of early intervention, and support youth experiencing a mental health challenge or crisis. Through role-playing and simulations, participants learn how to assess a crisis, provide initial support, and connect young people with appropriate professional, peer, social, and self-help resources.</i> PARTICIPANTS LEARN: - Assess for risk of suicide or harm - Listen nonjudgmentally - Give reassurance and information - Encourage appropriate professional help - Encourage self-help and other support strategies	October 21, 2026 8:00am – 4:00pm Face-to-Face/Hybrid OR February 23, 2027 8:00am – 4:00pm Face-to-Face/Hybrid OR May 6, 2027 8:00am – 4:00pm Face-to-Face/Hybrid	6	No Charge

	Completion of this course certifies participants as Mental Health First Aiders for 3 years.			
Instructional Coaching for Classroom Management Target Audience: Instructional Coaches & School Leaders	This course equips instructional leaders and coaches with practical, job-embedded strategies to strengthen classroom management through the Coaching Cycle. Participants will learn how to deliver purposeful, actionable feedback and engage teachers in reflective coaching conversations that build clear, consistent behavior expectations. Designed for immediate application, this session empowers coaches to support teachers in creating positive, engaging classroom environments that promote student success and sustained instructional growth.	October 27, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR February 11, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Strategic Master Scheduling Target Audience: Leaders & School Leaders	In today's educational landscape, scheduling should no longer be viewed as a solitary technical task but as an adaptive leadership opportunity that embraces diverse voices, perspectives, and a unified vision. Join us for an interactive course that emphasizes the critical connection between master scheduling and funding. Understand how scheduling impacts funding and vice versa, and explore the rationale behind your scheduling decisions, with a particular focus on the largest scheduled subgroup—special education. Class Highlights: - Discover where to start with scheduling, who to involve, and the best timing for each step. - Dive deep into key concepts such as FTE, QBE, allocations, time requirements, instructional segments, non-negotiables, projections, and more. - Learn effective strategies for scheduling special education services to ensure equitable access and support for all students. Scheduling is a powerful yet often underutilized resource for school improvement. By implementing innovative scheduling strategies, you can maximize funding and enhance the effectiveness of time, space, and resources. In this course, educational leaders will gain valuable tips and strategies to optimize FTE funding through effective scheduling while simultaneously improving the instructional climate in their schools.	November 4, 2026 9:00am – 3:30pm Face-to-Face/Hybrid OR January 12, 2027 9:00am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region

Using Data-Driven Protocols to Strengthen Professional Learning Communities <i>Target Audience: Administrators, Instructional Coaches, & Leadership Team Members</i>	<i>Feeling overwhelmed by the vast amount of data and unsure where to start? Data protocols offer a structured framework for developing strong, effective Professional Learning Communities (PLCs). When educators collaborate around meaningful data, improvement becomes transformative - leading to clearer instructional decisions and measurable results. Grounded in the work of the Harvard Data Wise Project and School Reform Initiative, this session guides participants through the Data Wise Improvement Process and demonstrates how to organize PLCs for sustained success.</i>	November 4, 2026 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Leading Schoolwide Behavior Systems for Climate, Consistency, and Tier 1 Success <i>Target Audience: Principals, Assistant Principals, District Leaders, MTSS Coordinators/Leads, PBIS Coordinators/Leads, and Instructional Coaches</i>	<i>Behavior is not the only problem — it's a signal of how well our systems are working. Are inconsistent expectations, increasing behavior needs, and staff overwhelm impacting your school? This leadership-focused session helps school and district leaders strengthen Tier 1 by aligning schoolwide behavior systems to improve climate, increase consistency, and reduce reactive practices. Participants will examine how proactive, clearly defined behavior systems protect instructional time, reduce staff strain, and strengthen student outcomes. The focus is on clarifying adult practices, establishing predictable processes, and building team structures that support consistent, instructional responses. Leaders will leave with:</i> - Usable, school-ready tools to strengthen Tier 1 behavior systems. - Specific leadership moves that increase consistency across classrooms. - A focused 90-day implementation plan. <i>Ideal for leadership working to reduce discipline referrals, strengthen Tier 1, and improve daily staff experience without adding new initiatives.</i>	November 5, 2026 8:30am – 3:30pm Face-to-Face OR June 17, 2027 8:30am – 3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

Unlocking CCRPI: Understanding and Using Georgia's Accountability System to Drive School Improvement Target Audience: K-12 th Grade Teachers, Administrators, & Instructional Coaches	<i>This session is designed to build educators' and administrators' understanding of the College and Career Ready Performance Index (CCRPI), Georgia's statewide accountability tool. Through interactive activities, participants will explore each CCRPI component and unpack how these elements are calculated, what data informs them, and how they reflect school and student performance. Participants will leave with a clear understanding of how CCRPI is used to evaluate schools and districts and how to leverage CCRPI data to inform instructional decisions, align school improvement goals, and promote equity. Special attention will be given to student sub-group performance, growth metrics, and strategies to improve scores through evidence-based practices. This learning experience is ideal for instructional leaders, school administrators, and classroom educators who want to better understand accountability metrics and use data to strengthen student outcomes.</i>	November 5, 2026 8:30am – 1:30pm Face-to-Face OR June 3, 2027 8:30am – 1:30pm Face-to-Face	5	\$40 in region; \$55 out of region
STEM/STEAM Workshop Target Audience: K-5 th Grade Teachers & STEM/STEAM Lab Teachers	<i>Participants in this workshop will engage in hands-on STEM and STEAM experiences to get a feel for ways to implement STEM and STEAM with your students. Learn how to easily incorporate STEM and STEAM into your existing plans with minimal teacher prep! You will be chomping at the bit to get back to your classroom and engage your students in highly motivating and engaging STEM/STEAM learning!</i>	November 12, 2026 8:30am – 3:30pm Face-to-Face/Hybrid OR March 18, 2027 8:30am-3:30pm Face-to-Face	6	\$40 in region; \$55 out of region
Instructional Coaching That Works: Courageous Coaching Conversations Target Audience: Instructional Coaches	<i>Are you ready to turn tough conversations into growth opportunities? This session empowers instructional coaches with the skills and strategies needed to engage in meaningful and transformative coaching conversations. Participants will explore techniques for building trust, navigating difficult discussions, and providing feedback that fosters professional growth. Through interactive activities and real-world scenarios, coaches will develop the confidence and communication skills necessary to support and inspire educators. Attendees will leave with practical tools to lead courageous conversations that drive instructional improvement and create a culture of collaboration.</i>	December 2, 2026 8:30am-3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

Data Integration for School Improvement: Excel Tools for Administrators and Coaches <i>Target Audience: K-12th Grade Administrators, Instructional Coaches, & Graduation Coaches</i>	<i>This course is designed to provide administrators, instructional coaches, or graduation coaches with the skills to use the digital resources at their disposal 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. Specifically, the strategies and tools that are explored in this course are designed to help strengthen school-based leaders in Standards 1 (Instructional Leadership) and 3 (Planning and Assessment) of the Leader Keys Effectiveness System. The session will explore the use of pivot tables, filters, conditional formatting, auto-population, and other tools within Microsoft Excel. Administrators and coaches completing the course will be better equipped to analyze comprehensive data points to identify student needs, review interventions, and make data-driven building-level decisions.</i>	December 3, 2026 8:30am-1:30pm Face-to-Face <u>OR</u> June 10, 2027 8:30am-1:30pm Face-to-Face	5	\$40 in region; \$55 out of region
Meaningful Professional Learning Experiences for Adults by Adults <i>Target Audience: Leaders, Teacher Leaders, & Administrators</i>	<i>In today's educational environment, facilitating effective professional learning for adults is essential for fostering growth and improving educator and leader practices. This course is designed to strengthen your ability to create engaging professional learning experiences and build confidence as a presenter for adult audiences. Participants will explore the principles of adult learning theory and learn strategies for designing and delivering relevant, practical, and engaging professional learning. The course also focuses on public speaking techniques that promote clarity, confidence, and audience engagement. Course Highlights:</i> • <i>Understand the key characteristics and needs of adult learners.</i> • <i>Develop public speaking skills, including voice, presence, pacing, and audience engagement.</i> • <i>Learn strategies for facilitating discussions and collaboration.</i> • <i>Create learning experiences that incorporate practical application, reflection, and feedback.</i> • <i>Structure presentations for clarity, impact, and effectiveness.</i>	December 8, 2026 8:30am – 3:30pm Face-to-Face/Hybrid <u>OR</u> March 24, 2027 8:30am-3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

	• Assess professional learning experiences and identify opportunities for improvement. Join us to enhance your professional learning facilitation skills, strengthen your presentation techniques, and support the growth of your colleagues.			
Implementing What Works: A Framework for Lasting School Improvement <i>Target Audience: General Education Teachers, Teacher Leaders, and Leaders</i>	<i>This class focuses on how to create sustainable, measurable change in school improvement efforts. While schools frequently adopt new initiatives, many produce limited results due to unclear focus, weak implementation, or inconsistent monitoring. Participants will examine why improvement efforts often stall and how to design systems that lead to lasting impact. Drawing on the research of John Hattie (education researcher) (2024), participants will learn to use effect sizes to prioritize the strategies that have the greatest influence on student achievement. High-impact practices such as feedback, formative evaluation, prior knowledge, teacher clarity, self-reported grades, and collective teacher efficacy will be explored through the lens of practical application.</i> <i>Using an implementation science framework, participants will move through the stages of:</i> • <i>Exploration – Analyze screening tools, achievement data, and current practices to determine needs.</i> • <i>Preparation – Select evidence-based strategies with strong effect sizes and develop a focused action plan.</i> • <i>Implementation – Apply high-impact practices with clarity and fidelity.</i> • <i>Full Implementation/Sustainability – Monitor progress, refine practices, and build structures that sustain long-term student growth.</i> <i>By the end of the course, educators will be equipped to lead focused, data-driven school improvement efforts that produce meaningful and lasting gains in student achievement.</i>	February 3, 2027 8:30am-3:30pm Face-to-Face	6	\$40 in region; \$55 out of region

The Power of Feedback Cycles: Enhancing Teacher Development <i>Target Audience: Leaders, Administrators, & Instructional Coaches</i>	<i>This session, designed for administrators and instructional coaches, highlights the power of structured feedback cycles to accelerate teacher growth and instructional excellence. Participants will explore practical strategies for using feedback cycles to strengthen communication, deepen collaboration, and deliver timely, actionable feedback that drives continuous improvement. With a focus on data-informed insights, reflective practice, and professional growth, this session equips leaders to enhance teaching effectiveness and positively impact student outcomes throughout the year.</i>	February 24, 2027 8:30am-3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region
Using Success Criteria to Facilitate Student Growth <i>Target Audience: K-12th Grade Teachers & Instructional Coaches</i>	<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>	March 18, 2027 8:30am – 3:30pm Face-to-Face/Hybrid	6	\$40 in region; \$55 out of region

Professional Learning for

GaPSC Professional Learning Unit Requirements

Registration is Required

Title	Description	Date and Time	Hours	Tuition
PLU Series #1: An Introduction to Restorative Practices to Create a Positive School Culture <i>Target Audience:</i> Educators Seeking PLU's	<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 some short assignments to relate restorative practices to your past, present, or future classroom work.</i> <i>Our learning targets for this class are:</i> <i>The why of restorative practices: What's the rationale behind restorative practices, and why is it important in my school/community?</i> <i>How are student outcomes different between restorative practices and more traditional practices in promoting appropriate behavior and academic success?</i> <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>	Sept. 29 – Oct. 27 Asynchronous/Online	20	\$95
PLU Series #2: MTSS Instructional and Behavioral Supports <i>Target Audience:</i> Educators Seeking PLU's	<i>Please note that this is a survey course, intended to provide a general overview of Tier 1 supports for both instruction and behavior to enhance your understanding of these important principles. You'll be asked to reflect and respond to some discussion prompts on the topic, as well as complete three short assignments to relate Tier 1 practice to your past, present, or future classroom work.</i> <i>Our learning targets for this class are:</i> <i>What is MTSS (RTI)?</i> <i>Why do we need data in RTI?</i> <i>What instructional strategies can I routinely use to meet the needs of my classroom?</i> <i>What behavioral strategies can I routinely use to meet the needs of my classroom?</i>	Nov. 17 – Dec. 15 Asynchronous/Online	20	\$95

PLU Series #3: Respecting the Diversity in Your School Community with Intent <i>Target Audience: Educators Seeking PLU's</i>	<i>This course is intended to generate thought and action steps to better serve the needs of your diverse school community. The first step is to acknowledge difference: in our lived experiences, points of reference, and in our unintentional biases. As we explore these important principles, you will create an action plan to implement tangible ways to promote and celebrate your diverse community. You'll also reflect and respond to some discussion prompts on the topic, as well as complete assignments to relate culturally responsive practices in your classroom and school community.</i> <i>Our learning targets for this class are:</i> <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>	<u>Jan. 21 – Feb. 18</u> Asynchronous/Online	20	\$95
PLU Series #4: Literacy Tools Across Content and Grade Levels to Support Success <i>Target Audience: Educators Seeking PLU's</i>	<i>In this survey course, educators will explore strategies and techniques to effectively support students with varying levels of reading proficiency, across content areas. Also, participants will consider the impact of the digital world on our young readers. Participants will delve into key aspects of instructional teaching practices aimed at ensuring equitable access to materials in print, including strategies for vocabulary, multi-lingual students, and foundations of language.</i> <i>Our learning targets for this class are:</i> <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>	<u>March 11 – April 8</u> Asynchronous/Online	20	\$95
PLU Series #5: Formative Assessment: Establishing and Maintaining a Routine of Checking for Understanding <i>Target Audience: Educators Seeking PLU's</i>	<i>In this course, educators will explore various quick formative feedback methods to enhance daily instruction. Participants will learn how to effectively organize and utilize information from formative assessments to drive instructional decisions for individual students. Additionally, teachers will discover essential tech tools to assess student learning and develop strategies to integrate technology seamlessly into their practice. The course will delve into the impact of virtual learning on assessment practices, highlighting both benefits and challenges. Educators will engage in discussions on planning for a dynamic educational landscape to adapt to evolving teaching environments effectively.</i>	<u>May 6 - June 3</u> Asynchronous/Online	20	\$95

In Partnership with GLRS, Professional Learning For Special Education

Registration is Required

Title	Description	Date and Time	Hours	Tuition
Setting Up for Success Through Effective Behavior Management <i>Target Audience: Preschool Special Education Coordinators, Teachers, & Diagnosticians</i>	<i>Effective behavior management doesn't just happen; a plan is needed. In this class, participants will learn the ten things that they need to do to set themselves up for success through effective behavior management. The class will begin with the physical environment and proceed to safety and crisis management.</i>	August 25, 2026 8:30am-3:30pm Face-to-Face/Hybrid OR January 26, 2027 8:30am – 3:30pm Face-to-Face	6	No charge in region; \$35 out of region
Special Education Paraprofessional 4 Class Learning Series: Building Confidence, Clarity, and Instructional Impact <i>Target Audience: Preschool Special Education Coordinators, Teachers, & Diagnosticians</i>	<i>This four-part professional learning series is designed to strengthen paraprofessional practice by clarifying roles, strengthening instructional support, and promoting student independence. Paraprofessionals will learn how to support instruction without creating dependence, collaborate effectively with teachers, and contribute to inclusive Tier 1 learning environments. Across the series, participants will develop skills in effective prompting and fading, proactive behavior support, data collection, and strategies that promote student independence and executive functioning. Designed for new and experienced paraprofessionals, this series aligns with High-Leverage Practices, inclusive instruction, and MTSS. Participants who complete the full series will leave with increased confidence, a shared instructional language, and practical tools to maximize their impact on student learning.</i>	Session 1: August 27, 2026 1:00pm-4:00pm Face-to-Face/Hybrid Session 2: November 5, 2026 1:00pm-4:00pm Face-to-Face/Hybrid Session 3: March 11, 2027 1:00pm-4:00pm Face-to-Face/Hybrid Session 4: May 11, 2027 1:00pm-4:00pm Face-to-Face/Hybrid	3	No charge in region; \$15 out of region
Mastering the Art of IEP Writing: Creating Plans That Drive Student Growth <i>Target Audience: Special Education Teachers</i>	<i>A strong, meaningful IEP leads to more targeted support that meets students' unique needs and promotes independence and engagement. This course is designed for teachers developing their IEP writing skills and provides a thorough review of each section of the IEP. Participants will learn compliant practices and strategies for creating high-quality IEPs that incorporate student strengths, specially designed instruction, and SMART goals. By the end, educators will be able to write IEPs that meet legal requirements while also serving as effective tools for student growth and success.</i>	September 3, 2026 8:30am-3:30pm Face-to-Face/Hybrid OR February 2, 2027 8:30am-3:30pm Face-to-Face/Hybrid	6	No charge in region; \$35 out of region

Building Bright Beginnings in Literacy <i>Target Audience: Preschool Special and General Education Teachers, Paraprofessionals, & Instructional Coaches</i>	<i>Get ready to talk, play, read, and write! This interactive session equips early childhood educators with practical, evidence-based strategies to build joyful, inclusive early literacy experiences for preschoolers with disabilities. Participants will explore how intentional, play-based instruction strengthens oral language, phonological awareness, print concepts, and early writing and builds a strong foundation for confident communicators and future readers.</i>	September 10, 2026 8:30am – 3:30pm Face-to-Face OR March 23, 2027 8:30am – 3:30pm Face-to-Face	6	No charge in region; \$35 out of region
Supporting Specially Designed Instruction: A Guide for Administrators <i>Target Audience: Administrators</i>	<i>As an administrator, do you know what your Special Education teachers are required to do under the Individuals with Disabilities Education Act (IDEA)? The answer is Specially Designed Instruction (SDI). This course equips administrators with a deep understanding of SDI, its role in supporting students with disabilities, and the key components needed for compliance and effectiveness in the classroom. Throughout the course, administrators will explore what SDI looks like in practice and how it is tailored to individual student needs. You will learn how to evaluate and support Special Education teachers by recognizing key SDI strategies and how they are applied. Participants will also leave with practical “look-fors” and resources to strengthen instructional support for diverse learners. By the end of the course, administrators will understand SDI, how to evaluate its implementation, and how to support teachers in delivering effective, individualized instruction for students with disabilities.</i>	September 15, 2026 8:30am-3:30pm Face-to-Face/Hybrid	6	No charge in region; \$35 out of region
Supporting the Struggling Adolescent Reader <i>Target Audience: 6th – 12th Grade Special Education Teachers & Instructional Coaches</i>	<i>Adolescent struggling readers often face complex and layered challenges—gaps in foundational skills, limited vocabulary and background knowledge, reduced reading stamina, and diminished confidence. This professional learning session is designed specifically for special education teachers who support middle and high school students with diverse learning needs. Participants will deepen their understanding of the key components of adolescent literacy, including word recognition, fluency, vocabulary, comprehension, and motivation. The session will focus on identifying the root causes of reading difficulties and aligning targeted, evidence-based interventions to student needs. Emphasis will be placed on explicit instruction, scaffolded supports, and strategies that promote independence while maintaining access to grade-level content.</i>	September 15, 2026 8:30am-3:30pm Face-to-Face OR March 2, 2027 8:30am-3:30pm Face-to-Face	6	No charge in region; \$35 out of region

Teaching Together: Strengthening Literacy Through Intentional Co-Teaching in K-2 <i>Target Audience: K-2nd Grade General Education Teachers, Special Education Teachers, Paraprofessionals, & Instructional Coaches</i>	<i>This professional learning session is designed to support K-2 special education teachers in strengthening literacy instruction through intentional co-teaching practices. Participants will examine evidence-based strategies that promote shared instructional responsibility and ensure meaningful access to high-quality literacy instruction for all learners. Through practical examples and collaborative learning, educators will explore how to embed specially designed instruction, apply effective co-teaching models, and support the development of strong literacy foundations in inclusive K-2 classrooms.</i>	September 17, 2026 8:30am – 3:30pm Face-to-Face <u>OR</u> January 26, 2027 8:30am – 3:30pm Face-to-Face	6	No charge in region; \$35 out of region
Ensuring Access to Grade-Level Literacy Through Effective Co-Teaching in Grades 3-5 <i>Target Audience: 3rd – 5th Grade General Education Teachers, Special Education Teachers, Paraprofessionals, & Instructional Coaches</i>	<i>Can grade-level literacy instruction remain rigorous and accessible in a co-taught classroom? Absolutely. This professional learning session supports Grades 3-5 educators in strengthening literacy instruction through intentional, high-impact co-teaching practices. Participants will explore how purposeful co-teaching can maintain high expectations, ensure access to grade-level standards, and provide meaningful supports for diverse learners without compromising rigor. Emphasis is placed on shared instructional responsibility, evidence-based literacy practices, and the strategic use of specially designed instruction (SDI) to promote student engagement, independence, and academic growth.</i>	September 22, 2026 8:30am – 3:30pm Face-to-Face <u>OR</u> February 24, 2027 8:30am – 3:30pm Face-to-Face	6	No charge in region; \$35 out of region
Building the Foundation: SDI Math K-2 <i>Target Audience: K-2nd Grade Special Education Teachers, Paraprofessionals, & Instructional Coaches</i>	<i>Early math experiences lay the foundation for lifelong mathematical understanding. In this engaging and practical professional learning session, educators will explore research-based strategies to support struggling math students in kindergarten through second grade. Participants will deepen their understanding of early numeracy development, identify common misconceptions, and learn how to provide targeted, developmentally appropriate interventions. Educators will examine how to use formative assessment to identify learning gaps, differentiate instruction, and implement small-group and intervention strategies that accelerate growth.</i>	September 29, 2026 8:30am-3:30pm Face-to-Face <u>OR</u> January 12, 2027 8:30am-3:30pm Face-to-Face	6	No charge in region; \$35 out of region

Crafting Impactful Transition Plans for Students with Disabilities <i>Target Audience: Special Education Teachers</i>	<i>The Individuals with Disabilities Education Act (IDEA) defines transition services as a “coordinated set of activities” that are individualized and results-oriented to support students with disabilities in moving successfully to post-secondary environments. Successful transitions, regardless of a student’s age, require thoughtful and purposeful planning. This course will equip participants with the knowledge and skills necessary to write comprehensive annual transition plans that meet IDEA requirements and effectively prepare students for life beyond school. Participants will learn how to incorporate transition assessments, design a course of study, develop measurable goals, and outline appropriate transition activities and services. By the end of this course, educators will be able to create meaningful transition plans that foster student growth, independence, and success in post-secondary settings, ensuring that each student’s transition journey is well-supported and impactful.</i>	October 20, 2026 8:30am-3:30pm Face-to-Face <u>OR</u> January 26, 2027 8:30am-3:30pm Face-to-Face	6	No charge in region; \$35 out of region
Behavior Strategies to Support Students with Disabilities <i>Target Audience: Special Education Teachers, Paraprofessionals, & General Education Teachers</i>	<i>According to John Hattie’s research, behavior intervention programs have a 0.62 effect size. In this class, participants will explore the possible underlying causes of student behavior as well as a variety of behavioral strategies focusing on social skills and emotional competence to meet the needs of today’s students.</i>	October 27, 2026 8:30am-3:30pm Face-to-Face <u>OR</u> March 16, 2027 8:30am-3:30pm Face-to-Face	6	No charge in region; \$35 out of region
Strategic Master Scheduling <i>Target Audience: Administrators & District Leaders</i>	<i>Transform Your Scheduling Approach: From Technical Task to Adaptive Leadership</i> <i>In today's educational landscape, scheduling should no longer be viewed as a solitary technical task but as an adaptive leadership opportunity that embraces diverse voices, perspectives, and a unified vision. Join us for an interactive course that emphasizes the critical connection between master scheduling and funding. Understand how scheduling impacts funding and vice versa, and explore the rationale behind your scheduling decisions, with a particular focus on the largest scheduled subgroup—special education.</i> <i>Course Highlights:</i> <i>Discover where to start with scheduling, who to involve, and the best timing for each step.</i>	November 4, 2026 9:00am-3:30pm Face-To-Face <u>OR</u> January 12, 2027 9:00am-3:30pm Face-To-Face	6	\$40 in region; \$55 out of region

	• Dive deep into key concepts such as FTE, QBE, allocations, time requirements, instructional segments, non-negotiables, projections, and more. • Learn effective strategies for scheduling special education services to ensure equitable access and support for all students. <i>Scheduling is a powerful yet often underutilized resource for school improvement. By implementing innovative scheduling strategies, you can maximize funding and enhance the effectiveness of time, space, and resources. In this course, educational leaders will gain valuable tips and strategies to optimize FTE funding through effective scheduling while simultaneously improving the instructional climate in their schools.</i>			
Strengthening Their Skills: SDI Math 3-5 <i>Target Audience: 3rd – 5th Grade Special Education Teachers, Paraprofessionals, & Instructional Coaches</i>	<i>As students transition from learning basic number concepts to applying mathematical reasoning in more complex ways, gaps in understanding can become more pronounced. This professional learning session equips educators with practical, research-based strategies to support struggling math learners in grades 3–5. Participants will explore how to strengthen foundational skills while promoting conceptual understanding, problem-solving, and mathematical discourse. Educators will learn how to use formative assessment to pinpoint misconceptions and design targeted interventions to meet diverse learning needs.</i>	November 10, 2026 8:30am-3:30pm Face-to-Face <u>OR</u> March 30, 2027 8:30am-3:30pm Face-To-Face	6	No charge in region; \$35 out of region

Substitute Teacher Training

Dates for 2026-2027

This 3.5-hour training session will be held from 8:30 AM–12:00 PM and offered on multiple dates throughout the 2026–2027 school year. Please select the session date that best fits your schedule.

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

July 22, 2026

August 11, 2026

September 16, 2026

October 6, 2026

November 11, 2026

December 1, 2026

February 3, 2027

March 2, 2027

March 24, 2027

May 12, 2027

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.

Griffin RESA region: Butts, Fayette, Henry, Lamar, Newton, Pike, Spalding, Upson

Cost: \$40 (Cash or Money Order ONLY-NO PERSONAL CHECKS OR CARD PAYMENT ACCEPTED)

Includes Certificate of Completion (Physical and virtual copies)

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 a clinical practice

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

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

MTSS Facilitator Endorsement – three courses, including a clinical practice

Online Teaching Endorsement – three courses, including a clinical practice

Reading Endorsement – three courses, including a clinical practice

STEM Education Endorsement – three courses, including a clinical practice

Teacher Leader Endorsement – three courses, including clinical practice

Clinical practices include field experiences and authentic residencies related to the specific content.

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

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.

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 participants may also register for classes; non-member fees may apply.

How can I register for a Griffin RESA class?

Locate the class you wish to take by selecting *Professional Learning*, then *Course Catalog* from the drop-down menu at <http://www.griffinresa.net>. (Note: The first time you register, you must complete a personal profile. See the question below.) Access the desired class by clicking the course title. Select *Register Now* to complete the registration process by following the provided prompts.

How do I create a personal profile?

Locate the class you wish to take by selecting *Professional Learning*, then *Course Catalog* from the drop-down menu at <http://www.griffinresa.net>. First, confirm that you do not already have an existing profile (see question below). Then, if not, select *Sign-Up* under the “Don’t have an Account?” question box.

I have an existing profile but cannot access it in the new system. How can I reset my password?

Go to the Griffin RESA website and access the *Course Catalog*. As an existing Griffin RESA user, you will simply use your existing login credentials to access the system. If you encounter any problems signing in, you can reset your password by selecting on the *Forgot Your Password* link.

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.

Professional Learning Frequently Asked Questions Continued

How can I get help if I have problems?

You may first try the online registration orientation provided at <https://www.ascriptica.com/help/>. You may also contact Griffin RESA via phone at 770-229-3247, and one of our professional learning staff members will assist you.

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

If you work in a Griffin RESA school district, your registration will be approved by your school, your district, and then Griffin RESA. You will receive email updates throughout the approval process. If you work outside the Griffin RESA region, your registration will be sent directly to Griffin RESA for approval. If you are not currently employed by a public or private school, you may register for Griffin RESA programs. When space is limited, priority is given to participants from Griffin RESA member districts.

If you work for one of the school systems in the Griffin RESA region, approval is required if *School* or *System Pay* is selected or if released work time is necessary. If *Self Pay* is selected and no released time is required, school and/or district approval may not be required.

How do I pay for the class?

Participants are responsible for confirming their payment method before registering.

- **Self-Pay:** If you select Self Pay, you will be directed to a secure payment page. Payment is required at the time of registration.
- **School Pay or System Pay:** If you select School Pay or System Pay, you must provide a purchase order (PO) number. Please confirm approval with your school or school system before registering, as the selected organization will be invoiced prior to the course start date.

If you have questions about payment authorization, please contact your designated approver before completing your registration.

Who will approve my registration?

Generally, your principal will approve your registration at the school level. The system has a designated staff member who will approve it at the district level. The RESA Professional Learning Director will approve it at the RESA level.

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

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

Professional Learning Frequently Asked Questions Continued

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.

Can I register someone else for a course?

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

What if I change positions, schools, and/or systems?

Please edit your Griffin RESA profile to reflect the changes. At the RESA main page select *Professional Learning*, then select *Course Catalog*. Provide your email address and password as requested. When your profile is displayed, select  *Edit Profile* from the dropdown. Make the necessary changes and select the *Save Changes* on the profile form. **Do not create a new profile.**

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 we can provide helpful information.

- Historic Griffin Hotel - \$125.10/night (Griffin RESA corporate rate)
132 W. Solomon St.
Griffin, GA 30223
470-771-3340
- Holiday Inn Express – \$107/night (Griffin RESA rate, rate code AEK3H)
1361 N. Expressway
Griffin, GA 30223
678-408-6693
- Comfort Suites - \$99/night (Griffin RESA rate)
4699 Bill Gardner Pkwy.
Locust Grove, GA 30248
470-507-4801



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
FAX: 770-228-7316
www.griffinresa.net

Thank you for allowing Griffin RESA to serve you for all
your professional learning needs.



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