

Directors' Webinar

Tuesday, September 8, 2020



Educating Georgia's Future *by graduating students who are ready to learn, ready to live, and ready to lead.*



State Director's Welcome

Dr. Zelfhine Smith-Dixon

Agenda

- Welcome
 - New Staff
- Content Integration Timelines
- Child Find and Early Childhood Transition Timeline Summary
- YouScience
- Dual Enrollment
- Assistive Technology Partnership
- Questions and Answers

New Staff

- Dawn Kemp – Part B Data Manager in Data and GO-IEP Unit
- Scott Smith – Program Manager in Family Engagement and Dispute Resolution Unit (as of July 1, 2020)
- Kenneth Prescott – Program Specialist in Family Engagement and Dispute Resolution Unit (as of August 3, 2020)

New Resources from Mathematics and Science

Jenise Sexton
Renee Shirley-Stevens

9/8

Resources PDF

- Use the following link to access our resources and other links that complement this Presentation:

<http://bit.ly/MathSci2020>

Supporting Students with Distance Learning Documents



Supporting Students with Disabilities with Distance Learning

Plans for Support			
<i>Teachers are encouraged to collaborate with parents or guardians as plans for support are developed.</i>			
Choice of Tools	*Preferred Types of Activities	Aligning to IEP Goals	Documentation
<ul style="list-style-type: none"> ✓ Learning Management System (LMS) ✓ Virtual Platform ✓ Telephone/Cell Phone Pencil/Paper 	<ul style="list-style-type: none"> ✓ Games ✓ Videos ✓ Discussions ✓ Puzzles ✓ Challenges 	<ul style="list-style-type: none"> ✓ Educators curate and/or share learning activities for families and students which support IEP goals. ✓ Students with 504 Plans and Individual Education Plans should be administered their standard classroom instructional accommodations. 	<ul style="list-style-type: none"> ✓ Development of a distance learning plan ✓ Document schedule of parent-teacher consultation ✓ Document accommodations offered to students ✓ Document communication to students

Instructional Ideas for Supporting Students with Disabilities	
<i>Specially Designed Instruction, generally, is adapting content, methods, and/or instructional delivery to address the unique needs of a student.</i>	
Time of Instruction	<ul style="list-style-type: none"> ✓ Assignments in small chunks with high levels of student engagement ✓ A fraction of the face-to-face, classroom time ✓ Mini lessons for no more than 5-7 minutes ✓ Consider student interest
Student Choice	<ul style="list-style-type: none"> ✓ Choice in demonstrating knowledge ✓ Choice in receiving information ✓ Choice Board of activities/tasks: low and no tech options ✓ Choice in what to study with help connecting to grade appropriate learning

Supporting Students with Distance Learning Documents



Kindergarten Choice Board Tasks and Activities

<p>Option 1: American Symbols Why do we have flags? What do they represent?</p> <ul style="list-style-type: none"> • Draw a picture of the American flag. How many stars? How many stripes? • Create your own flag using shapes (squares, circles, triangles, rectangles, or hexagon). Write about what it represents. What do the colors or shapes mean? • Ask questions about what the flags are made of and then investigate the flags that are safe to approach and touch. Are all of the flags made of the same material? What are the characteristics of the material that the flags are made of? Talk to a friend, make a list, or draw and label what you noticed. <p><i>SSKH2a, SKP1b, MGSEK.G.3, ELAGSEKRI7</i></p>	<p>Option 2: Time Patterns Can you use time words?</p> <ul style="list-style-type: none"> • Make a timeline of your life with pictures or drawings. Don't forget to label your timeline using time words. • Use pictures or drawings to make a schedule of your day. Don't forget to use your time words. • Create a model of the sky showing day, evening, night and morning on a paper plate. Remember to use time words to show changes in time to describe changes in the sky. <p><i>SKE1b, SSKH3, ELAGSEKW3</i></p>
<p>Option 3: Earth Materials What about the ground?</p> <ul style="list-style-type: none"> • Compare two types of soil, for example, Georgia red clay vs potting soil or sand. Create a list of similarities and differences. • Directly compare the two types of soil. Describe the difference between the two with a "more of/less of" statement. • Look at a simple map. Identify and count how many places where you would find soil. Using the numbers 0 to 20, represent the number of places you would find soil with a written numeral. Explain why soil would be found there. 	<p>Additional Family Connections (Essential Skills to Practice Weekly)</p> <ul style="list-style-type: none"> • <i>Notice and Wonder:</i> Take a walk with a grown up. Did you see any flags? What kind of flags did you see? How many did you see? • <i>Text Connection:</i> Read a book for 20 minutes. Do you notice any symbols in the book? • <i>Purposeful Counting:</i> Observe nature with a parent. Each of you look for a different kind of animal, count it, and then discuss who saw more/less? • <i>Reading and Comprehension:</i> Play "I Spy" with sounds. For example, "I spy something that starts with the letter S." or "I spy something that starts with the /m/ sound." • <i>Purposeful Counting:</i> Work with one person to make collections with no more than 10 objects (coins, Legos, dolls, rocks, etc.). Count your collections. Identify whether the number of objects in your collection is greater than, less than or equal to the other collection.

Supporting Students with Distance Learning Documents



Supporting Students with Distance Learning Documents

Accessibility Resources for Virtual Learning

Companion resources for the video entitled, *Virtual Supports for Struggling Learners*

Where can I find these resources?

The content integration webpage contains all these resources that we have been discussing today.



Richard Woods, Georgia's School Superintendent

[Offices & Divisions](#) ▾ [Programs & Initiatives](#) ▾ [Data & Reporting](#) ▾ [Learning & Curriculum](#) ▾ [State Board & Policy](#) ▾ [Finance & Operations](#) ▾ [Contact](#) ▾

 → [Teaching and Learning](#) → [Curriculum and Instruction](#) → [Integrated Instructional Supports for All Students](#)

Libraries

Content Areas

[Computer Science](#)

[English Language Arts](#)

[Fine Arts](#)

[Gifted Education](#)

Integrated Instructional Supports for All Students

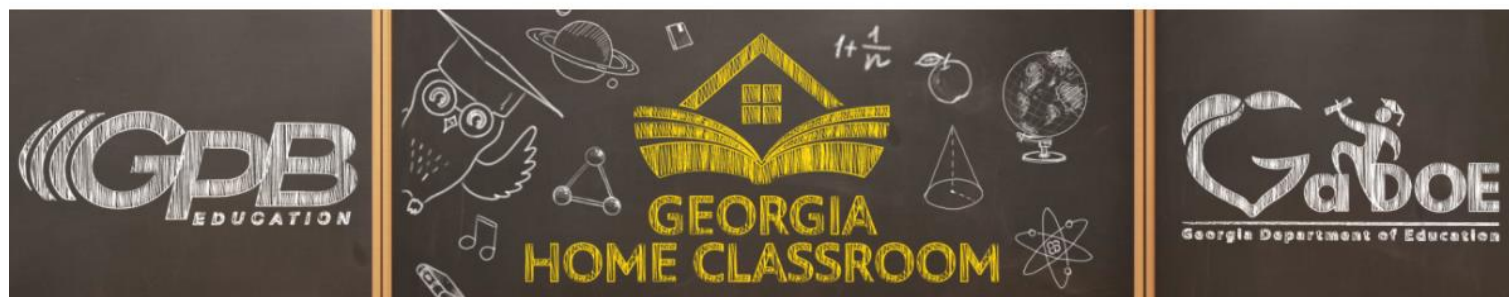
Integrated Instructional Supports for All Students provides resources for students, families, and teachers curated and developed by our Curriculum and Instruction Content Integration Specialists. A dedicated team member in each content area works with our Special Education Services and Supports to inform and coordinate efforts as we strive to educate the Whole Child.

Contact Information

Franeka Colley
Content Integration Specialist
English Language Arts
(404) 657-6104



GPB and GaDOE Resources



[Georgia Home Classroom](#)



[Getting Ready for K - 3](#)

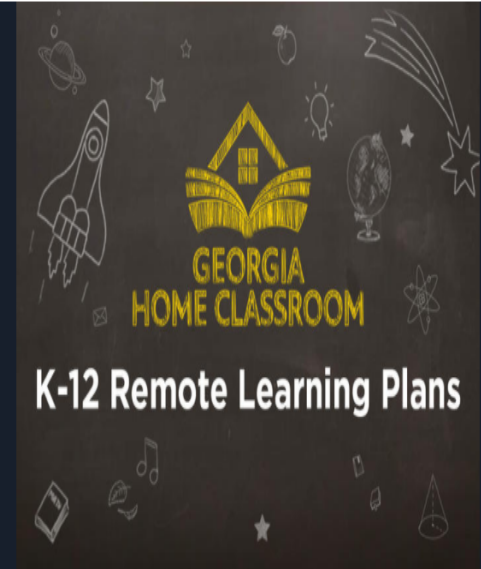
GPB and GaDOE Resources

RESOURCE

K-12 Remote Learning Plans

Content experts at the Georgia Department of Education have developed Remote Learning Plans for teachers and parents. These Georgia Standards of Excellence-based plans were specifically designed for use during these uncertain times as support for school districts, administrators, teachers, and parents who are working tirelessly to provide students with quality content.

[LEARN MORE](#)



GPB and GaDOE Resources

K-12 Remote Learning Plans



Content experts at the Georgia Department of Education have developed **Remote Learning Plans** for teachers and parents. These Georgia Standards of Excellence-based plans were specifically designed for use during these uncertain times as support for school districts, administrators, teachers, and parents who are working tirelessly to provide students with quality content.

The plans are easy-to-use and include both “plugged and unplugged” activities. Check back for more **Remote Learning Plans** in each content area as they are updated weekly.

[English Language Arts \(ELA\) Remote Learning Plans](#)

[Fine Arts Remote Learning Plans](#)

[Mathematics Remote Learning Plans](#)

[Physical Health and Wellness Remote Learning Plans](#)

[Social Studies Remote Learning Plans](#)

[Science Remote Learning Plans](#)

Science Updates



GPB and GaDOE Resources

RESOURCE

K-12 Remote Learning Plans

Content experts at the Georgia Department of Education have developed Remote Learning Plans for teachers and parents. These Georgia Standards of Excellence-based plans were specifically designed for use during these uncertain times as support for school districts, administrators, teachers, and parents who are working tirelessly to provide students with quality content.

[LEARN MORE](#)



GPB and GaDOE Resources

K-12 Remote Learning Plans



Content experts at the Georgia Department of Education have developed **Remote Learning Plans** for teachers and parents. These Georgia Standards of Excellence-based plans were specifically designed for use during these uncertain times as support for school districts, administrators, teachers, and parents who are working tirelessly to provide students with quality content.

The plans are easy-to-use and include both “plugged and unplugged” activities. Check back for more **Remote Learning Plans** in each content area as they are updated weekly.

[English Language Arts \(ELA\) Remote Learning Plans](#)

[Fine Arts Remote Learning Plans](#)

[Mathematics Remote Learning Plans](#)

[Physical Health and Wellness Remote Learning Plans](#)

[Social Studies Remote Learning Plans](#)

[Science Remote Learning Plans](#)

Science distance learning resources available

4th Grade

Big Idea/ Topic: The student will learn about weather, moon phases, collecting data. [Click to download.](#)

5th Grade

Big Idea/ Topic: The student will learn about Earth changes over time, including erosion and weathering. [Click to download.](#)

7th Grade

Big Idea/ Topic: The student will learn about the interdependence of organisms, relationships in ecosystems, cycling of matter and energy, biomes. [Click to download.](#)

8th Grade

Big Idea/ Topic: The student will learn about atomic structure, chemical and physical properties and changes, periodic table. [Click to download.](#)

Biology (HS)

Big Idea/ Topic: The student will learn about the interdependence of organisms, cycling of energy, cycling of matter, stability of an ecosystem, and human impact. [Click to download.](#)

Environmental Science (HS)

Big Idea/ Topic: The student will learn about planet Earth, energy, succession, and biodiversity. [Click to download.](#)

Chemistry (HS)

Big Idea/ Topic: The student will learn about atomic theory and characteristics of atoms and elements. [Click to download.](#)

Physical Science (HS)

Big Idea/ Topic: The student will learn about atomic structure, subatomic particles, periodic table and bonding. [Click to download.](#)

Physics (HS)

Big Idea/ Topic: The student will be introduced to one-dimensional motion. [Click to download.](#)

Distance Learning Resources



4th Grade

Sample Science Learning Plan

Big Idea/ Topic
Weather, moon phases, collecting data.

Standard Alignment
<p>S4E4. Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data.</p> <p>a. Construct an explanation of how weather instruments (thermometer, rain gauge, barometer, wind vane, and anemometer) are used in gathering weather data and making forecasts.</p> <p>c. Ask questions and use observations of cloud types (cirrus, stratus, and cumulus) and data of weather conditions to predict weather events.</p> <p>S4E2. Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth.</p> <p>b. Develop a model based on observations to describe the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).</p>



Distance Learning Resources

Instructional Design

This startup segment will allow students to begin the data collection of weather and moon phases. This segment will have students begin the process of collecting and analyzing weather data to predict the weather for their local area. Students will also begin collecting and recording observations of the moon phases to recognize the repeating pattern.

Use the handout [Parent Letter](#) or write your own to inform parents about the instructional segment and materials they can gather for their child to successfully participate in the activities and investigations.

Engage

Phenomenon: Work of the astronauts on the International Space Station and their life in microgravity conditions.

Ask students questions like

- What is it like to live in space?
- Would you float instead of walk?
- How would you sleep?

Distance Learning Resources

Explain

The instruction will begin with clouds even though students are also making observations about the moon. Continue to remind students and encourage them to continue to compile data about the weather and the moon viewing. Students can refer to their charts when the moon phase study begins and already have several entries to see the repeating pattern of the moon phases.

The science of forecasting the weather takes careful observation and time to recognize patterns. Have students begin by focusing on observing the clouds and the weather associated with those clouds. They can use their [My Observation Chart](#) information and their journal/notebook entries to make general statements such as "When the clouds were fluffy and white, we didn't have rain." Or "When the clouds turn real dark and build very high, we have thunderstorms." Or "Gray cloudy days when I don't see much blue sky seem cooler."

Have students collect data for several days since weather sometimes stays the same over several days. That is okay. It helps students recognize patterns in seasonal weather. After students are proficient at recognizing basic cloud types and have seen examples of each, you can continue with more data.

Plugged:

You can explain what information to collect when you meet with them. A video of samples will help students understand the depth of data. Students can use an online journal to upload photos of clouds and descriptions of what they see. They can compile cloud pictures in a power point presentation giving examples of the main types of clouds with descriptions and share to the class website.

Unplugged:

Provide students with the handout and expectations/samples of what information is recorded in their journal/notebook. Schedule a time and place for students to bring their notebook/journal so that you can check their progress and a time and place for them to collect their journal/notebook with the feedback you provide. You can ask them questions about what they are recording in their journals when you talk to them on the phone (be sure to consult district policy about communication with students prior to initiating phone conversations).

You can scan their entries onto the class website for sharing with the rest of the class.

Distance Learning Resources

Evidence of Student Success

Student mastery is assessed throughout this unit using formative and summative components. Student discussion, explanations and products should reflect the understanding indicated in the Evaluate section above. Each activity in the segment functions as an assessment opportunity as well to plan targeted supports or provide extension items. Formative options using the self-evaluation checklist and the sorting activity at various points during the segment.

Student Learning Supports

The goal for science education in the state of Georgia is as follows: All Students, over multiple years of school, actively engage in science and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields.

The learning experiences provided for students should engage them with fundamental questions about the world and with how scientists have investigated and found answers to those questions. This lesson includes the disciplinary core ideas, science and engineering practices and crosscutting concepts to actively engage students in exploring science concepts with real world topics. As part of the vision we must support the inclusion of all students in science learning.

Some **general** strategies to include all students in the learning process of science are as follows:

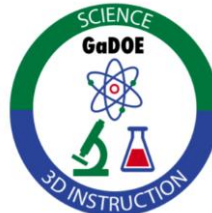
Science Professional Learning Playlist



Phenomenal Professional Learning Playlist

Science professional learning, on demand. You can participate from anywhere at anytime.

- What is 3D Science? Part 1-An Introduction to 3D Science for Special Education Teachers (19:44)
 - Resources for 3D Science Supports Video
- 3D Science Supports for Struggling Learners-Part 2 (41:20)
 - Resources for Supports for Struggling Learners Video
- Co-teaching in the 3D Classroom-Part 3 (27:14)
 - Resources for Co-teaching in the 3D Classroom
- Virtual Supports for Struggling Learners (33:27)
 - [Accessibility Resources for Virtual Learning](#)
 - Supporting Students with Disabilities with Distance Learning
 - This document has choice boards with low-to-no technology options for teaching integrated lessons (K-5) in a distance format. It also provides family connections to keep students practicing skills at home.
- Virtual Supports for Struggling Learners: Video Slides



- This is the link to the GaDOE science page: **bit.ly/GaDOEScience**
- Science also has a Ga Learns Course is available for 3-D science instruction.

Science webpage

New Updates

- Sample Learning Menu Strategies for K-12 Science
- Science Support for Families During School Closures
- Science Support for Students' Learning During School Closures
- Self-Care Resources: Resources for caring for yourself in the face of difficult work
- Georgia Virtual Learning has an Effective Free Training Course to Support Digital Learning
- Integrated Instructional Supports for All Students is resources curated and developed by Curriculum and Instruction Content Integration Specialists (English Language Arts, Mathematics, Science and Social Studies). They work with our Special Education Services and Supports to inform and coordinate efforts as we strive to educate the *Whole Child*.
- All published science instructional segments in the Essential Toolkit have been updated to include student support suggestions and are organized to match the 5E format.

Coming Soon



- Science Teacher Communities
- Progressions Document for Science GSE
- Choice Boards for Unplugged Learning

GaDOE Science Team

Amanda Buice

Science Program
Manager

abuice@doe.k12.ga.us

Keith Crandall

Science Program Specialist

kcrandall@doe.k12.ga.us

Renee Shirley-Stevens

Content Integration & Special
Education Specialist for Science

Renee.Shirley-stevens@doe.k12.ga.us

Follow us:

 @GaDOEScience

[GaDOE Science
Website](#)

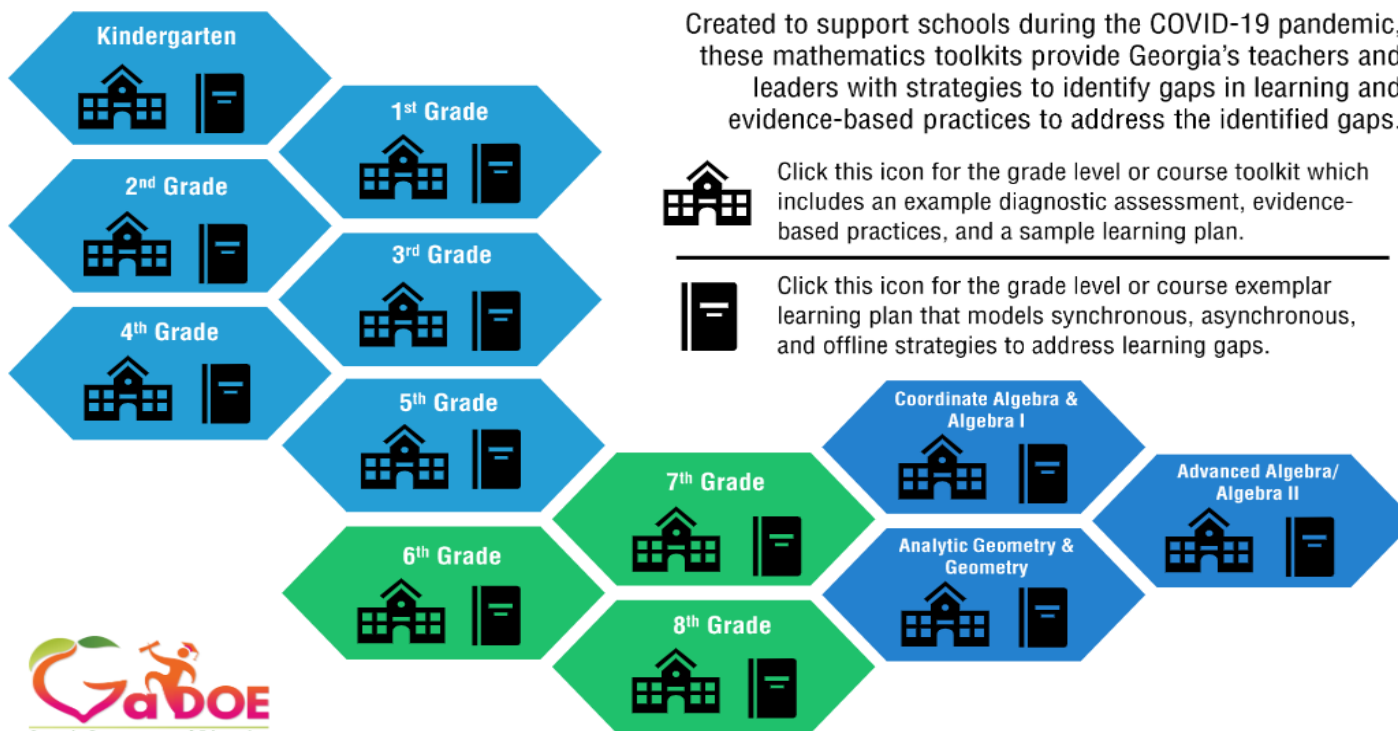
Mathematics Updates

Resources



2020 Guide for Effective Mathematics Instruction

2020 Guides for Effective Mathematics Instruction



NEW Resources

Back-to-School Resources

This toolkit was created for each grade level and course to support mathematics classroom teachers with the implementation of best practices in the remote learning environment. This was specifically created to support teaching professionals during the 2020 COVID-19 era.

2nd Grade

2020 Guide for Effective Mathematics Instruction

A Teacher Toolkit for Student Success

This 2020 Teaching and Learning Toolkit is provided to support teachers and learners in the mathematics classroom (especially during the COVID-19 era).



Georgia Department of Education

1

July 2020

NEW Resources

Distance Learning Resources

Sample learning plans with exemplar diagnostic assessments, evidence-based practices, resources, plugged and unplugged activities, and ideas for differentiation and acceleration for each grade and course.



Analytic Geometry/Geometry

[Analytic Geometry COMPREHENSIVE COURSE OVERVIEW](#)

[Geometry COMPREHENSIVE COURSE OVERVIEW](#)

Sample Mathematics Learning Plan

Big Idea/ Topic

- Experiment with transformations in the plane and develop an understanding of congruence in terms of rigid motion.

Standard(s) Alignment

MGSE9-12.G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

MGSE9-12.G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

MGSE9-12.G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

MGSE9-12.G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Diagnostic Assessment

When completing the diagnostic assessment task found at the link below, students will translate, reflect, and rotate a shape about the origin. The student will also compare transformations to determine if figures are congruent.

[Analytic Geometry and Geometry Diagnostic Exemplar Tasks](#)

This assessment task can be used to diagnose students' level of understanding of the big idea and standards addressed in this learning plan.

Georgia Department of Education
July 2020
Page 1 of 6



BELTS Frameworks



Essential Knowledge and Skills for Mathematics High School

For a complete understanding of the essential knowledge and skills for Mathematics, read the Mathematics GSE in their entirety.
The 8 Standards for Mathematical Practices should be interwoven throughout all units of study and lessons.

Coordinate Algebra (and CA Support) <ul style="list-style-type: none"> Interpret relationships between quantities Analyze, graph, and solve linear equations and inequalities to interpret solutions Solve systems of linear equations and interpret solutions in context Write, interpret, and use expressions and equations based on linear and exponential relationships Use function notation to analyze, graph, interpret, compare, and contrast linear and exponential relationships Use regression analysis and descriptive statistics to interpret data Interpret linear models Experiment with transformations in the plane Verify geometric relationships of figures in the coordinate plane using algebraic thinking, including interpreting distance as well as slopes of parallel and perpendicular lines 	Analytic Geometry (and AG Support) <ul style="list-style-type: none"> Analyze and solve quadratic functions and use quadratic models to interpret solutions Develop an understanding of congruence in terms of rigid motions Use similarity and congruence to prove theorems Apply similarity in right triangles to understand right triangle trigonometry Investigate geometric constructions Use properties of rational and irrational numbers to rewrite expressions involving square roots to solve problems Write, interpret, and use expressions and equations based on quadratic relationships Use function notation to analyze, graph, and interpret quadratic functions Derive, model, and apply equations of circles Model problems using circles with and without coordinates Find and analyze volume of solid figures Develop an understanding of independence and conditional probability to solve problems 	Advanced Algebra (and AA Support) <ul style="list-style-type: none"> Draw inferences and conclusions based on data Extend the laws of exponents to rational exponents Analyze, solve, and interpret quadratic equations with complex solutions Write, interpret, and use expressions, equations, and inequalities based on quadratic, polynomial, rational, radical, exponential, and logarithmic relationships Graph different types of functions Interpret the average rate of change of a function
Algebra I (and A1 Support) <ul style="list-style-type: none"> Interpret relationships between quantities Analyze, graph, and solve linear equations and inequalities to interpret solutions Solve systems of linear equations and interpret solutions in context Use properties of rational and irrational numbers to rewrite expressions involving square roots to solve problems Write, interpret, and use expressions and equations based on linear, exponential, and quadratic relationships Analyze and solve quadratic functions and use quadratic models to interpret and solve problems Use function notation to analyze, graph, interpret, and compare linear, exponential, and quadratic functions Use regression analysis and descriptive statistics to interpret data 	Geometry (and Geo Support) <ul style="list-style-type: none"> Develop an understanding of independence and conditional probability and apply probability to solve problems Experiment with transformations in the plane Develop an understanding of congruence in terms of rigid motions Use the concepts of similarity and congruence to prove theorems Apply similarity in right triangles to understand right triangle trigonometry Derive, model, and apply equations of circles Model problems using circles with and without coordinates Find and analyze volume of solid figures Verify geometric relationships of figures in the coordinate plane using algebraic thinking, including interpreting distance as well as slopes of parallel and perpendicular lines 	Algebra II (and A2 Support) <ul style="list-style-type: none"> Draw inferences and conclusions based on data Extend the laws of exponents to rational exponents Analyze, solve, and interpret quadratic equations with complex solutions Write, interpret, and use expressions, equations, and inequalities based on quadratic, polynomial, rational, radical, exponential, and logarithmic relationships Graph different types of functions Interpret the average rate of change of a function

Essential Knowledge and Skills for Mathematics



Anticipating Student Thinking

Interpreting Algebraic Expressions

1. Write an algebraic expression for each of the following:
 - a. Subtract 2 from the product of 3 and b .
 - b. Subtract 2 from b and then multiply by 3.
 - c. Divide b by 3 and then add 2.
 - d. Divide the sum of b and 2 by 3.
 - e. Square the product of 3 and b .
 - f. Multiply b by b and then multiply by 3.

Evidence-Based, Research-Based

Evidence-Based Practices Overview

Evidence-Based, Research-Based Practices	Purpose										
	Increase Engagement	Integrated Framework	Contextualized Learning	Modeling with Mathematics	Math Talks	Patient Problem-Solving	Mindset	Conceptual Understanding	Numeracy Development	Productive Discussions	Critical Thinking
21st Century Learning	X	X				X					X
3-Act Math Tasks	X		X	X		X		X		X	
Arts Integration	X		X							X	
Bootstrap		X									
Cognitively Guided Instruction			X	X				X		X	X
Collaborative Groupwork	X									X	
Computational Thinking and Computational Literacy								X			X
Gamification	X										
Guts		X	X								
Incorporating the 8 Standards for Mathematical Practice			X	X		X	X	X		X	X
Modeling with Mathematics	X		X					X		X	X
Multiple Representations				X				X			X
Novel Engineering		X	X								X
Number Talks	X				X				X	X	X
Numberless Word Problems						X		X	X		X
Numeracy Intervention Resources								X	X		
Patient Problem-Solving	X			X				X			X
Pattern Talks	X				X			X		X	X
Positive Mathematical Mindsets and Productive Struggle	X					X	X				X
Problem-Based Learning	✓		✓	✓		✓					✓

Instructional Design

Many of these activities have been adapted from an Illustrative Mathematics lesson titled, "Equivalent Equations". Found here:

<https://curriculum.illustrativemathematics.org/HS/teachers/1/2/6/preparation.html>

Engage

(Include an evidence-based instructional strategy that can be used as an introduction that mentally engages students to capture their interest, provides an opportunity to communicate what they know, and allow them to connect what they know to new ideas)

- **Synchronous** : Presented like a [Number Talk](#), write an equation on the board and have students think of an equivalent equation. They should be encouraged to remain quiet and think of multiple equivalent equations so that all students have time to think about their responses. Example: $6x + 9 = 12$. Responses might include: $2x + 3 = 4$, $3x + 4.5 = 6$, etc. After a few minutes, the teacher can record their responses and allow students to self-correct, listen to each other, and share strategies for finding equivalent equations. Extension: Ask students how they might represent the equation without using any numbers (i.e. pictorial representation). How do you know these equations are equivalent?
- **Asynchronous**
Using a tool such as [Flipgrid](#), present an equation to the students and instruct them to respond with an equivalent equation. They should then respond to a classmate with questions about their strategy, comments about how their equations are similar or different, an explanation of how their equations are equivalent, etc.
- **Unplugged/ Offline**
Consider having students keep a journal for daily math entries. The prompt for this day could be: Given the following equation, write as many equivalent equations as you can. How do you know when two equations are equivalent? How do you know when two equations are NOT equivalent? Support your response with at least three examples.

Explore

(Include an evidence-based instructional strategy that allows students to engage in hands-on activities to explore the new concept/big idea at a deep level)

- **Synchronous** – [Seesaw 3-Act](#) task by Graham Fletcher. [Click here](#) to read more about 3-Act tasks as a strategy for engaging students in more conceptual learning of mathematics.
- **Asynchronous** – The Seesaw 3-Act task has been reworked into an online [Desmos activity](#), [click here](#).
- **Unplugged/ Offline** -- The Seesaw 3-Act task has been adapted into an [offline activity](#). Students can complete the activity like a worksheet. It would be great to encourage dialogue between the different questions, to whatever degree you have the ability to facilitate with your students.

Planning for Instruction

- Engage
- Explore
- Apply
- Reflect
- Synchronous
- Asynchronous
- Unplugged/off line

Over 1300 Curated K-12 Remote Learning Resources



Introduction		
Kindergarten	1st Grade	2nd Grade
3rd Grade	4th Grade	5th Grade
6th Grade	7th Grade	8th Grade
Coordinate Algebra	Algebra I	Analytic Geometry
Geometry	Algebra II - Advanced Algebra	Precalculus
Calculus-Based HS Courses		All Other HS Courses
Additional Teacher Resources		

GaDOE & GPB PARTNERSHIP



[K-12 Remote Learning Plans](#)


Professional Learning



Georgia Numeracy Project Virtual Trainings

Georgia Numeracy Project
Empowering Students to Do Mathematics

Calling All K-8 General Education & Special Education Mathematics Teachers, Instructional Leaders, and Intervention Specialists





Now supporting the virtual learning environment!

September 10, 2020 3:30 – 5:00 pm
Day 1: Understanding and Administering Diagnostic Assessments

September 11, 2020 3:30 – 5:00 pm
Day 2: Using Diagnostic Assessment Data

FREE Online Learning Opportunity

Click Here to Join Each Meeting:
[September 10th](#)
[September 11th](#)



Remote Learning Chats

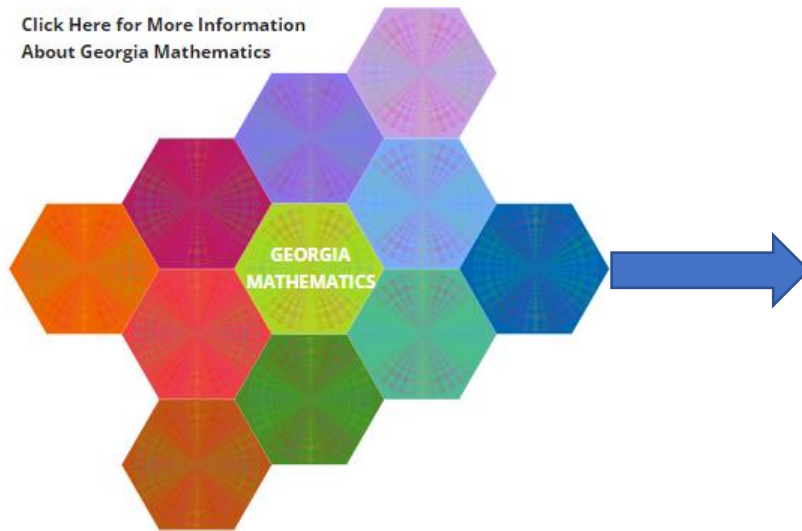


Developing Strong Relationships and Content PL

Professional Learning - gaDOE.org/mathematics

Remote Learning Chats (RLCs)

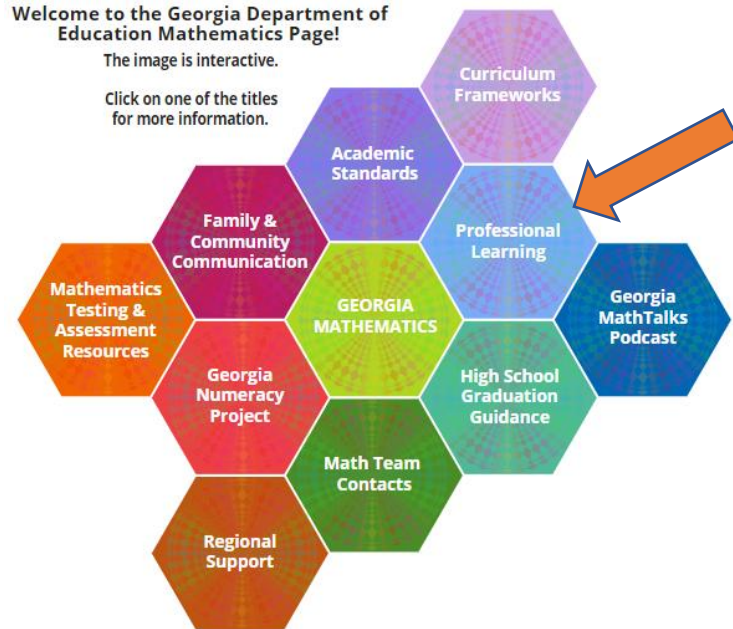
Click Here for More Information
About Georgia Mathematics



Welcome to the Georgia Department of
Education Mathematics Page!

The image is interactive.

Click on one of the titles
for more information.



Remote Learning Chats (RLCs)

2020 Remote Learning Chats

-NEW 2020 Remote Learning Chats

[Starting the School Year: Developing Strong Relationships While Teaching Mathematics Conceptually](#)

Click on the links below to view the Recordings and Presentations:

- K-5 RLC Starting the School Year
- K-5 RLC Starting the School Year Slide Deck
- 6-8 RLC Starting the School Year
- 6-8 RLC Starting the School Year Slide Deck
- High School RLC Starting the School Year
- High School RLC Starting the School Year Slide Deck

[Mathematics Content Professional Learning](#)

Click on the links below to view the Recordings and Content

Presented:

- K-2 RLC Mathematics Content
- K-2 RLC Mathematics Content Slide Deck
- 3-5 RLC Mathematics Content Slide Deck
- 6-8 RLC Mathematics Content
- 6-8 Mathematics Content Slide Deck
- High School RLC Mathematics Content
- High School RLC Mathematics Content Slide Deck

NEW

Mathematics Professional Learning Modules (On-Demand PL for Teachers)

- 6 new modules for K-5



The screenshot shows the MyGaDOE website interface. At the top, there is a search bar for districts and a navigation menu with letters A-Z. A green banner reads "Welcome to MyGaDOE" with links for Help, Dtticket, and Online Documentation. A blue notification bar states "You have (0) new messages." On the left, a sidebar contains "Site Navigation" (Home, Logout), "Curriculum and Instructional Services" (View Documents), and a user profile for Caitlin Dooley with links for Account Information, Add to Favorites, and Help - Dtticket. The main content area is titled "Course Catalog (7)" and displays three course cards. Each card features a book cover with a Georgia Department of Education logo and the text "First Grade Content & Pedagogy Module 1", "Second Grade Content & Pedagogy Module 1", and "Kindergarten Content & Pedagogy Module 1". Below each card, the course title and ID are listed: "Understanding First Grade Mathematics Content and Pedagogy" (Course ID: 996225), "Understanding Second Grade Mathematics Content and Pedagogy" (Course ID: 926383), and "Understanding Kindergarten Mathematics Content and Pedagogy" (Course ID: 925207). Navigation arrows are visible on the left and right sides of the course cards.

Mathematics Resource Updates – July 2020

- 2020 – 2021 Mathematics Resource Edits Document
 - Posted July 2020 on GSO
 - ❖ Updated tasks
 - ❖ Updated links
 - ❖ Updated Hyperlinks
 - ❖ Updated Interventions



Georgia Virtual Learning – FREE Resources



Shared Content

► Subject

Language Arts
Math
Middle School
Science
Social Studies
World Language
CTAE/Electives
Fine Arts
Student/Teacher Resources

[Report Error in Course](#)

► Courses

Mathematics of Finance (Updated '19)
 AP Calculus AB
 AP Calculus BC
 GSE Coordinate Algebra
 GSE Algebra I
 GSE Analytic Geometry
 GSE Geometry
 GSE Advanced Algebra
 GSE Pre-Calculus

OER Terms of Use

[OER Content Terms of Use Click Here](#)

GSE Coordinate Algebra

Module Title

Relationships Between Quantities
Reasoning with Equations and Inequalities
Understanding Linear and Exponential Relationships
Creating Models of Linear and Exponential Relationships
Describing Data
Transformations in the Coordinate Plane
Connecting Algebra and Geometry through Coordinates
Review and Test Taking Skills

Index

[View](#)
[View](#)
[View](#)
[View](#)
[View](#)
[View](#)
[View](#)
[View](#)

Digital Learning Resources for ALL teachers offered by GAVS

Digital Learning Resources



New Microcourse on Digital Learning Days!



Just in Time for Teachers: Digital Learning Days Course (click [here](#)) will introduce digital learning basics and will assist in planning for digital learning days. As Georgia's trusted partner for innovative digital learning experiences, emphasizing skills to prepare students for success in the global world, this course will share critical best practices, tools and knowledge based on 15 years of virtual education experience at Georgia Virtual to assist educators who are planning for and transitioning to an online format to support digital learning days.

GaVirtual Learning's Effective Online Teaching Course

The Effective Online Teaching Course (click [here](#)) from Georgia Virtual is thorough, and the material is focused on the basic skills necessary to be an effective online instructor. Topics include aspects of participation and communication in an online learning environment, development of savvy navigation and evaluation skills online, and the creation of learning content and opportunities for students.

Welcome to Georgia Virtual Learning Shared Resources

Navigate through the Georgia Virtual Learning Courses by selecting a Subject Area and then Course from the menus on the right.

designated courses contain Open Educational Resources and Teacher Created Material.

By viewing or downloading content from this page, the school/user agrees to the terms and conditions of the End User Licensing Agreement. To view the agreement, click here.



GAVL SHARED RESOURCES
103 COURSES
GA-11 World Language - 20
GA-12 Social Studies - 20
GA-13 Science - 20
GA-14 English - 20
GA-15 Math - 20
GA-16 Art - 20
GA-17 Music - 20
GA-18 Physical Education - 20
GA-19 Health - 20
GA-20 Career and Technical Education - 20

WHAT'S INCLUDED?

- All necessary material to cover the standards
- No textbook necessary
- Examples
- Practice questions

WHAT'S NOT?

- There are no objective tests or quizzes with these resources. But you can create those to go along with the lessons!

HOW TO SHARE

- Email the link to your students
- Copy the link & place in your LMS
- Use for remediation

IMPLEMENTING GAVL SHARED RESOURCES
Total state online education
LOW TECH SOLUTION
Control Technical Resources
Resources such as Website & What's going?
MEDIUM TECH SOLUTION
Resources such as Website & What's going?
HIGH TECH SOLUTION
Resources such as Website & What's going?
CAUTION
Other Steps to consider...

RESPONSIBILITIES & BEST PRACTICES
REMOTE TEACHING
Digital Learning
Grading and Feedback
Assess
Communication
Responsible Learning Opportunities

Mathematics Team

- Lya Snell, Program Manager
 - lsnell@doe.k12.ga.us
- Michael Wiernicki, Elementary Program Specialist
 - mwiernicki@doe.k12.ga.us
- Jenise Sexton, Special Education Content Integration Specialist
 - jsexton@doe.k12.ga.us

Follow us:



@GaDOEMath

Q&A



Content Integration Team

- Franeka Colley (ELA)
 - franeka.colley@doe.k12.ga.us
- Jenise Sexton (Mathematics)
 - jsexton@doe.k12.ga.us
- Renee Shirley-Stevens (Science)
 - Renee.Shirley-Stevens@doe.k12.ga.us
- Jennifer Zoumberis (Social Studies)
 - Jzoumberis@doe.k12.ga.us



Thank you!

Please provide feedback by completing a brief survey.

Session Title: Reaching for Success: How Thoughtful Planning of Integrated Lessons Help Students Achieve Success

Presenters: Colley, Sexton, Shirley-Stevens, Zoumberis

bit.ly/2G41KHj

Child Find and Early Childhood Transition Timeline Summary Indicators 11 & 12



Rule 160-4-7-.04

Evaluations and Reevaluations

1. Each LEA shall ensure that evaluation procedures are established and implemented that meet the requirements of this Rule.

(b) **Once a child is referred** for an evaluation **by a parent or Student Support Team (SST)** to determine if the child is a child with a disability, the initial evaluation:

1. Must be **completed within 60 calendar days of receiving parental consent for evaluation.** [34 C.F.R. § 300.301(c)(1)(i)]

(i) Holiday periods and other circumstances when **children are not in attendance for five consecutive school days** shall not be counted toward the 60 calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays except:

(ii) Any **summer vacation period in which the majority of an LEA's teachers are not under contract** shall not be included in the 60 day timeline for evaluation. However an LEA is not prohibited from conducting evaluations over a summer vacation period

I. Consent received **30 days or more prior to the end of the school year** must be completed within the 60 calendar day evaluation timeframe.

II. Students who turn **three** during the **summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday.** 2. Must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child [34 C.F.R. § 300.301(c)(2)(i) – (ii)]

Evaluation Considerations

Instructional Delivery Model	Evaluation Considerations
Traditional (face-to-face)	Evaluations requiring face-to-face assessments or observations should take place based on health and safety guidance. <u>60-day initial evaluation timeline applies.</u>
Hybrid (combination of distance/remote and traditional)	Evaluations requiring face-to-face assessments or observations should take place based on health and safety guidance. Districts can schedule evaluations on instructional days that students receive educational services in the traditional school building. <u>60-day initial evaluation timeline applies.</u>
Full distance/remote (with staff in the school building)	Evaluations requiring face-to-face assessments should take place based on health and safety guidance. Districts can schedule evaluations on instructional days when staff are in the traditional school building. Ensure that families understand when and how the evaluation will take place. Observations may take place through a virtual or digital platform, as appropriate. <u>60-day initial evaluation timeline applies.</u>
Full distance/remote (with no staff or students in the school building)	Evaluations requiring face-to-face assessments should take place based on health and safety guidance. Districts may contract with outside providers to conduct face-to-face assessments with informed parent consent. Observations may take place through a virtual or digital platform, as appropriate. <u>60-day initial evaluation timeline applies.</u>
Five or more consecutive days when children are not physically in attendance due to the COVID-19 pandemic and statewide school closures (March 2020 Guidance)	60-day initial evaluation timeline <u>will not</u> apply.

Indicators 11 & 12 - Timeline Definitions & Directions

<https://portal.doe.k12.ga.us>

Welcome to **MyGaDOE**

[Help Desk Portal](#) | [Online Documentation](#)

TIMELINES REPORT FOR : 2020 ▾

Download Timelines Definitions and Directions

Operations

Admin-Processes

Data Submission

Notifications/Documents



Understanding the Rule and Indicators

Indicator 11 Child Find

Indicator 11

Percent of students who were evaluated within 60 days of receiving parental consent for evaluation

- Compliance Indicator - Target: 100%
- Special Education Director or designee enters data into the SE Dashboard Timelines application. **FY20 deadline was extended to September 30, 2020 due to COVID-19 school closings.**
- Tools for tracking data available on the Special Education [Data Collection and Reporting](#) webpage

Exceptions for Indicator 11

When calculating “on time” percentage, **exceptions** will be removed from the numerator and denominator, and therefore will not impact the calculation.

- Parent repeatedly fails or refuses to produce the child for evaluation.
- Extenuating circumstances, e.g. illness, revocation of parental consent for evaluation.
 - For the FY20 submission, when lateness is due to the extenuating circumstances surrounding the COVID-19 school closures, this exception may be used. (Refer to pg. 5 of Timelines Definitions and Directions)
- Child enrolled from another district with the 60-day timeline in process and the parents have agreed to a different timeline.

Summer Pause

- Any summer vacation period in which the majority of an LEA's **teachers** are not under contract
 - Rule says if **consent is received 30 days or more prior to the end of the school** year, the evaluation must be completed within the 60 calendar days so the **summer "pause" rule does not apply**
 - For consents received 29 or fewer days before the last day for teachers,
 - count the days until the teacher last day
 - Stop counting the last day teachers are on contract
 - Resume counting beginning the day teachers return for pre-planning
 - If a district has 5 or more days of pre-planning prior to the 1st day of school for students, consider those days as 5 consecutive days that students do not attend & immediately the clock will pause again and then resume counting on the 1st day students return to begin school. (For ease of counting, in this scenario, the count stops on teacher last day of post planning and resumes on student first day of school.)

(NOTE: The "Summer Pause" for FY20 began on the date of school closure due to COVID-19. Due dates should be calculated based on this calendar change.)

Reporting Indicator 11 Timelines

- *Report all initial evaluation referrals for **ALL students, including those students transitioning from Babies Can't Wait in the Initial Eligibility-Child Find Timelines.***
- If consent was received on or prior to June 30, 2020 **and** the evaluation is completed by September 30th, 2020, this data should be submitted as part of the FY20 Data Collections due September 30, 2020.
- If consent was received after June 30, 2020 the data should be submitted in the FY21 Data Collections, even if the evaluation was completed before September 30, 2020.
- If consent was received on or prior to June 30, 2020 **and** the evaluation is NOT completed by September 30th, 2020, this data should be submitted as part of the FY21 Data Collections.

Indicator 11 Timeline Reporting Guidance





Understanding the Rule and Indicators

Indicator 12 Early Childhood Transition

Indicator 12

% of children found Part B eligible with IEP implemented by the 3rd birthday

- Compliance Indicator - Target: 100%
- Special Education Director or designee enters data into the SE Dashboard Timelines application. **FY20 deadline was extended to September 30, 2020 due to COVID-19 school closings.**
- Tools for tracking data available on the Special Education [Data Collection and Reporting](#) webpage

Rule 160-4-7-.04

Evaluations and Reevaluations

II. Students who turn **three** during the **summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday**. 2. Must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child [34 C.F.R. § 300.301(c)(2)(i) – (ii)]

- Key difference from Indicator 11 evaluations = based solely upon student age, **must be completed by 3rd birthday.**
- Additional distinction = **must have an IEP in place by 3rd birthday, if eligible.**

Indicator 12

- Implemented by 3rd birthday (IEP must be ***in place*** by the 3rd birthday). GA has defined “in place” to mean that the IEP meeting was held.
 - Example 1: child turns 3 in July; prior to the start of school in August, the IEP team may determine the child needs services; the rule requires that the IEP be ‘ready to go’ when school resumes in August
 - Example 2: child turns 3 on Christmas Eve; the IEP must be ‘ready to go’ when school resumes in January; the IEP team is also permitted to determine that services may begin prior to the 3rd birthdate and prior to the holiday break, if the IEP has been developed

Exceptions for Indicator 12

When calculating “on time” percentage, **exceptions** will be removed from the numerator and denominator, and therefore will not impact the calculation.

- Parent repeatedly fails or refuses to produce the child for evaluation
- Extenuating circumstances, e.g. illness, unusual evaluation needs, revocation of consent for evaluation
 - For the FY20 submission, when lateness is due to the extenuating circumstances surrounding the COVID-19 school closures, this exception may be used. **The official due date for Indicator 12 of the 3rd birthdate did not change during COVID-19 school closures.**
- Parent refusal to provide consent caused delays in evaluation or initial IEP development
- Child referred **to BCW** less than 90 days before the third birthday

Reporting Indicator 12

- *Include BCW students for whom the transition conference was held on or prior to June 30, 2020 AND the IEP was completed by September 30, 2020.*
- If consent was received on or prior to June 30, 2020 **and** the initial IEP is completed by September 30th, 2020, this data should be submitted as part of the FY20 Data Collections due September 30, 2020.
- If consent was received after June 30, 2020 the data should be submitted in the FY21 Data Collections, even if the initial IEP was completed before September 30, 2020.
- If consent was received on or prior to June 30, 2020 **and** the initial IEP is NOT completed by September 30th, 2020, this data should be submitted as part of the FY21 Data Collections.

Resource Links

- [Special Education District Supports and COVID-19 Resources.pdf](#)
- [gadoe_clarification_on_timelines.pdf](#)
- [G-CASE Collaborative Conversation #3](#)

Questions?

Contact

- Dawn Kemp– Program Specialist for Data and GO-IEP, Part B Data Manager
dkemp@doe.k12.ga.us
678-340-6738
- Phoebe Atkins – Program Specialist for Data and GO-IEP
patkins@doe.k12.ga.us
470-316-8633
- Laurie Ponsell – Program Specialist for Transition, Timelines
lponsell@doe.k12.ga.us
470-303-0516
- Micole Talley – Program Specialist for Special Ed. Preschool, 619 Coordinator
mtalley@doe.k12.ga.us
404-695-2126

YouScience

Aptitude and Interest Inventory Assessment



YouScience: Aptitude and Interest Inventory Assessment

- State sponsored
- Georgia Career Information System is no longer available
- Online career and personal planning tool
- Uses brain games
- Aptitude modules taken once during the student's high school career.
- Interest Inventory taken multiple times

YouScience supports students to:

- Identify their natural abilities
- Refine their specific areas of interest
- Explore career opportunities aligned with their interests and aptitudes.

YouScience: Allowable Accommodations

- Chunk assessments
- Test sections completed in full
- No saving sections
- Read aloud per IEP
- Text to speech software does not interface with YouScience except in the directions and practice items.

YouScience: Allowable Accommodations

- Provide clarification
- Provide descriptions
- Explain directions
- Give examples

YouScience: Information Sessions

- Provided by YouScience staff
- Multiple dates
- Registration Links:
- [GA Middle School Staff Webinar Registration](#)
- [GA High School Staff Webinar Registration](#)
- Access assessment through local YouScience Coordinator

Dual Enrollment

Guidance for Students with Disabilities



Dual Enrollment Act: Georgia House Bill 444 (HB 444)

- Dual enrollment for high school students refers to the opportunity to take courses offered by a community college or other postsecondary education institution program prior to high school graduation.

Dual Enrollment Act: Georgia House Bill 444 (HB 444)

- Changes to HB 444
- Limits students to 30 college credit hours
- Limits courses to 11th and 12th graders
- Exception for 10th graders doing dual enrollment at a technical college.
- Link to [HB 444 Dual Enrollment Act](#)

Dual Enrollment Act: Students with Disabilities

- Have a right to access any dual enrollment program
- Must meet eligibility requirements and prerequisites for enrollment
- Same academic expectations will apply
- Can be used to facilitate transition from secondary school to postsecondary education and the workforce.

Dual Enrollment and IDEA

- On September 17, 2019, the U.S. Department of Education issued a guidance letter, *“Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities”*.
- GaDOE guidance is now available:
 - https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Transition/2020-21/Dual%20Enrollment_final.pdf

USED Guidance Highlights

- The IEP Team determines the special education and related services needed to receive a Free Appropriate Public Education (FAPE).
- IDEA requires that special education and related services provided to a student pursuant to his or her IEP must be provided at public expense and no cost to the parents.
 - This requirement would apply to services in a community, technical or other postsecondary program that are determined to be necessary to assist the secondary school student in receiving FAPE.

USED Guidance Highlights

- Whether the school district is obligated to provide and pay for other supports and related services, such as transportation, tuition and/or a paraprofessional to attend classes with the student, is a determination that must be made on an individual basis by the student's IEP Team.

Dual Enrollment:

When services are a part of FAPE

- IEP Team may determine the student's needs can best be met through participation in dual enrollment.
 - Programs can be on a college campus, community-based setting or even a high school campus.
- If the classes are considered to meet high school education requirements, the IEP Team could include these services in the student's IEP. These services could also be designated as a part of effective transition.

Important to Remember

- Provision of FAPE must be provided at public expense and no cost to the parent.
- LEA may pay for the services with IDEA funds, if needed, to provide FAPE.
- Students with disabilities may not be precluded from participating in dual enrollment solely because such courses are not explicitly in the student's IEP or not considered secondary school education by the State.
- These requirements only apply to the use of Federal funds to defray the costs of such programs or services.
- Postsecondary courses that are included on the high school transcript must be given the same consideration for FAPE, even if the IEP team did not make the decision.

Important to Remember

- SWD can participate in dual enrollment, as determined by their IEP, whether there is completion of a degree, certificate or other recognized credential.
- IDEA funds may be utilized for students to attend an Inclusive Postsecondary Education Program meeting the standards of a Comprehensive Transition Program (CTP) while still enrolled in high school. If IDEA funds are used, all criteria must be met and services and supports must be included in the student's IEP.

Assistive Technology Partnership

Georgia Department of Education
and
Tools for Life

Assurances for AT Partnership

- AT Partnership contract renews in December.
- LEAs will be asked to commit to assurances to participate or continue participation.
- No cost for LEA to maintain basic services available through the AT Partnership.
- Assurances are due September 18, 2020.

Assurances for AT Partnership

Local Educational Agency (LEAs) must commit to assurances in the AT Partnership.

Participating LEAs will receive basic services at no cost through the AT Partnership.

GaDOE will:

- Provide access to the AT partnership portal in collaboration with Georgia Tools for Life.
- Provide information about available professional learning for leaders and teachers.
- Provide ongoing supports such as:
 - Up-to-date information to regional Assistive Technology Consortia
 - Ongoing AT webinar series
 - Resources and guidance for AT

AT/UDL Software Program (Reading, Writing, Math)

Assurances - LEA will:

- Provide the necessary structures to push out software to eligible students
- Provide name, e-mail and phone number for district IT contact/Network Administrator
- Provide the district domain and subdomain to TextHelp
- Provide a lead contact for AT software project, including name, e-mail and phone number.
- Work with vendor to push software to eligible students.
- Connect license to students.

AT Portal - Registration



Tools for Life - Georgia Department of Education Portal

Returning Users

If you have already created an account with us please [click here to sign in.](#)

New Users

New Users, please fill out and submit the form below.


First Name *	<input type="text"/>	Last Name *	<input type="text"/>
Email *	<input type="text"/>	Work Phone	<input type="text"/>
Title	<input type="text"/>	Grade Level	<input type="text"/>

Profile Information

Organization / Region	<input type="text"/>	District / School	<input type="text"/>
School Name	<input type="text"/>		
Special Education Director *	<input type="text"/>		
Special Education Director Email *	<input type="text"/>		

https://gatfl.gatech.edu/sri/ga_doe_requests/new_user_registration

AT Portal Log-In



TOOLS
for
LIFE

Georgia's Assistive
Technology Act Program

Login

Username


Password

Login

[Forgot your password?](#)

<https://gatfl.gatech.edu/sri/users/login>

Portal Requests



Georgia's Assistive
Technology Act Program

REQUEST ACTIVITIES
List My Requests | Add

Assistive Technology Services Request Form

Please complete this form to request service from Georgia Tools For Life.

Request Date 7/9/2020

Profile Information

Agency		
Organization / Region	District / School	
School Name		
Special Education Director		
Special Education Director Email		

Contact Information

Name		title	Instructional Technology Specialist
Email		Phone	
Grade Level	All Levels		

Alternate Contact?

Will you be the primary contact for this request? Yes ▾

Requested Services

You must submit a separate submission for each request:


Type of Service *

Consulting

Software

Product Loan

Next



Portal (8/27/20)

- 150 users registered
- 130 districts
- 9 Charter Schools
- 4 State Schools
- 5 GNETS

AT/UDL Software (Reading, Writing and Math) (8/17/20)

- Number of LEAs –88
 - Read&Write – 85,383
 - EquatIO – 82,558
 - WriQ –81,818
- Total number of licenses – 249,759

Assistive Technology

AT Partnership (Tools for LIFE, Texthelp)

Definition of Assistive Technology

Assistive Technology devices

Legal Mandates for Assistive Technology

Considering Assistive Technology for Students with Disabilities

Documenting Need for Assistive Technology

Implementation and Integration

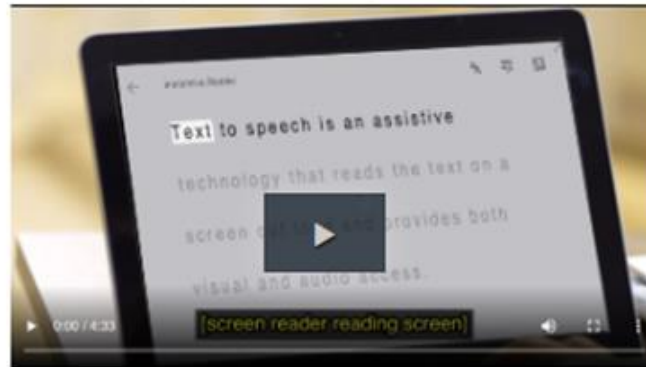
AT Meetings and Conferences

AT Presentations

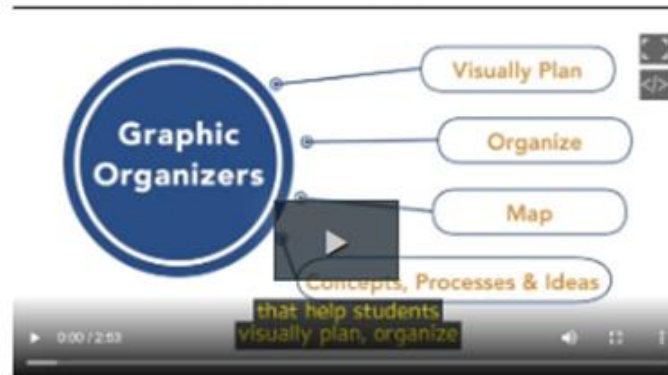
VIDEO - Speech to Text (3 minutes and 46 seconds)



VIDEO - Text to Speech (4 minutes and 33 seconds)



VIDEO - Graphic Organizers (2 minutes and 53 seconds)



Customized Training Videos

EdTrade

EdTrade

Home

Equipment

Add Equipment

Regions/Organizations

Districts/Schools

My Assets

Sign Out

Welcome to EdTrade

What is EdTrade?

EdTrade is a Georgia Tools for Life assistive technology (AT) reuse program offered in collaboration with the Georgia Department of Education, Division for Special Education Services and Supports. EdTrade is a secure online AT, K-12 database that allows participating districts to swap, loan, donate, or sell AT to one another. This potentially cost-saving program is part of the state's AT Partnership Program between the Georgia Department of Education and Georgia Tools for Life. This is a "members only" online sharing tool and registration is required as this is limited to Georgia's K-12 public schools.

Each year, Georgia school districts purchase assistive technology for eligible students to use. In some cases, this assistive technology ends up never being used or gently used. It may be that the student graduates, moves away, or needs another type of technology, leaving the purchased technology sitting in the school district. Sometimes the assistive technology can easily be reused with a student within the district. Other times, the assistive technology simply does not fit the needs of any other student within the district, leaving costly, unused AT equipment sitting in the district. With EdTrade, once a device is no longer relevant for student needs in one district, the device can be listed and paired with a student who would truly benefit from the device's use in another district.

What is AT Reuse?

AT Webpage Update

- New Videos
- [Speech to Text](#) (3 :46)
- [Text to Speech](#) (4:33)
- [Graphic Organizers](#) (2:53)
- [Captions](#) (6:24)
- [Visual Supports](#) (3:26)
- New AT Resource Documents:
- [AT Assessments](#) – Provides a resource to use when considering the need for an AT assessment.
- [AT to consider for transition](#) – Provides a guide for assistive technology and transition planning.
- Please review all documents on the right side of the AT webpage including:
- [AT Chrome Extensions](#)
- [AT for Low Incidence Disabilities](#)
- [508 Compliance and Accessibility](#)
- [MS word document and accessibility](#)
- [PowerPoint and accessibility](#)
- [AT research and resources](#)
- [Office 365 and computer tools, MAC and One Note](#)
- [AT and transition NTACTION](#) (National Technical Assistance Center on Transition)

AT Partnership - Contact Information

Wina Low, Program Manager Senior, GaDOE
wlow@doe.k12.ga.us

Paula Gumpman, Program Specialist,
Assistive Technology, GaDOE
pgumpman@doe.k12.ga.us

Gina Gelinas, Educational Outreach Manager,
Tools for Life
ggelinas3@gatech.edu



Questions

