



Professional Learning Catalog 2024-2025

**Improving Performance
Through Effective Professional Learning**

GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY
Serving South Metro County School Systems since 1966
BUTTS - FAYETTE - HENRY - LAMAR - NEWTON - PIKE - SPALDING - UPSON
Dr. Stephanie L. Gordy, Executive Director
Ms. Chanda Harris, Professional Learning and Student Services Director

Registration available online at www.griffinresa.net



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Griffin, GA 30224
Phone: 770-229-3247
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Dr. Stephanie L. Gordy, Executive Director



GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY

Griffin RESA's Mission Statement

Guidance for Growth

using

Relevant Resources

to

Encourage Excellence

for

Sustainable Skills

in

Advancing Achievement

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Dr. Stephanie L. Gordy, Executive Director

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Dear Colleague,

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

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

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

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


Dr. Stephanie Gordy, Executive Director

Job Alike Consortia

Griffin RESA

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.

Consortia	Dates and Times	Tuition
Alternative School Leaders	November 13, 2024 – 9:00am-12:00pm March 26, 2025 – 9:00am-12:00pm	\$20 in Region \$35 out of Region
Graduation Coach	October 24, 2024 – 9:00am-12:00pm March 13, 2025 – 9:00am -12:00pm	\$20 in Region \$35 out of Region
Instructional Coaches K-12	November 21, 2024 – 8:30am–3:30pm May 15, 2025– 8:30am–3:30pm	\$40 in Region \$55 out of Region
School Counselor	September 12, 2024– 9:00am-12:00pm February 26, 2025 – 9:00am-12:00pm	\$20 in Region \$35 out of Region
MTSS District Coordinators	November 20, 2024 - 8:30am-11:30am January 30, 2025 - 8:30am-11:30am March 13, 2025 - 8:30am-11:30am	\$20 in Region \$35 out of Region
MTSS School Leaders, Specialists, and Chairs	November 20, 2024 - 12:30pm-3:30pm January 30, 2025 - 12:30pm-3:30pm March 13, 2025 - 12:30pm-3:30pm	\$20 in Region \$35 out of Region
Athletic Director Job-Alike	September 4, 2024 – 8:30am-11:30am March 26, 2025 - 8:30am-11:30am	\$20 in Region \$35 out of Region

TKES Training

Registration is Required

Date and Time
August 14, 2024 Face-to-Face <u>OR</u> August 15, 2024 Virtual
September 10, 2024 Face-to-Face <u>OR</u> September 11, 2024 Virtual
October 15, 2024 Face-to-Face <u>OR</u> October 16, 2024 Virtual
January 8, 2025 Face-to-Face <u>OR</u> January 9, 2025 Virtual
February 4, 2025 Face-to-Face <u>OR</u> February 5, 2025 Virtual

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

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

LKES Training

Registration is Required

Date and Time
August 20, 2024 Face-to-Face <u>OR</u> August 21, 2024 Virtual
September 24, 2024 Face-to-Face <u>OR</u> September 25, 2024 Virtual
October 22, 2024 Face-to-Face <u>OR</u> October 23, 2024 Virtual
January 15, 2025 Face-to-Face <u>OR</u> January 16, 2025 Virtual
February 11, 2025 Face-to-Face <u>OR</u> February 12, 2025 Virtual

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

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

Georgia Evaluation

Instrument Training

Registration is Required

Training	Date and Time
Georgia School Social Worker Evaluation Instrument (GSSWEI)	September 4, 2024 8:30am-4:30pm Face-to-Face
Georgia School Psychologist Evaluation Instrument (GSPEI)	September 5, 2024 8:30am-4:30pm Face-to-Face
Georgia School Counselor Evaluation Instrument (GSCEI)	September 26, 2024 8:30am-4:30pm Face-to-Face
Georgia Media Specialist Evaluation Instrument (GMSEI)	October 1, 2024 8:30am-4:30pm Face-to-Face
School Librarian Evaluation Instrument (SLEI)	October 2, 2024 8:30am-12:30pm Virtual Session ONLY
New Counselor Evaluation Instrument (CKES)	October 24, 2024 8:30am-12:30pm Virtual Session ONLY

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



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Hearing and Vision

Screening Training

Dr. Tyler Lohman – Audiologist

Ms. Judy Dingler – Teacher of Visually Impaired

Date and Time	Tuition
Tuesday, September 10, 2024 8:30am-12:00pm	*No charge, but registration is required
Thursday, October 3, 2024 8:30am-12:00pm	*No charge, but registration is required
Wednesday, October 30, 2024 8:30am-12:00pm	*No charge, but registration is required
Thursday, November 14, 2024 8:30am-12:00pm	*No charge, but registration is required
Tuesday, December 10, 2024 8:30am-12:00pm	*No charge, but registration is required
Tuesday, January 28, 2025 8:30am-12:00pm	*No charge, but registration is required

Special Note: Although these trainings are offered at No Cost to our Regional School Systems (*Butts, Fayette, Henry, Lamar, Newton, Pike, Spalding, & Upson*), registration is required. **Participants must bring their audiometers and LEA vision charts for use in training!**



Griffin Regional Educational Service Agency

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Griffin RESA

Local School Board Governance Training

2024 – 2025

Each of the 20 modules is offered in the Fall and repeated in the Spring. Each session offers three hours of credit. The registration deadline for most modules is September 30, 2024. Lunch will be served from 12:00 – 12:30.

Modules	Dates Offered	Time
Board Chair	Sept. 5, 2024 Feb. 6, 2025	9:00am - 12:00pm 9:00am - 12:00pm
Team Building	Sept. 5, 2024 Feb. 6, 2025	12:30pm - 3:30pm 12:30pm - 3:30pm
Student Services Programs	Sept. 26, 2024 Feb. 25, 2025	9:00am - 12:00pm 9:00am - 12:00pm
Pupil Transportation	Sept. 26, 2024 Feb. 25, 2025	12:30pm - 3:30pm 12:30pm - 3:30pm
School Nutrition Program	Oct. 3, 2024 Mar. 18, 2025	9:00am - 12:00pm 9:00am - 12:00pm
School Technology for Learning and Operations	Oct. 3, 2024 Mar. 18, 2025	12:30pm - 3:30pm 12:30pm - 3:30pm
School Facilities Planning, Construction & Maintenance	Oct. 24, 2024 Mar. 20, 2025	12:30pm - 3:30pm 9:00am - 12:00pm
Legal Issues in Education: Pitfalls to Avoid	Oct. 24, 2024 Mar. 26, 2025	9:00am - 12:00pm 12:30pm - 3:30pm
School System Finance	Oct. 31, 2024 Mar. 25, 2025	9:00am - 12:00pm 9:00am - 12:00pm
Exceptional Children's Services	Oct. 31, 2024 Mar. 25, 2025	12:30pm - 3:30pm 12:30pm - 3:30pm
Extracurricular Activities	Nov. 12, 2024 Apr. 22, 2025	9:00am - 12:00pm 9:00am - 12:00pm
Disciplinary Codes of Conduct	Nov. 12, 2024 Apr. 22, 2025	12:30pm - 3:30pm 12:30pm - 3:30pm
Ensuring a Quality Education for Your Students	Dec. 3, 2024 Apr. 24, 2025	9:00am - 12:00pm 9:00am - 12:00pm

Continued on the next page...

Modules	Dates Offered	Time
Developing Sound Media Relations	Dec. 3, 2024 Apr. 24, 2025	12:30pm - 3:30pm 12:30pm - 3:30pm
The Art of Communicating	Dec. 10, 2024 Apr. 29, 2025	9:00am – 12:00pm 9:00am – 12:00pm
Cultivating Positive Community Relations	Dec. 10, 2024 Apr. 29, 2025	12:30pm - 3:30pm 12:30pm - 3:30pm
Rules of Boardmanship	Jan. 7, 2025 May 8, 2025	9:00am – 12:00pm 9:00am – 12:00pm
Common Topics and Issues	Jan. 7, 2025 May 8, 2025	12:30pm – 3:30pm 12:30pm - 3:30pm
School Personnel and Staff Relations	Jan. 21, 2025 May 13, 2025	9:00am – 12:00pm 9:00am – 12:00pm
Overview of Georgia’s Model Code of Ethics	Jan. 21, 2025 May 13, 2025	12:30pm - 3:30pm 12:30pm - 3:30pm
Board Training Make-up Day	June 10, 2025	9:00am – 12:00pm 12:30pm - 3:30pm

Audience: Local School Board Members



16th Annual
South Metro Summer Leadership Conference
June 2-3, 2025
Peachtree City, Georgia

Don't miss our 16th Annual Summer Leadership Conference! Network, learn, and grow at an unbeatable value. Join us for our biggest and best conference yet! This year's event promises an unparalleled learning experience with a variety of opportunities for professional development and networking.

Here is what participants can expect:

Keynote Speakers: National experts share inspiring insights and actionable ideas.

Breakout Sessions: Deep dive on chosen educational topics.

Network with Peers: Connect and share ideas with colleagues.

Meals Included: Breakfast, lunch, dinner, and refreshments.

One Low Price: Affordable registration, discounts available.

Invest in Your Future - Register Today!



2024-2025 Student Competitions



Academic Bowl

Round 1: September 23-October 4, 2024
Round 2: October 14-October 25, 2024
Round 3: November 4-November 15, 2024
Round 4: December 2-December 13, 2024
Round 5: January 13-January 16, 2025



Literacy Days

(Face-to-Face)

Grades K-2: February 11, 2025
Grades 3-5: February 12, 2025
Grades 6-8: February 13, 2025



Mathematics Competition

(Face-to-Face)

H.S. Math Contest: January 29, 2025
M.S. Math Contest: January 30, 2025
Elementary Math Contest: March 12, 2025



Regional Science Fair

(Face-to-Face)

Middle School: February 4, 2025
High School: February 5, 2025



Young Georgia Authors Competition

February 20, 2025

Griffin RESA Drive-In Conferences

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

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

Location: Griffin RESA

Face-to-Face Conferences include continental breakfast and lunch.

Literacy Drive-In Conference

\$75

Face-to-Face Date: TBA (Fall 2024)

Registration Deadline: **TBA (Fall 2024)**

Instructional Coaching Drive-In Conference

\$75

Face-to-Face Date: October 23, 2024

Registration Deadline: **October 16, 2024**

Para-Professional Drive-In Conference

\$40

Face-to-Face Date: November 7, 2024

Registration Deadline: **October 31, 2024**

Whole Child Supports Drive-In Conference

\$75

Face-to-Face Date: March 19, 2025

Registration Deadline: **March 12, 2025**

Register at www.griffinresa.net

Professional Learning for MATH

Title	Description	Date and Time	Hours	In Region Tuition
<p>Ready, Set, Dive into 5th Grade Mathematics</p> <p><i>Target Audience:</i> 5th Grade Math Teachers</p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 5th Grade. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the first semester instructional units, register for this class today.</i></p>	<p>August 22, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p>	6	\$40
<p>High Impact Math Strategies PK-5 Math Teachers</p> <p><i>Target Audience:</i> PK-5th Grade Math Teachers</p>	<p><i>In this session for teachers of mathematics in grades PK through 5th, 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></p>	<p>September 4, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p style="text-align: center;"><u>OR</u></p> <p>June 5, 2025 8:30am – 3:30pm Face-to-Face/Hybrid</p>	6	\$40

<p>Ignite Learning: Navigating the Depths of Mathematics in Grades K-2</p> <p>Target Audience: K-2nd Grade Math Teachers</p>	<p><i>Join us for an immersive experience where we delve into a deeper understanding of the Instructional Learning Plans for grades K-2, ensuring you're well-equipped to elevate your teaching game.</i></p> <p><i>In this engaging workshop, participants will not only explore the intricacies of the new standards but also explore effective planning protocols. Discover how to seamlessly integrate interdisciplinary connections into your teaching approach, fostering a holistic understanding of mathematical concepts.</i></p> <p><i>The session will equip you with evidence-based routines and strategies that effectively connect instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>Our experienced instructor will lead you through the utilization of the Georgia Milestones Mathematics Resources, empowering you to plan instruction that not only engages students, but also prepares them for state-mandated assessments. Be prepared to dive deep into lessons, activities, and a wealth of resources. Don't miss out on this opportunity to elevate your teaching, connect with your students on a deeper level, and navigate the exciting waters of the Georgia Math Learning Plans. Register today to embark on a transformative journey towards math education excellence!</i></p>	<p>September 10, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 6, 2024 8:30am -3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>High Impact Math Strategies 6-12 Math Teachers</p> <p>Target Audience: 6th – 12th Grade Math Teachers</p>	<p><i>In this session for teachers of mathematics in grades 6 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></p>	<p>September 12, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 11, 2025 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Ready, Set, Dive into 3rd Grade Mathematics</p> <p><i>Target Audience: 3rd Grade Math Teachers, Leaders, Instructional Coaches, Administrators</i></p>	<p><i>Ready, Set, Dive! Join us as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 3rd Grade. Participants will examine how to effectively plan for and teach the new Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>The instructor will guide participants on how to use the NEW Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the 1st-semester instructional units, register for this class today.</i></p>	<p>September 12, 2024 8:30am – 3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>
<p>Ignite Learning: Navigating the Depths of Mathematics in Grades 6-8</p> <p><i>Target Audience: 6th – 8th Grade Math Teachers</i></p>	<p><i>Join us at Griffin RESA for an immersive experience where we delve into a deeper understanding of the 6th -8th grade Learning Plans, ensuring you're well-equipped to elevate your teaching game.</i></p> <p><i>In this engaging workshop, participants will not only explore the intricacies of the new standards but also explore effective planning protocols. Discover how to seamlessly integrate interdisciplinary connections into your teaching approach, fostering a holistic understanding of mathematical concepts. The session will equip you with evidence-based routines and strategies that effectively connect instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>Our experienced instructor will lead you through the utilization of the Georgia Milestones Mathematics Resources, empowering you to plan instruction that not only engages students, but also prepares them for state-mandated assessments. Be prepared to dive deep into lessons, activities, and a wealth of resources.</i></p> <p><i>Don't miss out on this opportunity to elevate your teaching, connect with your students on a deeper level, and navigate the exciting waters of the Georgia Math Learning Plans. Register today to embark on a transformative journey towards math education excellence!</i></p>	<p>September 25, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>December 4, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Co-Teaching in the Math Classroom</p> <p><i>Target Audience: K-12th Grade Teachers</i></p>	<p><i>This session focuses on how to make co-teaching work well in the mathematics classroom. Participants will gain knowledge of skills essential to establishing and maintaining an effective mathematics co-teaching environment designed to promote student achievement.</i></p>	<p>September 26, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 20, 2025 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Ignite Learning: Navigating the Depths of Mathematics in Grades 3-5</p> <p><i>Target Audience: 3rd – 5th Grade Math Teachers</i></p>	<p><i>Join us for an immersive experience where we delve into a deeper understanding of the 3rd-5th grades Instructional Learning Plans, ensuring you're well-equipped to elevate your teaching game.</i></p> <p><i>In this engaging workshop, participants will not only explore the intricacies of the new standards but also explore effective planning protocols. Discover how to seamlessly integrate interdisciplinary connections into your teaching approach, fostering a holistic understanding of mathematical concepts. The session will equip you with evidence-based routines and strategies that effectively connect instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>Our experienced instructor will lead you through the utilization of the Georgia Milestones Mathematics Resources, empowering you to plan instruction that not only engages students, but also prepares them for state-mandated assessments. Be prepared to dive deep into lessons, activities, and a wealth of resources. Don't miss out on this opportunity to elevate your teaching, connect with your students on a deeper level, and navigate the exciting waters of the Georgia Math Learning Plans. Register today to embark on a transformative journey towards math education excellence!</i></p>	<p>September 26, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 19, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Ignite Learning: Navigating the Depths of Mathematics in Grades 9-12</p> <p><i>Target Audience: 9th-12th Grade Math Teachers</i></p>	<p><i>Join us for an immersive experience where we delve into a deeper understanding of the 9th -12th grade Learning Plans, ensuring you're well-equipped to elevate your teaching game.</i></p> <p><i>In this engaging workshop, participants will not only explore the intricacies of the new standards but also explore effective planning protocols. Discover how to seamlessly integrate interdisciplinary connections into your teaching approach, fostering a holistic understanding of mathematical concepts. The session will equip you with evidence-based routines and strategies that effectively connect instructional units to the Mathematical Modeling and Reasoning Frameworks.</i></p> <p><i>Our experienced instructor will lead you through the utilization of the Georgia Milestones Mathematics Resources, empowering you to plan instruction that not only engages students, but also prepares them for state-mandated assessments. Be prepared to dive deep into lessons, activities, and a wealth of resources. Don't miss out on this opportunity to elevate your teaching, connect with your students on a deeper level, and navigate the exciting waters of the Georgia Math Learning Plans. Register today to embark on a transformative journey towards math education excellence!</i></p>	<p>October 2, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>December 11, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Ready, Set, Dive into 2nd Grade Mathematics</p> <p><i>Target Audience: 2nd Grade Teachers, Instructional Coaches, Administrators</i></p>	<p><i>Ready, Set, Dive! Join us as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 2nd Grade. Participants will examine how to effectively plan for and teach the New Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks. The instructor will guide participants on how to use the NEW resources, organizers, and Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the instructional units, register for this class today.</i></p>	<p>October 22, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Elevate Your Elementary Math Classroom: A Manipulative Masterclass</p> <p><i>Target Audience: PK-5th Grade Math Teachers</i></p>	<p><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 to build 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></p>	<p>October 24, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>March 18, 2025 8:30am – 3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>
<p>Unlock the Potential: Exploring the Georgia Milestones Mathematics Assessment for Algebra: Concepts & Connections</p> <p><i>Target Audience: Algebra: Concepts & Connections Teachers</i></p>	<p><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></p>	<p>October 30, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>February 26, 2025 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Georgia Numeracy Project</p> <p><i>Target Audience: Teachers, Coaches, Leaders</i></p>	<p><i>Based on training from the Georgia Department of Education, Griffin RESA offers the Georgia Numeracy Project, a resource for numeracy development that acquaints teachers and teacher leaders with the process by which students build a strong foundation in numeracy and address algebra readiness. The main goal of this project is to help students develop an understanding of numbers, computational operations, and numeracy strategies to use to solve real-world problems. The Georgia Numeracy Project can be used as a resource for MTSS, including Georgia’s Multi-Tiered System of Supports. Each participant will receive resources.</i></p>	<p>November 4, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Middle Grades Math Marvels: A Manipulative Mastery Workshop</p> <p><i>Target Audience: 6th – 8th Grade Math Teachers</i></p>	<p><i>Are you a middle grades math maestro seeking to enhance your teaching toolkit with manipulatives? Look no further—this professional learning experience is crafted specifically for you. Delve into a transformative workshop where the art of teaching with manipulatives is unraveled and refined.</i></p> <p><i>Unlock the potential of manipulatives as dynamic tools for fostering conceptual understanding. In this workshop, gain practical strategies that seamlessly integrate manipulatives into the middle grades classroom. Explore innovative suggestions for incorporating specific manipulatives, revolutionizing how students approach intricate mathematical concepts.</i></p>	<p>November 6, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>March 26, 2025 8:30am – 3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>
<p>Unlock the Potential: Exploring the Georgia Milestones Mathematics Assessment for Grades 3rd-5th</p> <p><i>Target Audience: 3rd – 5th Grade Math Teachers</i></p>	<p><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></p>	<p>November 13, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 15, 2025 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Ready, Set, Dive into 1st Grade Mathematics</p> <p><i>Target Audience: 1st Grade Teachers, Instructional Coaches, Administrators</i></p>	<p><i>Ready, Set, Dive! Join us as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 1st Grade. Participants will examine how to effectively plan for and teach the New Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks. The instructor will guide participants on how to use the NEW resources, organizers, and Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the instructional units, register for this class today.</i></p>	<p>November 14, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Unlock the Potential: Exploring the Georgia Milestones Mathematics Assessment for Grades 6th-8th</p> <p><i>Target Audience: 6th – 8th Grade Math Teachers</i></p>	<p><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.</i></p> <p><i>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></p>	<p>November 20, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 22, 2025 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Ready, Set, Dive into 4th Grade Mathematics</p> <p><i>Target Audience: 4th Grade Teachers, Instructional Coaches, Administrators</i></p>	<p><i>Ready, Set, Dive! Join us as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for 4th Grade. Participants will examine how to effectively plan for and teach the New Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks. The instructor will guide participants on how to use the NEW resources, organizers, and Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the instructional units, register for this class today.</i></p>	<p>December 5, 2024 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>
<p>Ready, Set, Dive into Kindergarten Mathematics</p> <p><i>Target Audience: Kindergarten Teachers, Instructional Coaches, Administrators</i></p>	<p><i>Ready, Set, Dive! Join us at Griffin RESA as we dive into a deeper understanding of the NEW Georgia K-12 Math Standards for Kindergarten Mathematics. Participants will examine how to effectively plan for and teach the New Georgia Math Standards through an interdisciplinary approach, using evidence-based routines and strategies that connect the instructional units to the Mathematical Modeling and Reasoning Frameworks. The instructor will guide participants on how to use the NEW resources, organizers, and Georgia Milestones Mathematics Resources while planning instruction to help prepare students for the state-mandated assessments. If you want to dive into lessons, activities, and resources for the instructional units, register for this class today.</i></p>	<p>December 10, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Building Thinking Classrooms</p> <p><i>Target Audience: K-12th Grade Teachers, Coaches, Leaders</i></p>	<p><i>Looking for instructional practices that develop students who are mathematical thinkers and problem solvers? Register for this class today. In this session for K-12 Mathematics teachers, participants will explore 14 rich, evidence-based, and research-based teaching practices for enhancing learning. Using ideas from Peter Liljedahl’s “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></p>	<p>December 12, 2024 8:30am – 3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>

<p>Reading, Writing, and Arithmetic: Integrating Literacy into the Math Classroom</p> <p><i>Target Audience: K-5th Grade Teachers, Coaches</i></p>	<p><i>This course examines the connections between writing, reading, and math while highlighting the value of explicitly teaching vocabulary using research-based teaching techniques and practical learning activities that engage students in meaningful discourse, and stimulate students' curiosity and prior knowledge. It highlights how these abilities are combined to improve critical thinking, communication, comparison, inference, prediction, and cause-and-effect relationship recognition—all of which contribute to the promotion of mathematical literacy, improved comprehension, and development of effective problem solvers.</i></p>	<p>February 27, 2025 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Coaching for Impact in ELA and Mathematics: High-Impact Tools and Strategies for Instructional School Leaders</p> <p><i>Target Audience: Instructional Coaches, Assistant Principals, Principals, Leaders</i></p>	<p><i>With the knowledge, skills, and resources provided by this fantastic professional learning opportunity, school coaches and administrators will be equipped to successfully balance the demands of effectively leading quality instruction and managing a safe learning environment for staff and students.</i></p> <p><i>It is an engaging session that is jam-packed with high-impact strategies, resources, and tools for successful instructional coaching and leadership. This session will allow leaders the chance to explore practices, strategies, tools and principles for running effective coaching cycles, descriptive feedback and courageous conversations that put theory into practice, which will help raise student achievement and retain teachers.</i></p> <p><i>Feeding your own mind is critical for the success of the teachers, students, and schools you work with and lead every day. Come and join us for this collaborative professional learning session for instructional coaches, teacher leaders, assistant principals, principals and other school leaders.</i></p>	<p>March 13, 2025 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

Professional Learning for ELA

Title	Description	Date and Time	Hours	In Region Tuition
<p>Leading Literacy</p> <p><i>Target Audience: Literacy Leads</i></p>	<p><i>8:30-11:30 Face-to-Face New Standards Planning 12:30-3:30 Virtual based ELA planning.</i></p> <p><i>During the face-to-face sessions in the first half of the day, participants will delve into the intricacies of the newly adopted ELA standards and explore effective strategies for successful rollout planning. Through interactive discussions, collaborative activities, and real-world case studies, participants will gain a deep understanding of the standards and develop the skills needed to lead their teams through the implementation process. The second half of the day offers a repeat of the face-to-face session in a virtual format.</i></p>	<p>August 15, 2024 8:30am-11:30am Face-to-Face OR 12:30pm-3:30pm Virtual</p> <p>OR</p> <p>May 8, 2025 8:30am-11:30am Face-to-Face OR 12:30pm-3:30pm Virtual</p>	3	\$40
<p>ELA Launch Practices K-5</p> <p><i>Target Audience: K-5th Grade Teachers</i></p>	<p><i>The ELA Launch Practices K-5 course is designed to introduce and develop essential literacy practices for 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. In the early grades, students will work with simpler texts and receive ample guidance and support from their teachers. As they progress, they will tackle more complex texts with increasing independence. Instruction within this course is centered around active engagement with texts that involve reading, writing, listening, viewing, speaking, and creating multimodal texts. Each practice will be addressed individually, but students will often integrate multiple practices as they interpret and construct various texts for diverse purposes.</i></p>	<p>August 22, 2024 8:30am-3:30pm Face-to-Face</p> <p>OR</p> <p>January 9, 2025 8:30am-3:30pm Face-to-Face</p>	6	\$40

<p>Reading Intervention Workshop for K-5</p> <p><i>Target Audience: K-5 Teachers, EIP Teachers, MTSS Chairpersons & Specialists</i></p>	<p><i>Do you need an introduction or practice delivering reading interventions in the classroom for your students receiving services through Tier 2 or 3? If so, this is the workshop for you. Learn to implement evidence-based reading interventions and progress monitor for elementary school students. Review the five pillars of reading and practice reading interventions from the Florida Center for Reading Research with your peers. Return to the classroom with the skills and confidence on how to support your students who are receiving services through Tiers 2 and 3.</i></p>	<p>August 22, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>October 3, 2024 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>
<p>ELA Launch Practices 6-12</p> <p><i>Target Audience: 6th-12th Grade Teachers</i></p>	<p><i>The ELA Launch Practices 6-12 course is designed to introduce and develop essential literacy practices for 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. In the early grades, students will work with simpler texts and receive ample guidance and support from their teachers. As they progress, they will tackle more complex texts with increasing independence. Instruction within this course is centered around active engagement with texts that involve reading, writing, listening, viewing, speaking, and creating multimodal texts. Each practice will be addressed individually, but students will often integrate multiple practices as they interpret and construct various texts for diverse purposes.</i></p>	<p>August 29, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>January 21, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>

<p>Understanding and Supporting the Dyslexic Learner</p> <p><i>Target Audience: K-12th Teachers</i></p>	<p><i>Successful professionals such as entrepreneurs, lawyers, engineers, architects, and others had legitimate difficulties learning to read and write as children. 20% of people share this unique learning style. This course will combine the expertise of Dr. Scarborough’s and Dr. Sally Shaywitz’s work with the brain research of Dr. Maryanne Wolf to provide the participants with tools to recognize dyslexia. They will learn about specific characteristics and accommodations of this exceptionality.</i></p> <p><i>The course will also include the current aligned Chapter 2 of Title 20 legislation of Senate Bill 48. The instructor will share strategies and resources that support TKES Standards 2, 3,4,7, and 8 with practical takeaways that will positively impact teacher practice and student achievement.</i></p>	<p>September 5-12, 2024 Online</p> <p><u>OR</u></p> <p>November 21-28, 2024 Online</p> <p><u>OR</u></p> <p>March 11-18, 2025 Online</p>	<p>10</p>	<p>\$40</p>
<p>ELA Launch 3-5 Texts</p> <p><i>Target Audience: 3rd -5th Grade Teachers</i></p>	<p><i>ELA Launch for grades 3-5 is designed to allow teachers to deconstruct and learn the expectations for the newly adopted standards to empower students to become proficient and purposeful readers, writers, listeners, and speakers. Through targeted instruction, scaffolded activities, and meaningful interactions with a variety of texts, students will deepen their understanding of key literacy skills essential for success in upper elementary school and beyond. Throughout the course, students will be encouraged to actively participate in discussions, collaborate with their peers, and reflect on their learning experiences. Participants will be provided with levels of differentiated instruction to meet the diverse needs of students and create a supportive learning environment where all students feel valued and empowered to succeed.</i></p>	<p>September 12, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>February 27, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>

<p>ELA Launch K-5 Language</p> <p><i>Target Audience: K-5th Grade Teachers</i></p>	<p><i>The Exploration of Georgia's new Language Standards course for grades K-5 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></p>	<p>September 25, 2024 8:30am – 3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>March 26, 2025 8:30am – 3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>
<p>ELA Launch 6-8 Texts</p> <p><i>Target Audience: 6th –8th Grade Teachers</i></p>	<p><i>ELA launch for grades 6-8 is designed to allow teachers to deconstruct and learn the expectations for the newly adopted standards to propel students towards advanced proficiency in reading, writing, listening, and speaking. Through rigorous instruction, interactive activities, and deep exploration of diverse texts, students will refine their literacy skills and develop the critical thinking abilities necessary for success in middle school and beyond. Throughout the course, participants will engage in authentic, real-world tasks that challenge them to think critically, communicate effectively, and collaborate with their peers. The instructor will provide levels of differentiated instruction for educators to address individual learning needs and foster a supportive learning environment where students feel empowered to take risks and explore new ideas.</i></p>	<p>September 26, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>March 13, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>
<p>Reading Strategy Groups: Making the Invisible Visible (K-8)</p> <p><i>Target Audience: K-8th Grade Teachers, Instructional Coaches, Administration, & District Coordinators</i></p>	<p><i>"To me, strategies are deliberate, effortful, intentional, and purposeful actions a reader takes to accomplish a specific skill. Strategies make the often-invisible work of reading actionable and visible." (Jennifer Serravallo, author of The Reading Strategies Book 2.0). The course will be a collaborative setting for K-8 teachers to analyze where readers fall on the learning progressions within a reading goal in order to determine the next instructional steps. Participants will have the opportunity to dig into Serravallo's newest Reading Strategies Book 2.0 to develop</i></p>	<p>September 26, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>March 13, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>

	<p>strategy group lessons complete with teacher moves and language that can be immediately implemented during the reading block. This targeted instruction will support the achievement of every reader as the invisible work of reading becomes actionable, visible, and replicable.</p>			
<p>Effective Practices for Structured Literacy</p> <p><i>Target Audience: Teachers, Instructional Coaches, Literacy Leaders</i></p>	<p><i>This course is designed to enhance the skills of literacy professionals in implementing and supporting structured literacy approaches in K-5 settings. Participants will gain a deeper understanding of structured literacy, learn effective strategies, and develop practical skills for supporting learners and improving student literacy outcomes. Upon completion of this course, participants will be able to plan and implement effective literacy instruction and provide targeted feedback. This structured literacy course is designed to be interactive and practical, ensuring that participants leave with actionable strategies, a comprehensive toolkit, and a network of peers for continuous support and collaboration.</i></p>	<p>October 1, 2024 8:30am-3:30pm Face-to-Face</p> <p>OR</p> <p>January 28, 2025 8:30am-3:30pm Face-to-Face</p>	6	\$40
<p>ELA Launch 6-8 Language</p> <p><i>Target Audience: 6th-8th Grade Teachers</i></p>	<p><i>The Exploration of Georgia's new Language Standards course for grades 6-8 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 learners in developing strong language skills as they become effective communicators.</i></p>	<p>October 2, 2024 8:30am-3:30pm Face-to-Face</p> <p>OR</p> <p>February 26, 2025 8:30am-3:30pm Face-to-Face</p>	6	\$40

<p>ELA Launch 9-12 Texts</p> <p><i>Target Audience: 9th-12th Grade Teachers</i></p>	<p><i>ELA launch for grades 9-12 is designed to allow teachers to deconstruct and learn the expectations for the newly adopted standards to equip students with the advanced literacy skills and critical thinking abilities necessary for success in high school, college, and beyond. Through rigorous instruction, intensive analysis, and sophisticated interpretation of diverse texts, students will refine their ability to engage deeply and purposefully with complex ideas and perspectives. Throughout the course, participants will engage in authentic, real-world tasks that challenge them to think critically, communicate effectively, and collaborate with their peers. The instructor will provide levels of differentiated instruction for educators to be able to address individual learning needs and foster a supportive learning environment where students feel empowered to take risks and explore new ideas.</i></p>	<p>October 3, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>March 20, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>
<p>Elevating Literacy: Making the Most of the Reading-Writing Connection</p> <p><i>Target Audience: K-5th Grade Teachers</i></p>	<p><i>ELA launch for grades 9-12 is designed to allow teachers to deconstruct and learn the expectations for the newly adopted standards to equip students with the advanced literacy skills and critical thinking abilities necessary for success in high school, college, and beyond. Through rigorous instruction, intensive analysis, and sophisticated interpretation of diverse texts, students will refine their ability to engage deeply and purposefully with complex ideas and perspectives. Through rigorous instruction, interactive activities, and deep exploration of diverse texts, students will refine their literacy skills and develop the critical thinking abilities necessary for success in middle school and beyond. Throughout the course, participants will engage in authentic, real-world tasks that challenge them to think critically, communicate effectively, and collaborate with their peers. The instructor will provide levels of differentiated instruction for educators to address individual learning needs and foster a supportive learning environment where students feel empowered to take risks and explore new ideas.</i></p>	<p>October 31, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 11, 2025 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Integrating the Science of Reading and Writing</p> <p><i>Target Audience: K-3rd Grade Teachers</i></p>	<p>The synergy between the science of reading and writing is powerful. By leveraging the connection between these two foundational literacy skills, teachers can enhance their instructional practices, foster deeper learning, and support the holistic development of their young students. In addition to gaining a thorough understanding of the science of reading and writing, participants in this course will explore effective strategies for incorporating writing activities that complement reading instruction and learn to create engaging and developmentally appropriate writing tasks. Participants will leave with actionable plans and resources to implement in their classrooms.</p>	<p>November 12, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>March 25, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>
<p>ELA Launch Foundations (K-2)</p> <p><i>Target Audience: K-2nd Grade Teachers, Instructional Coaches, Administration, & District Coordinators</i></p>	<p><i>As part of the ELA Launch Series, this course focuses on the Foundations domain of Georgia's new K-2nd grade ELA standards. Participants will gain insight into the organizational structure of the domain and understand the grade-level expectations of the standards. K-2nd teachers will study how the foundational skills of phonological awareness, concepts of print, phonics, fluency, and handwriting progress across grade levels and will collaborate on best instructional practices to ensure student mastery of the standards.</i></p>	<p>December 11, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 11, 2025 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>ELA Launch Foundations (3-5)</p> <p><i>Target Audience: 3rd-5th Grade Teachers, Instructional Coaches, Administration, & District Coordinators</i></p>	<p><i>As part of the ELA Launch Series, this course focuses on the Foundations domain of Georgia's new 3rd-5th grade ELA standards. Participants will gain insight into the organizational structure of the domain and understand the grade-level expectations of the standards. 3rd-5th teachers will study how the foundational skills of phonics, fluency, and handwriting progress across grade levels and will collaborate on best instructional practices to ensure student mastery of the standards.</i></p>	<p>December 17, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 12, 2025 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>The F.I.P. Side of GA Milestones Writing (3-5)</p> <p><i>Target Audience: 3rd-5th Grade Teachers, Instructional Coaches, Administration, & District Coordinators</i></p>	<p><i>Let's engage in grade-level collaboration to create success criteria using the state writing rubrics that will improve student achievement for each of the three writing genres. Workshop participants will learn how to use writing exemplars to differentiate instruction and empower students to take ownership of their own writing growth. This daily formative instructional practice will have a positive impact on the students' Milestones writing scores.</i></p>	<p>January 9, 2025 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Leading Literacy</p> <p><i>Target Audience: Literacy Leads</i></p>	<p>8:30-11:30 Face-to-Face New Standards Planning 12:30-3:30 Virtual ELA Planning</p> <p><i>During the face-to-face sessions in the first half of the day, participants will delve into the intricacies of the newly adopted ELA standards and explore effective strategies for successful rollout planning. Through interactive discussions, collaborative activities, and real-world case studies, participants will gain a deep understanding of the standards and develop the skills needed to lead their teams through the implementation process. The second half of the day offers a repeat of the face-to-face session in a virtual format.</i></p>	<p>January 23, 2025 8:30am-11:30am (Face to Face New Standards Planning) 12:30pm-3:30pm (REPEAT Virtual based ELA planning) Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>May 15, 2025 8:30am-11:30am (Face to Face New Standards Planning) 12:30pm-3:30pm (REPEAT Virtual based ELA planning) Face-to-Face/Hybrid</p>	<p>3</p>	<p>\$40</p>
<p>ELA Launch 3-5 Language</p> <p><i>Target Audience: 3rd-5th Grade Teachers</i></p>	<p><i>The Exploring Language Standards course for grades 3-5 is designed to deepen educators' understanding of the newly adopted Georgia Language Standards, with a specific focus on Grammar, Usage, and Mechanics (GUM). This course provides educators with the knowledge, tools, and instructional strategies necessary to effectively teach grammar concepts and language conventions to young learners, fostering strong literacy skills and communication abilities. Throughout the course, 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. They will receive practical strategies and resources to implement in their own classrooms, empowering them to support young learners in developing strong language skills and communication abilities.</i></p>	<p>April 3, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>

Professional Learning for Improving Educational Practices

Title	Description	Date and Time	Hours	Tuition
<p>Classroom Management for 6th -12th Grade Teachers</p> <p><i>Target Audience: 6th – 12th Grade Teachers</i></p>	<p><i>Classroom management is not simply the absence of discipline problems, but an intentional set of practices that promote a positive environment for all students. What does this look like in the secondary face-to-face classroom? Routines, rituals, protocols, and strategies intentionally taught and reinforced that promote engagement, prevent off-task behaviors, and communicate caring with all, especially struggling, students.</i></p> <p><i>This course is designed to help teachers in grades 6-12 organize and manage the learning environment to create a sense of community and maximize academic success. The course will provide ideas, strategies, and emotional objectivity to promote learning.</i></p> <p><i>This course supports teacher performance in Standard 7 of TKES and is suitable for both beginning and veteran teachers who wish to set their students up for success with proactive, positive classroom management supports.</i></p>	<p>August 20, 2024 8:30am-3:30pm Face-to-Face</p> <p style="text-align: center;"><u>OR</u></p> <p>October 1, 2024 8:30am-3:30pm Face-to-Face</p> <p style="text-align: center;"><u>OR</u></p> <p>December 3, 2024 8:30am-3:30pm Face-to-Face</p> <p style="text-align: center;"><u>OR</u></p> <p>January 21, 2025 8:30am-3:30pm Virtual Only</p> <p style="text-align: center;"><u>OR</u></p> <p>March 11, 2025 8:30am-3:30pm Face-to-Face</p> <p style="text-align: center;"><u>OR</u></p> <p>June 17, 2025 8:30am-3:30pm Face-to-Face</p>	6	\$40

<p>GA PSC Ethics for Paraprofessionals</p> <p><i>Target Audience: Paraprofessionals</i></p>	<p><i>To ensure educators know, understand, and can apply Georgia’s Code of Ethics for Educators to their daily practice, paraprofessional ethics modules were developed by Georgia’s RESAs in collaboration with the GaPSC.</i></p> <p><i>The enhanced learning gained by paraprofessionals who participate in the training will help protect them, their colleagues, their schools, their school districts, their community, and most importantly, their students, by enhancing professionalism and school safety.</i></p>	<p>August 21-September 4, 2024 Online</p> <p><u>OR</u></p> <p>November 11-25, 2024 Online</p> <p><u>OR</u></p> <p>February 3-17, 2024 Online</p> <p><u>OR</u></p> <p>May 13-27, 2025 Online</p>	<p>10</p>	<p>\$25</p>
<p>School Climate: Setting the Stage for Student Achievement</p> <p><i>Target Audience: School Climate Team Members, Administrators, Counselors, Mental Health & Wellness Facilitators</i></p>	<p><i>Do you lead, participate, or contribute to your school's climate team? Improving school climate involves creating a positive and supportive environment where students, staff, and families feel valued, respected, and safe. No single factor determines a school's climate. However, making small changes in classrooms and schools can lead to significant improvements in academic achievement, attendance, behavior, and graduation rates. Join this class to develop strategies and skills in assessing the climate and culture of your school. Set the stage for increased student achievement by implementing foundational practices for improving the climate and culture of your school. Develop and establish a plan to transform your learning and school communities in which students, families, and educators are positively engaged. School teams are welcome, each participant must register separately.</i></p> <p><i>TKES Performance Standard 7: Positive Learning Environment</i></p> <p><i>LKES Performance Standard 2: School Climate</i></p>	<p>August 29, 2024 8:30am – 1:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 14, 2024 8:30am – 1:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Strategies for Behavior Management: Building a Strong Foundation</p> <p><i>Target Audience: K-12 Teachers</i></p>	<p><i>Tier 1 evidence-based strategies for behavior refer to universal interventions designed to promote positive behavior and prevent the development of behavioral problems in all students within a school or classroom setting. These strategies are foundational and benefit the entire student population, but also supports a positive school climate for all. Learn to implement teacher-friendly strategies for improving behavior with consistency, collaboration, and a whole-school approach. Gain confidence in creating a positive and supportive learning environment for your students while helping them develop essential social-emotional skills and behaviors that contribute to their overall success and well-being.</i></p> <p><i>TKES Performance Standard 7: Positive Learning Environment</i> <i>LKES Performance Standard 2: School Climate</i></p>	<p>September 12, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 23, 2025 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Classroom Management for PK-5th Grades</p> <p><i>Target Audience: PK-5th Grade Teachers</i></p>	<p><i>Effective classroom management is not simply the absence of discipline problems, but an intentional set of practices and procedures that promote positive relationships and an engaging environment for all students. This course is designed to help PK-5 school personnel organize and manage an effective learning environment in an educational setting. The course will provide grade-appropriate ideas, strategies, and materials from "Teaching with Love and Logic" and other evidence-based resources that teachers can implement in their classrooms. PK-5 Classroom Management is directly aligned to TKES Standard 7: Positive Learning Environment</i></p>	<p>September 25, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>November 13, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 15, 2025 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 19, 2025 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 11, 2025 9:00am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Youth Mental Health First Aid Training</p> <p><i>Target Audience: K-12th Grade Teachers</i></p>	<p><i>Youth Mental Health First Aid USA is a full-day public education program that introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds an understanding of the importance of early intervention, and teaches individuals how to help adolescents in crisis or experiencing a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help. Participants Learn How To:</i></p> <ul style="list-style-type: none"> ® Assess for risk of suicide or harm ® Listen nonjudgmentally ® Give reassurance and information ® Encourage appropriate professional help ® Encourage self-help and other support strategies 	<p>October 1, 2024 8:30am – 1:30pm Face-to-Face</p> <p><u>OR</u></p> <p>January 28, 2025 8:30am – 1:30pm Face-to-Face</p> <p><u>OR</u></p> <p>March 27, 2025 8:30am – 1:30pm Face-to-Face</p>	<p>6</p>	<p>\$0</p>
<p>Using Success Criteria to Facilitate Student Growth</p> <p><i>Target Audience: K-12th Grade Teachers and Instructional Coaches</i></p>	<p><i>This class will focus on increasing teachers' capacity and expertise in using and creating resources in various educational contexts. The content will focus on using rubrics to inform assessment and instructional practices as well as the tools and strategies needed to create effective rubrics.</i></p>	<p>October 2, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Principal and Assistant Principal Leadership Series</p> <p><i>Target Audience: Principals and Assistant Principals</i></p>	<p><i>The Principal Leadership Series is a three-part professional development that will equip school principals with leadership strategies to provide visionary leadership, ensure effective management of school operations, and foster a positive learning environment to support student achievement and staff development.</i></p> <p>Principals: 8:30am-11:30am</p> <p>Assistant Principals: 1:00pm-4:00pm</p>	<p>October 3, 2024</p> <p><u>AND</u></p> <p>November 12, 2024</p> <p><u>AND</u></p> <p>February 27, 2025</p> <p>*See times in description</p>	<p>3</p>	<p>\$20</p>
<p>Para-Educators as Effective Classroom Interventionist</p> <p><i>Target Audience: Paraprofessionals and Teachers</i></p>	<p><i>What is one of the most effective resources teachers have? Paraprofessionals! Participants will examine strategies that paraprofessionals may employ to provide practical support for the teachers and students within the learning environment.</i></p>	<p>October 17, 2024 9:00am-3:00pm Face-to-Face</p> <p><u>OR</u></p> <p>January 23, 2025 9:00am-3:00pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>

<p>Understanding Trauma and Building Resiliency in Students</p> <p><i>Target Audience: Teachers, Counselors, Social Workers, School Climate Team Members, Mental Health & Wellness Facilitators</i></p>	<p><i>Educators welcome children each day in their classrooms and some students experience different levels of trauma. Students may require support from the adults in the school building as well as their families and community. Understanding trauma is essential to supporting their mental health and overall well-being. In this class, the impact of trauma on behavior and child/youth development is addressed and types of childhood trauma are defined. You will learn to identify strategies for combating trauma in children/youth while exploring how to build resiliency in students. By understanding trauma, adopting trauma-informed approaches, and fostering resiliency, we will learn how educators and schools can create environments where all students feel supported, valued, and empowered to reach their full potential academically, socially, and emotionally.</i></p> <p><i>TKES Performance Standard 7: Positive Learning Environment</i></p> <p><i>LKES Performance Standard 2: School Climate</i></p>	<p>October 22, 2024 8:30am – 1:30pm Face-to-Face/Hybrid</p> <p>OR</p> <p>November 6, 2024 8:30am – 1:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>The What, Why, and How of Evidence-Based, Data-Driven Instructional Practices</p> <p><i>Target Audience: Induction Phase/New Teachers</i></p>	<p><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 a protocol for unpacking standards, explore evidence-based practices, and discuss the importance of communicating expected learning outcomes with clarity. Teachers will also learn about assessment types and how to utilize assessments to drive instruction.</i></p> <p><i>This class supports teachers’ professional learning goals to meet standards 1, 2, 3, 4, 5, 6, 7, and 8 of TKES.</i></p>	<p>October 22, 2024 8:30am – 1:30pm Face-to-Face/Hybrid</p> <p>OR</p> <p>March 11, 2025 8:30am – 1:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Understanding MTSS Framework</p> <p><i>Target Audience: K-12th Grade teachers, EIP Teachers, MTSS Chairpersons & Specialists, Counselors, Graduation Coaches</i></p>	<p><i>What happens when we begin serving students for academic, behavior, or social-emotional interventions?</i></p> <p><i>Educators will delve into the Multi-Tiered System of Supports (MTSS) framework, exploring tiers 1, 2, and 3, and how they can support students effectively. Increase your understanding of analyzing universal screening data and other relevant data sources. Learn to choose evidence-based interventions, and how to progress monitor with or without a computer-based program. Finally, through role-play, practice how to effectively participate in a Student Support Meeting using the data-based decision-making process. Participants will gain practical insights into implementing MTSS in their educational settings.</i></p> <p><i>TKES Performance Standards 2,3,4 & 6</i></p>	<p>October 24, 2024 8:30am – 1:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 14, 2025 8:30am – 1:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Differentiated Instruction: How to Make it Manageable</p> <p><i>Target: K-12th Grade Teachers</i></p>	<p><i>This class will help you differentiate instruction so your students will be engaged in learning in a manner that suits their abilities and learning styles while still being manageable for you.</i></p> <p><i>Using the practical and easy-to-implement strategies from this class, you will be equipped to reach and teach every student in manageable ways.</i></p> <p><i>This class supports teachers' professional learning goals to meet standards 1, 2, 3, 4 and 6 of TKES as they further their professional development in the planning and implementation of differentiated instruction.</i></p>	<p>October 24, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>February 27, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>
<p>Innovative Scheduling for Leaders</p> <p><i>Target: School Leaders</i></p>	<p><i>Scheduling is a valuable but often untapped resource for school improvement. Innovative thinking with scheduling can increase funding and result in more effective use of time, space, and resources.</i></p> <p><i>In this course, leaders will learn tips and strategies to maximize FTE funding with scheduling while improving their instructional climate. The instructor will share materials and resources that support LKES standards 4, 5, and 7.</i></p>	<p>November 19, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>January 28, 2025 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Digital Tools for Coaches and Administrators</p> <p><i>Target Audience: K-12th Grade Leaders, Instructional Coaches, and Graduation Coaches</i></p>	<p><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 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></p>	<p>December 4, 2024 8:30am – 1:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>June 12, 2025 8:30am – 1:30pm Face-to-Face/Hybrid</p>	<p>5</p>	<p>\$40</p>
<p>Engaging K-5th Students in STEM/STEAM</p> <p><i>Target Audience: K-5th Grade Teachers and Coaches</i></p>	<p><i>In this class, you will engage in hands-on STEM and STEAM experiences yourself so that you can easily implement the lessons with your students! Learn how to easily incorporate STEM/STEAM with takeaways that you can implement tomorrow. Incorporating STEM/STEAM into your lessons will provide highly motivating and engaging learning experiences for your students!</i></p> <p><i>This class supports teachers’ professional learning goals to meet TKES standards 1, 2, 3, and 8 as they further their professional development to support student learning.</i></p>	<p>December 5, 2024 8:30am -3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>March 20, 2025 8:30am – 3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>

<p>Cultivating Collective Teacher Efficacy and Leveraging Evidence-Based Influences for Enhanced Student Learning</p> <p>Target: Leaders and Coaches</p>	<p><i>In this course, participants will delve into the most effective strategies for teachers to positively impact student growth. We will begin by defining, exploring, and discussing evidence-based practices that have been shown to significantly influence student achievement. Drawing on the research of John Hattie (2024), who has ranked over 250 influences on student learning, we will emphasize identifying and implementing strategies with the highest effect sizes.</i></p> <p><i>At the forefront of effective educational practices is Collective Teacher Efficacy, identified as the strategy with the highest effect size. This will be a focal point as we explore its implementation and the development of supportive structures and cultures within educational settings. Additionally, we will examine other influential factors such as self-reported grades, Piagetian programs, prior knowledge, and teacher credibility, among others.</i></p> <p><i>Participants will learn how to facilitate and develop these high-impact strategies within their educational contexts. By the end of the course, educators will be equipped with the knowledge and tools to create environments that foster continuous teacher growth and maximize student learning outcomes. Join us in building the foundations for impactful teaching and learning experiences.</i></p>	<p>December 10, 2024 8:30am – 3:30pm Face-to-Face/Hybrid</p> <p>OR</p> <p>February 26, 2025 8:30am – 3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Strategies for Coaching Positive Classroom Management</p> <p>Target: Leaders and Instructional Coaches</p>	<p><i>Effective leaders coach and build positive classroom environments. They understand that classroom management is not simply the absence of discipline problems, but an intentional set of practices and procedures that promote positive relationships and an engaging environment for all students. This course is designed to help leaders use the Coaching Cycle and feedback strategies to support and build positive behavior management expectations with staff.</i></p> <p><i>The instructor will share materials and resources that support LKES Standards 2, 6, and 7.</i></p>	<p>December 12, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p>OR</p> <p>March 11, 2025 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>

<p>Leveraging Literacy: Strategies in Science and Social Studies</p> <p><i>Target Audience: Secondary Science & Social Studies Teachers</i></p>	<p><i>Effectively acquiring, assessing, and communicating information in science and social studies is a critical component of the GSE. This class will focus on strategies for strengthening literacy while engaging learners in science and social studies content. We will discuss literacy basics and then investigate methods to strengthen reading comprehension and vocabulary acquisition. We will examine strategies for supporting literacy in a contextual manner, including the key role content-specific terminology plays in the learning process. The instructor will share strategies and resources to implement in the school setting, ensuring a job-embedded professional learning experience that will positively impact instructional planning and student learning, as well as supporting struggling students and diverse learners. This class supports teachers' professional learning goals for instructional planning to meet standards 2, 3, 4, and 8 of TKES.</i></p>	<p>January 21, 2025 8:30am -3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>\$40</p>
<p>Using Data Protocols to Support Data Driven Decision Making</p> <p><i>Target Audience: K-12th Grade Teachers and Instructional Coaches</i></p>	<p><i>Do you ever feel like there is so much data floating around you don't know where to start? Continuous improvement is compelling. Using the work of the Harvard Graduate School of Education Data Wise Project and the School Reform Initiative, explore the Data Wise Improvement Process to organize your professional learning community for collaborative work, build assessment literacy, create a data overview, dig into the data, examine instruction, develop an action plan, and plan to assess progress. Participate in data protocols and build an action plan to create structured processes to support focused and productive conversations, build collective understandings, and drive improvement at every level. The instructor will share strategies and resources that support TKES Standards 2,3,4,7, and 8 with practical takeaways that will positively impact teacher practice and student achievement</i></p>	<p>February 27, 2025 8:30am -3:30pm Face-to-Face</p>	<p>6</p>	<p>\$40</p>

Professional Learning Classes to Support Professional Learning Unit Offerings

Title	Description	Date and Time	Hours	Tuition
<p>PLU Series #1: An Introduction to Restorative Practices to Create a Positive School Culture</p> <p><i>Target Audience: Educators Seeking PLU's</i></p>	<p><i>Considering the social/emotional needs of students is more important than ever. This survey course, general overview, 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.</i></p>	<p>October 2- October 30, 2024 Online</p>	<p>20</p>	<p>\$95</p>
<p>PLU Series #2: RTI Tiered Instructional and Behavioral Supports</p> <p><i>Target Audience: Educators Seeking PLU's</i></p>	<p><i>This is a survey course intended to provide a general overview of Tier 1 support for both instruction and behavior to enhance your understanding of these important principles.</i></p>	<p>November 12- December 3, 2024 Online</p>	<p>20</p>	<p>\$95</p>
<p>PLU Series #3: Respecting the Diversity in Your School Community with Intent</p> <p><i>Target Audience: Educators Seeking PLU's</i></p>	<p><i>This course is intended to generate thought and action steps to better serve the needs of your culturally diverse school community. The first step is to acknowledge differences in our 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.</i></p>	<p>January 22 – February 19, 2025 Online</p>	<p>20</p>	<p>\$95</p>
<p>PLU Series #4: Literacy Tools Across Content and Grade Levels to Support Success</p> <p><i>Target Audience: Educators Seeking PLU's</i></p>	<p><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></p>	<p>March 18 – April 15, 2025 Online</p>	<p>20</p>	<p>\$95</p>
<p>PLU Series #5: Formative Assessment: Establishing and Maintaining a Routine of Checking for Understanding</p> <p><i>Target Audience: Educators Seeking PLU's</i></p>	<p><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.</i></p>	<p>May 14 – June 11, 2025 Online</p>	<p>20</p>	<p>\$95</p>

In Partnership with GLRS –

Professional Learning Opportunities for Special Educators

Title	Description	Date and Time	Hours	Tuition
<p>First 30 Days for New Special Education Teachers</p> <p><i>Target Audience: New Special Education Teachers</i></p>	<p><i>This class is designed for new Special Education teachers. Participants will be provided with the tools needed to make the critical first 30 days successful. Participants will learn valuable case management tips, strategies to get to know your students’ strengths and weaknesses, how to structure your environment for success, introductory communication, and the importance of data.</i></p>	<p>August 6-20, 2024 Online</p>	6	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>Co-Teaching That Works!</p> <p><i>Target Audience: Special Education Teachers & General Education Teachers</i></p>	<p><i>If you are a co-teacher, either as the general education or special education teacher, this session is for you! This 6-hour learning opportunity will allow participants to identify the six co-teaching models and how to strategically choose between the models. Educators will learn what specially designed instruction is and is not. Participants will be able to articulate how SDI relates to the roles and responsibilities of special education teachers who provide services. Also, participants will leave this session with tools to foster a positive co-teaching relationship.</i></p>	<p>August 15, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p>OR</p> <p>May 15, 2025 8:30am-3:30pm Face-to-Face/Hybrid</p>	6	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>ABC's of Preschool Special Needs</p> <p><i>Target Audience: Preschool Special Needs Teachers</i></p>	<p><i>Teaching preschoolers requires planning, classroom management, and effective instructional practices. This session will explore classroom expectations, behavior supports, and instructional strategies for individuals who teach children ages 3-5.</i></p>	<p>August 20, 2024 12:00pm-3:00pm Face-to-Face</p>	6	<p>No charge in region</p> <p>\$35 Out of Region</p>

<p>IEP Process for the New Special Education Teacher</p> <p><i>Target Audience: New Special Education Leaders</i></p>	<p><i>This class will run from August 27th through September 10th. A productive Individualized Education Program (IEP) meeting requires that the IEP team- teachers, families, and related service providers - have the resources they need to collaborate to create measurable, legally defensible, and truly individualized IEPs for students. In this class, participants will explore some of the most crucial aspects of creating and implementing effective IEPs that increase student achievement. The class is organized into three modules: how to complete each section of the IEP, how to prepare for an effective meeting, and transition planning.</i></p>	<p>August 27 – September 10, 2024 4:00pm-5:00pm Online</p>	<p>3</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>Special Education Paraprofessional Tips & Tricks</p> <p><i>Target Audience: Special Education Paraprofessionals</i></p>	<p><i>A special education paraprofessional provides critical support for students with disabilities. In order to enhance the work the para does each day, this course will clarify their role and explain what to do and what not to do based on the law. It will define eligibility areas to gain a deeper understanding of disabilities. Finally, the course will provide applicable strategies to work with students with disabilities.</i></p>	<p>August 27, 2024 1:00pm-4:00pm Face-to-Face</p> <p><u>OR</u></p> <p>January 21, 2025 1:00pm-4:00pm Face-to-Face</p>	<p>3</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>Navigating the Spectrum: Effective Strategies for Educators</p> <p><i>Target Audience: General Education Teachers and Special Education Teachers</i></p>	<p><i>In this full-day presentation, educators will be equipped with practical tools to support students with autism across diverse educational settings. Whether in a resource classroom, co-teaching environment, or general education context, the focus remains on fostering inclusive and successful learning experiences.</i></p> <p><i>Understanding Core Deficits Associated with Autism:</i></p> <ul style="list-style-type: none"> • Investigate communication strategies, addressing expressive and receptive language difficulties. • Explore explicit socialization techniques to enhance peer interactions. <p><i>Behavioral and Academic Supports:</i></p> <ul style="list-style-type: none"> • Understand and manage challenging behaviors associated with autism. • Implement positive behavior strategies effectively. • Additionally, personalize educational and academic supports, tailoring instruction to individual needs in inclusive settings. <p><i>Participants will leave with practical resource materials, empowering them to immediately apply these strategies. By providing support, we enable individuals with autism to take control of their learning and behavior, showcasing their unique capabilities to others.</i></p>	<p>August 28, 2024 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>

<p>AT & SLP Collaborative</p> <p><i>Target Audience: AT Leads, SLP Leads & District Leaders</i></p>	<p><i>The AT & Speech-Language Pathologist (SLP) Collaborative will provide an opportunity for regional AT leads, SLPs and district leaders to collaborate, network, and develop effective practices in the field of assistive technology and speech-language.</i></p>	<p>September 6, 2024 8:30am – 11:30am Face-to-Face</p> <p><u>AND</u></p> <p>November 1, 2024 8:30am – 11:30am Face-to-Face</p> <p><u>AND</u></p> <p>February 7, 2025 8:30am-11:30am Face-to-Face</p> <p><u>AND</u></p> <p>May 2, 2025 8:30am-11:30am Face-to-Face</p>	<p>3</p>	<p>No charge in region</p> <p>\$15 Out of Region</p>
<p>The What and Why of SDI</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>Specially Designed Instruction (SDI) is how we tailor instruction for students with disabilities based on their individual needs. Educators will expand their knowledge of Specially Designed Instruction through this full-day session. Participants will be able to determine the correlation between HLPs and SDI as they are part of the instruction focused on that specific student’s learning style. Finally, teachers will apply knowledge of SDI into practice in the classroom.</i></p>	<p>September 10, 2024 8:30pm-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>February 4, 2025 8:30pm-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>School Psychologist Job-Alike</p> <p><i>Target Audience: School Psychologists, Leads & District Leaders</i></p>	<p><i>This job-alike will provide participants with a network of school psychologists across the region. This collaborative network will discuss, develop, and engage in best practices that support our students. Consortium members will follow state priorities and establish regional topics of interest to guide the focus of each session.</i></p>	<p>September 12, 2024 12:00pm-3:00pm Virtual Session Only</p> <p><u>AND</u></p> <p>November 14, 2024 12:00pm-3:00pm Virtual Session Only</p> <p><u>AND</u></p> <p>March 13, 2025 12:00pm-3:00pm Virtual Session Only</p>	<p>6</p>	<p>No charge in region</p> <p>\$15 Out of Region</p>
<p>Transition Consortium</p>	<p><i>The Metro South Transition Consortium holds regularly scheduled meetings for regional Transition Specialists as a representative from each district and invited stakeholders. This group of Transition Specialists maintains a continuous collaboration with the GaDOE, the</i></p>	<p>September 12, 2024 9:00am-12:00pm Face-to-Face</p> <p><u>AND</u></p>	<p>3</p>	<p>No charge in region</p>

<p>Target Audience: Transition Specialists, Leads & Special Education District Leaders</p>	<p><i>Georgia Vocational Rehabilitation Agencies (GVRA) and other regional agencies with the commitment to positively impact transition and graduation for students with disabilities. The meetings are driven by data from the needs assessment to ensure regional Transition Specialists receive professional learning and targeted assistance to support their efforts in meeting the expectations of IDEA and improve outcomes for students with disabilities.</i></p>	<p>October 24, 2024 9:00am-12:00pm Face-to-Face <u>AND</u> December 12, 2024 9:00am-12:00pm Face-to-Face <u>AND</u> January 17, 2025 9:00am-12:00pm Face-to-Face <u>AND</u> March 13, 2025 9:00am-12:00pm Face-to-Face <u>AND</u> April 17, 2025 9:00am-12:00pm Face-to-Face</p>		<p>\$35 Out of Region</p>
<p>Progress Monitoring for New Special Education Teachers</p> <p>Target Audience: New Special Education Teachers</p>	<p><i>The Individuals with Disabilities Act (IDEA) requires school districts to monitor progress on the goals in the Individualized Education Programs (IEPs) for students with special needs. Progress monitoring is a scientifically based practice of specifically measuring progress regarding a specific area of need. Without appropriate progress monitoring, there is no way of knowing whether a student is making progress and whether revisions to the student’s special education programming are necessary. In this class, participants will learn about writing measurable goals, selecting appropriate progress monitoring tools, and how to organize the materials in a readily accessible way.</i></p>	<p>September 24 – October 15, 2024 Online</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>Understanding Child Outcome Summary (COS)</p> <p>Target Audience: Preschool Special Needs Teachers, PKSN Leads & PKSN District Leaders</p>	<p><i>The Georgia Department of Education measures Early Childhood Outcome-Indicator 7 data for students exiting preschool special needs in a given school year. Three areas are measured to determine if students have improved or maintained outcomes compared to their same-age peers from the time they enter the program to the time they exit the program: positive social-emotional skills acquisition, use of knowledge and skills, and appropriate use of behavior to meet needs. Participants will receive an overview of the Child Outcomes Summary and learn procedural expectations for facilitating discussions in IEP meetings related to Child Outcome Summary data.</i></p>	<p>September 24, 2024 9:00am-12:00pm <u>OR</u> February 11, 2025 12:00pm-3:00pm</p>	<p>3</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>

<p>Preschool Special Needs Consortium</p> <p><i>Target Audience: Preschool Special Education Leads and District Leaders</i></p>	<p><i>The Individuals with Disabilities Education Act (IDEA) Part B Section 619 is intended to help states ensure that all preschool-aged children (3 through 5 years of age) with disabilities receive special education and related services.</i></p> <p><i>The Preschool Special Needs Consortium will serve as a collaborative network of regional educators and leaders that discuss, develop, and engage in best practices that support our young learners. Consortium members will follow state priorities and establish regional priorities to guide the focus of each session.</i></p>	<p>September 26, 2024 1:00pm-4:00pm Virtual Session Only</p> <p><u>AND</u></p> <p>December 5, 2024 1:00pm-4:00pm Virtual Session Only</p> <p><u>AND</u></p> <p>March 13, 2025 1:00pm-4pm Virtual Session Only</p> <p><u>AND</u></p> <p>May 1, 2025 1:00pm-4pm Virtual Session Only</p>	<p>3</p>	<p>No charge in region</p> <p>\$15 Out of Region</p>
<p>The Survivor's Toolkit: Managing and Addressing Behavior Challenges for Students with Disabilities</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>Let's not just survive...let's flourish in a proactive design! Students with disabilities often display behaviors that act as barriers to social and academic development. This class will help you better manage the classroom by addressing behavioral concerns. Responsive special educators are better able to prevent and respond to challenging behaviors with strategies that are evidence-based and mindful of students' rights and behavioral needs. In this class, you will learn how to collect and use academic and behavioral data for individual students and learn three behavioral strategies that have shown support for promoting student engagement, increasing student compliance, and enhancing social success.</i></p>	<p>October 22, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>January 22, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>SDI Reading Series: Strategies for Phonological Awareness, Phonics, and Sight Recognition</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>In this class, participants will explore the first three pillars of reading and how to align specially designed instruction to the pillars. Through evidence from the science of reading, participants will learn how to assess the word recognition portion of Scarborough's Reading Rope. Once the student's deficit skills are identified, alignment of instructional planning will target student-specific concerns. The class will provide specific strategies to address the student's concerns. Please note that this class does not teach a specific program; it teaches strategies that you can use the very next day.</i></p>	<p>October 24, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>February 26, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>

<p>Behavior Strategies for the New Special Education Teacher</p> <p><i>Target Audience: New Special Education Teachers</i></p>	<p><i>This class will run from October 29th through November 12th. Managing and addressing behavioral concerns in the classroom can be a challenge. The behavioral concerns of students with disabilities can act as barriers to their academic and social development. In this class, you will learn strategies that have shown support for promoting student engagement, increasing student compliance, and enhancing social success. You will become more responsive in preventing and responding to challenging behavior. This class focuses on systematic behavior regulation, classroom management, and universal behavior strategies.</i></p>	<p>October 29 – November 12, 2024 4:00pm-5:00pm Online</p>	<p>1</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>How to Design & Plan Instruction for Students with Processing Deficits</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>“How do I plan instruction for students with processing deficits?” This course will provide participants with a deeper understanding of how processing deficits interfere with the way students understand and make meaning of the information presented to them. Participants will develop an understanding of the processing deficits that are outlined in psychoeducational evaluation reports of students with disabilities. This session will guide participants through activities that build their understanding of processing deficits. They will also explore how to identify, design, plan, and implement instructional strategies (SDI: Specially Designed Instruction) based on student deficits that support improved outcomes.</i></p>	<p>October 30, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>June 2, 2025 8:30am-3:30pm Online</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>How to Develop Meaningful Transition Plans: Moving Beyond Compliance</p> <p><i>Target Audience: Special Education Teachers and Leaders</i></p>	<p><i>IDEA outlines transition services as a “coordinated set of activities for a child with a disability” that are individualized and result-oriented that facilitate movement to post-secondary environments. Successful transitions for students at all ages require thoughtful and purposeful planning. This course will provide participants with the understanding and the ability to write annual transition plans that include transition assessments, course of study, measurable goals, and transition activities/services.</i></p>	<p>November 6, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>January 30, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>SDI Reading Series: Strategies for Fluency, Vocabulary & Comprehension</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>In this class, participants will explore the second half of the five pillars of reading and align the pillars to specially designed instructional strategies. Through evidence from the science of reading, participants will learn how to assess the language comprehension portion of Scarborough’s Reading Rope for students with disabilities.</i></p>	<p>November 19, 2024 8:30am-3:30pm Face-to-Face</p> <p><u>OR</u></p> <p>March 20, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>

	<p>The class will begin with fluency as the bridge from decoding to vocabulary and comprehension. Once the student’s specific deficit skill is identified, alignment of interventions will target student specific concerns. The class will provide specific strategies to address the concerns. Please note that this class does not teach a specific program; it teaches strategies that you can use the very next day.</p>			
<p>Empowering Educators: Supporting Students with Autism and Cognitive Disabilities</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p>In this full-day presentation, educators will gain practical tools designed for self-contained classrooms serving students with autism and cognitive disabilities. The session emphasizes the concept of “learning for all,” recognizing that every child, regardless of ability or disability, deserves an active role in the learning process.</p> <p><i>Understanding Core Deficits:</i></p> <ul style="list-style-type: none"> • Delve into the fundamental challenges faced by students with autism and cognitive disabilities. • Investigate communication strategies, addressing expressive and receptive language difficulties. • Introduce alternative and augmentative communication methods. • Explore explicit socialization techniques to enhance peer interactions. <p><i>Behavioral and Academic Supports:</i></p> <ul style="list-style-type: none"> • Understand and manage challenging behaviors associated with autism and cognitive disabilities. • Implement positive behavior strategies effectively. • Personalize educational and academic supports, tailoring instruction to individual needs for students with cognitive disabilities. <p>Participants will leave equipped with practical resource materials, empowering them to immediately apply these evidence-based strategies. By providing support, educators enable individuals with autism and cognitive disabilities to thrive in self-contained classrooms, showcasing their unique capabilities to others.</p>	<p>November 20, 2024 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>High Leverage Practices: Instruction</p> <p><i>Target Audience: Special Education Leaders</i></p>	<p>Effective special education teachers base their instruction and support for students with disabilities on the best available evidence, combined with their professional judgment and knowledge of individual student needs. In this session, participants will explore various High-Leverage Practices (HLPs) in the area of instruction, such as explicit instruction, scaffolding, flexible grouping, student engagement, and positive feedback.</p>	<p>November 20, 2024 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>

<p>IEPs that Support Student Independence and Growth</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>Does it really matter what you write in an IEP? A strong, meaningful IEP leads to more effective and targeted support and services for the unique needs of students. Increasing a focus on student strengths, specially designed instruction, and meaningful goals in turn supports student agency and independence. How? This course is designed for teachers that are developing IEP writing skills and who need a thorough review of each section of the IEP. The course elements will provide compliant practices for IEP writing and guidance on how to create IEPs that support student engagement and progress, as well as weaving student strengths, specially designed instruction, and SMART goals in the document.</i></p>	<p>December 3, 2024 8:30am-3:30pm Face-to-Face/Hybrid</p> <p><u>OR</u></p> <p>March 18, 2025 8:30am-3:30pm Face-to-Face/Hybrid</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>15 Big Ideas for Increasing the Achievement and Learning of Students with Disabilities</p> <p><i>Target Audience: Teachers, Instructional Coaches, School and District Leaders</i></p>	<p><i>"We are doing so many wonderful things in our district, but we must increase the learning and achievement of students with disabilities. What should we do?" Do you have an answer? Are you ready for that conversation?</i></p> <p><i>During this session participants will be provided 15 Big Ideas to do just that - help you enhance the performance of students with disabilities.</i></p> <p><i>Topics included:</i> <i>Providing G.R.E.A.T instruction for all students as a part of Tier 1 instruction:</i> <i>Effective co-teaching</i> <i>Developing the master schedule to support inclusive practices</i> <i>Engaging all students in all classes</i> <i>Defining specially designed instruction</i> <i>The focus will be on students with IEPs who are served in the general curriculum classes.</i></p>	<p>December 4, 2024 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>Special Education Legal Updates with Julie Weatherly</p> <p><i>Target Audience: Special Education Leaders</i></p>	<p><i>While neither IDEA nor Section 504 have been amended in many years, there continues to be a considerable amount of activity in special education law recently and it doesn't seem to be slowing down. This session will provide an update of the most recent significant special education "legal happenings," including an overview of relevant court decisions and agency interpretations that have been issued.</i></p>	<p>December 10, 2024 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>

<p>Assistive Technology for New Special Education Teacher</p> <p><i>Target Audience: New Special Education Teachers</i></p>	<p><i>This class will run from January 14th through January 28th. The Individuals with Disabilities Education Act (IDEA) mandates the school system’s responsibility to provide assistive technology devices and services to students with disabilities. Assistive technology devices are any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities, not to include surgically implanted devices. The definition of an assistive technology device is very broad and gives IEP teams the flexibility that they need to make decisions about appropriate assistive technology devices for individual students. This class will discuss what assistive technology is and how it can help your students succeed by providing equal access.</i></p>	<p>January 14, 2025 4:00pm-5:00pm Online</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>High Leverage Practices: Assessment</p> <p><i>Target Audience: Special Education & General Education Teachers</i></p>	<p><i>Understanding and utilizing assessment data plays a key role in special education. In this session, participants will delve into three assessment High-Leverage Practices (HLPs). Come learn how to use a variety of data sources, interpret data, communicate the information to various stakeholders, and make necessary adjustments that improve outcomes for students with disabilities.</i></p>	<p>January 28, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>Back to Basics: Significant Cognitive Disabilities</p> <p><i>Target Audience: Special Education Teachers of Students with Significant Cognitive Disabilities</i></p>	<p><i>The Georgia Department of Education will be offering a one-day training that will focus on engagement, communication, aligning standards, scheduling, and wraps up with a make and take. This training is most suited for educators who directly supervise teachers of students with significant cognitive disabilities, new special education teachers and/or teachers that may need to revisit best practices in teaching students with significant cognitive disabilities.</i></p>	<p>February 6, 2025 9:00am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>

<p>SDI Math for the New Special Education Teacher</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p>According to IDEA, “Specially designed instruction means adapting, as appropriate the content, methodology, or delivery of instruction-(i) To address the unique needs of the child that result from the child’s disability; and (ii)To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” This class will cover how to incorporate SDI in all aspects of the mathematical instructional design: engage, explore, apply, and reflect. Please note that this class will not teach a specific program; it will teach strategies that instructors can use the next day.</p>	<p>February 6, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>Understanding Problem Behavior and How to Treat It</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p>This six-hour training provides participants with an understanding of how teachers may understand and treat problem behaviors in their classroom using an applied behavior analysis approach. Participants will learn the basic principles of applied behavior analysis and how they may be applied to understand and change problem behavior. A particular emphasis will be placed upon the importance of determining the function of problem behaviors prior to utilizing behavioral interventions to treat them. Participants will then learn the most effective and commonly used interventions for treating problem behaviors based on their respective behavioral function. Finally, participants will learn how to create solid behavior intervention plans.</p>	<p>February 25, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>School-Based Data Collection in Behavior Analysis</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p>Part 1. Setting Up A Skill Acquisition Program for Students with Autism and Other Developmental Disabilities:</p> <p>Participants will learn how to perform a skills assessment on students with autism and other developmental disabilities and how to select appropriate teaching objectives based on the results of the students’ current skill deficits and strengths.</p> <p>Part 2. Data Collection & Behavioral Graphing:</p> <p>Participants will learn how to define and measure behaviors, select a recording method, how to use various types of data collection sheets, and how to interpret student progress using behavioral graphs.</p>	<p>March 11, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>

<p>High Leverage Practices: Social Emotional/ Behavior</p> <p><i>Target Audience: Special Education & General Education Teachers</i></p>	<p><i>Effective teachers focus on increasing appropriate behavior by adopting an instructional approach that incorporates the explicit teaching of social skills and offers students multiple opportunities to practice appropriate social behaviors throughout the school day followed by positive specific feedback. In this session, participants will learn to implement evidence-based practices to prevent social, emotional, and behavioral challenges and provide early intervention at the first sign of risk. Educators will explore ways to provide increasingly comprehensive supports through a team-based problem-solving strategy and to implement all behavioral supports, even those in response to significant problem behavior in a caring, respectful, and culturally relevant manner.</i></p>	<p>March 25, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>Understanding a Psychoeducational Evaluation to Provide Specially Designed Instruction</p> <p><i>Target Audience: Special Education Teachers</i></p>	<p><i>Reviewing a psychoeducational report may seem to be intimidating to some, but it is one of the most powerful resources educators can use. The psychoeducational evaluation report details a student’s strengths, weaknesses, and neurological development. School psychologists and other identified professionals conduct a battery of assessments that guide the process and development of a student’s evaluation report. This information is used by educators and families when making educational, academic, and functional decisions for students with disabilities. This session will provide participants with a deeper understanding of how to understand the implications of a psychoeducational evaluation and the application of this understanding when making instructional decisions in the classroom setting.</i></p>	<p>June 2, 2025 8:30am-3:30pm Online</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>
<p>Effective Elementary Reading Instruction: From Tier 1 through Dyslexia</p> <p><i>Target Audience: Curriculum/Instruction Leaders, Principals, Assistant Principals, General Education Teachers, Special Education Teachers, EIP Teachers, Special Education Leaders</i></p>	<p><i>Since the beginning of the 24-25 school year, Georgia elementary schools have been operating under two pieces of legislation. The Georgia Early Literacy Act requires that all elementary schools provide instruction based on the science of reading/structured literacy for all kindergarten through 3rd grade students. Senate Bill 48 requires that school districts screen the same students for characteristics of dyslexia and provide effective interventions. During this session, John O’Connor will provide an overview of the science of reading and how to provide explicit, systematic instruction that is grounded in decades of research. He will also share information on screening and how to provide interventions to students who have reading deficits, including those with characteristics of dyslexia. Mr. O’Connor will also lead participants through reflecting on their school and district’s first year of implementation. This session has been provided in multiple locations around Georgia.</i></p>	<p>June 5, 2025 8:30am-3:30pm Face-to-Face</p>	<p>6</p>	<p>No charge in region</p> <p>\$35 Out of Region</p>

Substitute Teacher Training

Dates for 2024-2025

This three-hour training (9:00 a.m. to 12:00 p.m.) will be held on the following dates during the 2024-2025 school year.

Please only select one that is convenient for you.

July 24, 2024

August 20, 2024

September 18 or 25, 2024

October 30, 2024

December 3, 2024

February 25, 2025

March 4 or 13, 2025

May 14, 2025

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

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

Griffin RESA

Endorsement Opportunities

Griffin RESA is now accepting applications for endorsement cohorts.

Each program is designed to meet the requirements of the Georgia Professional Standards Commission.

Coaching Endorsement – three courses including a clinical practice

Computer Science Endorsement – three courses including a clinical practice

Dyslexia Endorsement – three courses including a clinical practice

Gifted Endorsement – four courses including an authentic residency

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

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

Online Teaching Endorsement – three courses including a clinical practice

Reading Endorsement – three courses including a clinical practice

MTSS/SST Facilitator Endorsement – three courses including a clinical practice

STEM 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 (FAQs)

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

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

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

How can I register for a Griffin RESA class?

Locate the class you wish to take by selecting *Professional Learning*, then *Course Catalog* from the drop menu at <http://www.griffinresa.net>. (Note: The first time you register, you must complete a personal profile. See the question below.) 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 menu at <http://www.griffinresa.net>. When you click the provided link, you'll see that we have a new registration system! First confirm that you do not already have an existing profile (see question below). Then, if not, click *Sign-Up* under the question "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 clicking 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 (FAQs) 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 application?

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

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

If you work for one of the school systems in the Griffin RESA region, approval is required if *School* or *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.

Who will approve my application?

Generally, your principal will approve your application 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 the individual profile. A registration using your email and password will be matched by the system with your Griffin RESA profile.

Must I use my school email and/or password?

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

Can I register for someone else?

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

Professional Learning Frequently Asked Questions (FAQs) Continued

What if I change schools and/or systems?

Please edit your Griffin RESA profile to reflect the changes. At the RESA main page select *Professional Learning*, then select *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.**

How do I pay for the class?

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

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

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

What is your cancellation policy?

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

Do you have any information regarding lodging in the area?

We do not endorse any specific hotel or lodging facility but can provide helpful information.

•The Holiday Inn Express in Griffin has a rate of \$107.00 plus tax for a standard room.

Griffin RESA rate code “AEK3H”

Phone - 678-408-6693 / Address - 1361 North Expressway, Griffin, GA 30223

•The Comfort Inn and Suites in Locust Grove has a rate of \$99.00 plus tax for a standard room. **Ask for the “Griffin RESA” rate.**

Phone - 470-507-4801 / Address - 4699 Bill Gardner Parkway, Locust Grove, GA 30248



GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY

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Dr. Stephanie L. Gordy, Executive Director

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



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