

Professional Learning Catalog

Fall 2020



Table of Contents

Table of Contents	3
Systems of Continuous Improvement	5
Teaching and Learning: Curriculum and Instruction	6
Computer Science	6
Cross-Discipline	7
English Language Arts	8
English Learners	12
Fine Arts	14
Health & Physical Education	19
Mathematics	20
Science	22
Social Studies	23
STEAM/STEM	25
Teacher and Leader Support and Development	27
Assessment	35
Career, Technical, and Agricultural Education	39
School and District Effectiveness	40
School Safety and Climate	41
Federal Programs	44
Self-Paced Modules	48
Georgia Virtual Professional Learning	48
GaDOE PL Platform	50



**Convenient, Online
Professional Development**

Webinars

Virtual Conferences

Self-Paced Modules

The Georgia's Systems of Continuous Improvement framework focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



— Coherent Instruction

The major system of the complex school organization that articulates and guides the what and how of instruction.



— Professional Capacity

A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school.



— Supportive Learning Environment

A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning.



— Family & Community Engagement

A major system of the complex school organization that develops quality links between local school professionals and the parents and community the school is intended to serve.



— Effective Leadership

A major system of the complex school organization that sets the direction for the school, ensures that the school's staff is capable of meeting that direction, and makes sure the organization functions according to its mission.

Teaching and Learning:

Curriculum and Instruction

The Division of Curriculum and Instruction supports evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the state-adopted standards in support of a balanced curriculum for the whole child.

Georgia Home Classroom

The Georgia Department of Education and Georgia Public Broadcasting have partnered to provide digital education content for students, educators, and families during the COVID-19 crisis.

The Georgia Home Classroom initiative includes a library of digital learning resources along with an instructional broadcast schedule aligned with the state standards. Students in Pre-K through 12th grade can now access free, educational daytime programming designated for each grade level weekdays on GPB-TV and GPB's 24/7 PBS KIDS Channel. Additional programs are also available to stream on gpb.org or the free PBS Video App and PBS KIDS Apps.

Available Now! GPB and PBS programs:

- The broadcast schedule will include trusted, educational programming.
- Stream on GPB or the free PBS Video App and PBS KIDS Apps
- View GPB-TV Channel Reflection Questions for students in grades 4-12.
- GPB FREE at-home resources are available .

Learners will have access to content from GPB Education, PBS Learning Media, and Discovery Education.

[To access Georgia Home Classroom, click here.](#)

Computer Science

► Computer Science District Implementation Workshop

2 HALF-DAYS WORKSHOP • AUDIENCE: K-12 DISTRICT CS TEAM (1-2 DISTRICT ADMINS, 1-2 BUILDING ADMINS, 1-3 CS TEACHERS, 1-2 COUNSELORS, IT SUPPORT STAFF)

As computer science becomes more essential to student success and with recent Georgia Legislation ([SB 108](#)) requiring all districts to offer CS in middle and high schools, GaDOE has developed a workshop to help districts develop a comprehensive computer science implementation plan. This workshop will address challenges to implementing CS such as building teacher capacity, developing partnerships, and choosing equipment and curriculum.

**To schedule a workshop for your district or join an upcoming workshop, contact Bryan Cox.
Contact: Bryan Cox, bcox@doe.k12.ga.us**

► Planning a Computer Science Classroom

SELF-PACED • AUDIENCE: FIRST OR SECOND YEAR K-12 COMPUTER SCIENCE TEACHERS

In this course, the participant will explore factors that should be considered when selecting resources for computer science instruction. These factors include available technology, teacher experience, courses being taught, and stakeholder support.

Access the module on the GaDOE PL platform*

Contact: Bryan Cox, bcox@doe.k12.ga.us

► Computer Science: Data

SELF-PACED • AUDIENCE: NEW AND EXPERIENCED K-12 COMPUTER SCIENCE TEACHERS

In this course, participants will learn about data as a representation of information, and explore the connection between data and real-world problem solving. This course is based on the data domain standards for the computer science GACE exam. The course is two modules long with formative assessments and a summative assessment at the end of the course.

Access the course on the GaDOE PL platform*

Contact: Bryan Cox, bcox@doe.k12.ga.us

► Recorded PD Workshops: CS4GA/Constellations/GaDOE Professional Learning Workshop

SELF-PACED • AUDIENCE: K-12 COMPUTER SCIENCE TEACHERS AND LEADERS

In June 2020, GaDOE co-hosted a virtual computer science summit/workshop with CS4GA, CSTA, and the Constellations Center for Equity in Computing. This summit/workshop had multiple sessions for each grade band of computer science teachers as well as panels and guest speakers addressing challenges and innovations in computer science education. This workshop will be offered next summer, but the recordings of this year's sessions are provided and organized by grade band.

Access recordings [here](#).

Contact: Bryan Cox, bcox@doe.k12.ga.us

Cross Discipline:

► Reaching for Success: How Thoughtful Planning of Integrated Lessons Helps Students Achieve Success

ONE 2-HOUR SESSION • AUDIENCE: K-12 TEACHERS, SPECIAL EDUCATION TEACHERS

Integrating lessons begins with purposeful learning and creating contextualized learning for all students. Participants will discuss planning and implementing lessons that integrate multiple content areas, and learn strategies for implementing lessons and activities to make learning engaging.

October 14, 9:00-11:00 a.m. or October 23, 1:00-3:00 p.m.

October 14: [Register here](#). October 23: [Register here](#).

Contact: Renee Shirley-Stevens, renee.shirley-stevens@doe.k12.ga.us

*Learn more about the GaDOE PL Platform on page 50.

English Language Arts

September

► Using the Six Ts Series (Topic, Time, Targets, Tasks, Texts, and Tending) to Engage Our Most Reluctant Learners

AUDIENCE: 6-12 ELA TEACHERS AND OTHER EDUCATORS

Join Cris Tovani for an online six-part series on how to engage our most reluctant learners. Cris will share engagement and literacy strategies she uses to “hook” students who are stuck and disengaged. Participants can attend all six sessions or pick and choose ones they most want to attend. Each session will have an optional follow-up conversation with Cris for a limited number of participants.

- Part I:** Topic: What makes Learning Compelling? September 21
Conversations with Cris: September 28
- Part II:** Time: Planning for Students to Do the Work: October 5
Conversations with Cris: October 12
- Part III:** Targets: What Do We Want Students to Know & Be Able to Do? October 19
Conversations with Cris: October 26
- Part IV:** Tasks: How Do We Know What Students Know & Need? November 2
Conversations with Cris: November 9
- Part V:** Texts: Using a Variety of Text Structures & Reading Levels So Students Can Access Content: November 16
Conversations with Cris: November 17
- Part VI:** Tending: What Do Students Need to Stay Engaged? November 30
Conversations with Cris: December 7

[Register here.](#)

Contact: Breanne Huston, bhuston@doe.k12.ga.us

► Creating Powerful Spaces for Writing K-2

SERIES OF FOUR 90-MINUTE SESSIONS • AUDIENCE: K-2 EDUCATORS

During this four-part series, participants will explore possibilities for creating powerful classroom writing spaces. Topics will include community building, ideas for daily writing, and research-based designs for cultivating meaningful experiences that honor the lives of students and families. This series is facilitated by the Augusta Writing Project, a local site of the National Writing Project, one of the country’s leading professional learning networks.

- Part 1:** Tuesday, September 15, 4:00-5:30 p.m.
- Part 2:** Thursday, September 17, 4:00-5:30 p.m.
- Part 3:** Tuesday, September 22, 4:00-5:30 p.m.
- Part 4:** Thursday, September 24, 4:00-5:30 p.m.

[Register here.](#)

Contact: Breanne Huston, bhuston@doe.k12.ga.us

► Creating Powerful Spaces for Writing in Grades 3-6

SERIES OF FOUR 90-MINUTE SESSIONS • AUDIENCE: GRADES 3-6 TEACHERS AND OTHER EDUCATORS

During this four-part series, participants will explore possibilities for creating powerful classroom writing spaces. Topics will include community building, ideas for daily writing, and research-based designs for cultivating meaningful experiences that honor the lives of students and families. The series is facilitated by the Augusta Writing Project, a local site of the National Writing Project, one of the country's leading professional learning networks.

Part 1: Tuesday, September 15, 4:00-5:30 p.m.

Part 2: Thursday, September 17, 4:00-5:30 p.m.

Part 3: Tuesday, September 22, 4:00-5:30 p.m.

Part 4: Thursday, September 24, 4:00-5:30 p.m.

[Register here.](#)

Contact: Breanne Huston, bhuston@doe.k12.ga.us

► Creating Powerful Spaces for Writing in Grades 7-12

SERIES OF FOUR 90-MINUTE SESSIONS • AUDIENCE: GRADES 7-12 EDUCATORS

During this four-part series, participants will explore possibilities for creating powerful classroom writing spaces. Topics will include community building, ideas for daily writing, and research-based designs for cultivating meaningful experiences that honor the lives of students and families. This series is facilitated by the Augusta Writing Project, a local site of the National Writing Project, one of the country's leading professional learning networks.

Part 1: Tuesday September 15, 4:00-5:30 p.m.

Part 2: Thursday September 17, 4:00-5:30 p.m.

Part 3: Tuesday, September 22, 4:00-5:30 p.m.

Part 4: Thursday, September 24, 4:00-5:30 p.m.

[Register here.](#)

Contact: Breanne Huston, bhuston@doe.k12.ga.us

► So You Want to Involve Parents? Some New Ways to Engage Them

SERIES OF TWO 90-MINUTE SESSIONS • AUDIENCE: K-5 TEACHERS, ADMINISTRATORS, LITERACY COACHES

Dr. Patricia Edwards provides school leaders and classroom teachers with new and creative ways to welcome, encourage, and involve parents. Enacting these practices requires a special kind of commitment from teachers and school leaders, which often coincides with a particular kind of mindset about families and one's responsibility to engage them. Educators often develop this mindset as they deepen their understanding of families, literacy/language, culture/race/class, and themselves. Edwards pulls these understandings together and presents them in a straightforward and concise way.

September 16 and October 14, 4:00–5:30 p.m.

Registration deadline: September 9. [Register here.](#)

Contact: Anisha Donald, adonald@doe.k12.ga.us



► **Inventive and Conventional Spelling in Young Writers’ Development (PreK-1)**

90 MINUTES • AUDIENCE: PREK-1 TEACHERS

In this Saturday-morning workshop, teachers will explore ways to engage pre K-1st grade students in both inventive and conventional spelling. The session is facilitated by the Red Clay Writing Project, a local site of the National Writing Project, one of the country’s leading professional learning networks.

September 19, 9:00-10:30 a.m. [Register here.](#)

Contact: Breanne Huston, bhuston@doe.k12.ga.us

► **Technology Integration for ELA Best Practices (Grades 6-12) ■**

ASYNCHRONOUS MODULE • AUDIENCE: 6-12 ELA TEACHERS

Join this professional learning community (PLC) to explore free technology tools to engage 6-12 ELA students and maximize learning. This fully online course is asynchronous to enable teacher participants to login and work at their convenience; however, the course is interactive and will be facilitated by Dr. Barbara Bishop, Assistant Director of West Georgia RESA, and Dr. Breanne Huston, ELA Program Manager at the Georgia Department of Education. Participants completing the course will receive an emailed transcript and an “ELA Tech Leader” digital badge for their email signature.

This asynchronous course will run from September 21-October 26. [Register here.](#)

Contact: Breanne Huston, bhuston@doe.k12.ga.us

► **Planning Your Writing Mini Lessons K-2**

90 MINUTES • AUDIENCE: K-2 TEACHERS AND OTHER EDUCATORS

In this Saturday-morning workshop, teachers will learn tips and tools for planning engaging and standards-based writing mini lessons. Affiliated with The University of Georgia, the Red Clay Writing Project is a local site of the National Writing Project, one of the country’s leading professional learning networks.

September 26, 9:00-10:30 a.m. [Register here.](#)

Contact: Breanne Huston, bhuston@doe.k12.ga.us

► **Planning Your Writing Mini Lessons in Grades 3-6**

90 MINUTES • AUDIENCE: GRADES 3-6 TEACHERS AND OTHER EDUCATORS

In this Saturday-morning workshop, teachers will learn tips and tools for planning engaging and standards-based writing mini lessons. This session is facilitated by the Augusta Writing Project, a local site of the National Writing Project, one of the country’s leading professional learning networks.

September 26, 11:00 a.m.-12:30 p.m. [Register here.](#)

Contact: Breanne Huston, bhuston@doe.k12.ga.us

► Planning Your Writing Mini Lessons in Grades 7-12

90 MINUTES • AUDIENCE: 7-12 ELA TEACHERS AND OTHER EDUCATORS

In this Saturday-morning workshop, teachers will learn tips and tools for planning engaging and standards-based writing mini lessons. The session is facilitated by the Augusta Writing Project, a local site of the National Writing Project, one of the country's leading professional learning networks.

September 26, 9:00-10:30 a.m. [Register here.](#)

Contact: Breanne Huston, bhuston@doe.k12.ga.us

■ October

► Designing Genre Studies for Powerful Writing K-6

SERIES OF FOUR 90-MINUTE SESSIONS • AUDIENCE: K-6 TEACHERS AND OTHER EDUCATORS

In this four-part series, the Red Clay Writing Project will work with teachers to explore ideas for designing genre studies that open new possibilities for powerful writing.

[Register here.](#)

Part 1: Thursday, October 15, 4:00-5:30 p.m.

Part 2: Thursday, October 22, 4:00-5:30 p.m.

Part 3: Thursday, October 29, 4:00-5:30 p.m.

Part 4: Thursday, November 5, 4:00-5:30 p.m.

Contact: Breanne Huston, bhuston@doe.k12.ga.us

► Designing Genre Studies for Powerful Writing in Grades 7-12

SERIES OF FOUR 90-MINUTE SESSIONS • AUDIENCE: 7-12 ELA TEACHERS AND OTHER EDUCATORS

In this four-part series, the Red Clay Writing Project will work with teachers to explore ideas for designing genre studies that open new possibilities for powerful writing.

[Register here.](#)

Part 1: Thursday, October 15, 4:00-5:30 p.m.

Part 2: Thursday, October 22, 4:00-5:30 p.m.

Part 3: Thursday, October 29, 4:00-5:30 p.m.

Part 4: Thursday, November 5, 4:00-5:30 p.m.

Contact: Breanne Huston, bhuston@doe.k12.ga.us

■ November

► Reading Like a Writer: Using Picture Books to Teach Writing in Grades 6-12

90 MINUTES • AUDIENCE: 6-12 ELA TEACHERS AND OTHER EDUCATORS

In this Saturday-morning workshop, secondary teachers will learn ideas for using picture books to teach writing. The workshop is facilitated by the Red Clay Writing Project, a local site of the National Writing Project, one of the country's leading professional learning networks.

November 7, 9:00-10:30 a.m. [Register here.](#)

Contact: Breanne Huston bhuston@doe.k12.ga.us

■ Additional Upcoming Courses

► A Deep Dive into Dyslexia

SERIES OF THREE 90-MINUTE SESSIONS • AUDIENCE: ADMINISTRATORS, TEACHERS, LITERACY COACHES

This series will focus on better understanding dyslexia intervention and the application of structured language (SL). Participants are encouraged to attend all three sessions because the sessions build on one another. [Register here.](#)

Session 1: November 6

Session 2: November 9

Session 3: November 13

Contact: Franeka Colley, franeka.colley@doe.k12.ga.us

► Cultural, Linguistic, and Socioeconomic Differences in the Classroom: The Impact of Language Variation on Development

SERIES OF TWO 90-MINUTE SESSIONS • AUDIENCE: DISTRICT PERSONNEL, ADMINISTRATORS, LITERACY COACHES, TEACHERS

The first session of this two-part series, *Differences are not Deficits: Cultural, Linguistic, and Socioeconomic Differences in the Classroom*, will focus on recognizing and accepting the cultural, linguistic, and socioeconomic richness of the children we serve and separating who they are from how they are doing. The second session, *The Impact of Language Variation on Development: What do we Know?* (a thought leader session), will focus on our current understanding of the potential impact of linguistic differences on language and reading outcomes of African American children growing up in poverty. [Register here.](#)

Session 1: *Differences are not Deficits: Cultural, Linguistic, and Socioeconomic Differences in the Classroom:* October 8, at 10:00 a.m.

Session 2: *The Impact of Language Variation on Development: What do we Know?:* November 10, at 10:00 a.m.

Contact: Franeka Colley, franeka.colley@doe.k12.ga.us

English Learners

► WIDA Writing Rubric

10 HOURS • K-12 TEACHERS OF ENGLISH LEARNERS

This course supports educators with using the WIDA Writing Rubric to work effectively with multilingual learners in their writing development.

Module on WIDA Canvas Platform. Obtain a WIDA portal login/password from your LEA ESOL Coordinator and click on the eLearning Center tile to access the eWorkshop.

Contact: Dr. Margaret E. D. Baker - mbaker@doe.k12.ga.us

► Doing and Talking STEM ■

6 HOURS • K-12 SCIENCE, MATH, AND ESOL TEACHERS OF ENGLISH LEARNERS

Supports educators as they interact with the resources introduced on the Doing and Taking Math and Science website, which was developed by WIDA researchers.

Module on WIDA Canvas Platform. Obtain a WIDA portal login/password from your LEA ESOL Coordinator and click on the eLearning Center tile to access the eWorkshop.

Contact: Dr. Margaret E. D. Baker - mbaker@doe.k12.ga.us

► Classroom Teachers: Engaging Multilingual Newcomers ■

2 HOURS • AUDIENCE: K-12 TEACHERS OF NEWLY ARRIVED ENGLISH LEARNERS

This course explores community building and instructional strategies for teachers of multilingual learners who have recently arrived in the U.S. or who are new to U.S. schools.

Module on WIDA Canvas Platform. Obtain a WIDA portal login/password from your LEA ESOL Coordinator and click on the eLearning Center tile to access the eWorkshop.

Contact: Dr. Margaret E. D. Baker - mbaker@doe.k12.ga.us

► Leading for Equity: Classroom Walkthrough ■

2 HOURS • AUDIENCE: SCHOOL LEADERS AND INSTRUCTIONAL COACHES

This course introduces leaders to a classroom walkthrough resource that highlights practices and principles of exemplary and equitable teaching for multilingual learners.

Module on WIDA Canvas Platform. Obtain a WIDA portal login/password from your LEA ESOL Coordinator and click on the eLearning Center tile to access the eWorkshop.

Contact: Dr. Margaret E. D. Baker - mbaker@doe.k12.ga.us

► Developing Language for Learning in Mathematics ■

4 HOURS • AUDIENCE: K-12 MATH AND ESOL TEACHERS OF ENGLISH LEARNERS

This course illustrates the benefits of designing mathematics instruction to provide multilingual students opportunities to use language to express their ideas and co-construct ideas with others.

Module on WIDA Canvas Platform. Obtain a WIDA portal login/password from your LEA ESOL Coordinator and click on the eLearning Center tile to access the eWorkshop.

Contact: Dr. Margaret E. D. Baker - mbaker@doe.k12.ga.us

► Social Studies: Engaging Multilingual Learners through Inquiry ■

3-4 HOURS • AUDIENCE: K-12 SOCIAL STUDIES & ESOL TEACHERS OF ENGLISH LEARNERS

This course focuses on the use of student and class assets to plan inquiry-based instruction, and explores how to consider the content and language needs of multilingual learners in social studies.

Module on WIDA Canvas Platform. Obtain a WIDA portal login/password from your LEA ESOL Coordinator and click on the eLearning Center tile to access the eWorkshop.

Contact: Dr. Margaret E. D. Baker - mbaker@doe.k12.ga.us

Fine Arts

■ August/September

▶ Introduction to Digital Improv

SERIES OF TWO SESSIONS • AUDIENCE: K-12 TEACHERS

This course explores taking improv online. Participants will explore improv techniques and games with a focus on supporting one another, and helping students find the joy in putting the focus on the other person onstage.

August 31, 4:00 p.m. & November 2, 4:00 p.m. • [Register here.](#)

This course is also available at the request of district and RESA personnel.

Contact: Paul McClain, benjamin.mcclain@doe.k12.ga.us

▶ Digital Teaching and Learning in Music

1 HOUR • AUDIENCE: MUSIC TEACHERS

This workshop will go over best practices in digital teaching and learning, current instructional resources available via the Teacher Resource Link, how to develop creative digital lessons from previously made lessons and how to create musical experiences for students to perform on a digital platform.

September 1, 4:00 p.m. • [Register here.](#)

This course is also available at the request of district and RESA personnel.

Contact: Casey Hall, casey.hall@doe.k12.ga.us

▶ Bravo Behavior!

1 HOUR • AUDIENCE: MUSIC TEACHERS

In this session, we'll tackle the ever-present elephant in the music room: BEHAVIOR! We will discuss reasonings behind negative student behaviors, how to develop a positive classroom environment, pinpoint common "problem" behaviors, learn de-escalation strategies, and brainstorm effective behavioral and classroom management strategies to promote positive behavioral change in the music classroom.

September 8, 4:00 p.m. • [Register here.](#)

This course is also available at the request of district and RESA personnel.

Contact: Casey Hall, casey.hall@doe.k12.ga.us



► The Big Picture: Comparing Cultural Pedagogies

1 HOUR • AUDIENCE: MUSIC TEACHERS

Culture determines how we relate to, associate with, and socialize among others. If music teachers are to successfully teach all students who walk through their doors, as ESSA (2015) suggests, we must understand that each student brings with them a multiplicity of various cultures in which they identify. This workshop will examine multiple cultural pedagogies within the field of music education and offers one main implication between them: using your students' cultures to drive your instructional practices.

September 10, 4:00 p.m. • [Register here.](#)

This course is also available at the request of district and RESA personnel.

Casey Hall Fine Arts Specialist, casey.hall@doe.k12.ga.us

► Reading Shakespeare with the Whole Body

SERIES OF TWO 1-HOUR SESSIONS • AUDIENCE: 9-12 THEATRE & ELA TEACHERS

This workshop explores methods of preparing verse text for active performance. Participants will examine how verse text connects to the breath and body, and explore strategies to help students fully engage when reading classical texts aloud.

September 14, 4:00 p.m. & November 16, 4:00 p.m. • [Register here.](#)

This course is also available at the request of district and RESA personnel.

Contact: Paul McClain, benjamin.mcclain@doe.k12.ga.us

► Social Media for Arts Advocacy

1 HOUR • AUDIENCE: FINE ARTS TEACHERS, FINE ARTS ADMINISTRATORS, ADMINISTRATORS

Are you struggling to get the word out about your school's arts education programming? Arts programming seldom leaves the schoolhouse, but needs community support. Social media brings arts learning outside of the classroom, allows teachers to see your vision and talk to you, shows the community the work you are doing for arts education, improves your brand, and promotes your professional learning opportunities. Your teachers, students, and communities are using social media as the main way they get information. Join the conversation and add your arts vision to their feed!

September 15, 4:00 p.m. • [Register here.](#)

This course is also available at the request of district and RESA personnel.

Contact: Jessica Booth, jbooth@doe.k12.ga.us

► Educating the Whole Child: Utilizing Title I, II, and IV A to Fund Arts Education

1 HOUR • AUDIENCE: FINE ARTS TEACHERS, ADMINISTRATORS

Learn how federal funds can be used to fund everything from staff positions to art supplies and instruments with examples at the state, district, and school level. The session is an overview of the different types of Title funds available in ESSA and will provide levels of Title I, II, and IV-A scenarios that are being used to promote art education.

September 17, 4:00 p.m. • [Register here.](#)

This course is also available at the request of district and RESA personnel..

Contact: Jessica Booth, jbooth@doe.k12.ga.us

► Text into Action

SERIES OF TWO 1-HOUR SESSIONS • AUDIENCE: 6 -12 THEATRE TEACHERS

This course explores active ways to introduce beats and objectives for the purpose of interpreting written text and converting it into playable action for the stage.

September 21, 4:00 p.m. & November 23, 4:00 p.m. • [Register here.](#)

This course is also available at the request of district and RESA personnel.

Contact: Paul McClain, benjamin.mcclain@doe.k12.ga.us

► Digital Teaching & Learning in Theatre

1 HOUR • AUDIENCE: K-12 THEATRE TEACHERS

This workshop will go over best practices in digital teaching and learning, current instructional resources available via the Teacher Resource Link, how to develop creative digital lessons from previously made lessons and how to create musical experiences for students to perform on a digital platform.

September 28, 4:00 p.m. • [Register at gadoe.org/fine-arts](https://gadoe.org/fine-arts)

This course is also available at the request of district and RESA personnel.

Contact: Paul McClain, benjamin.mcclain@doe.k12.ga.us

► It's A Mystery! Making Mysterious Lessons for the Elementary Music Classroom!

1 HOUR • AUDIENCE: ELEMENTARY SCHOOL MUSIC TEACHERS

Struggling with student engagement in your music classroom? Let your students be their own detectives and solve the mystery while they are learning! Learn how to create effective mystery lessons that are intriguing and fun for your students! These lessons are sure to be SPOOKY!

September 29, 4:00 p.m. • [Register here.](#)

This course is also available at the request of district and RESA personnel.

Casey Hall Fine Arts Specialist, casey.hall@doe.k12.ga.us

■ October

► SEL + Life Skills in the ES Music Classroom

AUDIENS: TEACHERS

This workshop will focus on life skills that turn into workforce development skills in the ES Music Room. Learn how communication, social awareness and self-regulation are transferable from the music room to life.

October 1, 4:00 p.m. [Register here.](#)

This course is also available at the request of district and RESA personnel.

Contact: Casey Hall, casey.hall@doe.k12.ga.us

■ November

► **Let's Get Visual! Inquiry Based Instructional Activities that SWIRL**

1 HOUR • AUDIENCE: SOCIAL STUDIES TEACHERS, VISUAL ART TEACHERS

Ever wanted to add visual art to your Social Studies classroom? This arts integration session is for you! Explicitly teaching Visual Literacy in social studies increases engagement and allows students to make connections between their lives and history. This workshop will teach you how to: build visual literacy with visual journals, enhance your inquiry lessons, and incorporate the art standards with your existing lessons to create personal meaning for students. You do not have to be “good” at art to attend this workshop!

November 5, 3:30 p.m. [Register here.](#)

This course is also available at the request of district and RESA personnel.

Contact Jessica Booth or Joy Hatcher - jbooth@doe.k12.ga.us / jhatcher@doe.k12.ga.us

■ By Request and Self-Paced Modules

► **We Have The Data!**

SELF-PACED • AUDIENCE: TEACHERS

Student artwork is a summative assessment that gives you the data needed to improve arts learning and teaching. Learn to create Benchmarks with your students' artwork so you as an individual teacher, high school art department, or school district can set the bar for quality and vertical alignment in the visual art classroom.

This course is also available at the request of district and RESA personnel.

Contact: Jessica Booth, jbooth@doe.k12.ga.us

► **Journal As Reflective Practice**

SELF-PACED • AUDIENCE: TEACHERS

The journey is the destination in this workshop focused on multiple visual journal techniques and processes that show student progress over time. Participants will create beautiful mixed media journal pages and leave with a plan to use them as a formative assessment tool in their art room.

This course is also available at the request of district and RESA personnel.

Contact: Jessica Booth, jbooth@doe.k12.ga.us

► **GSE Bootcamp**

SELF-PACED • AUDIENCE: TEACHERS

Learn about the GSE for Visual Art K-12 and the new Instructional Resources available to all Georgia art teachers. Resources include curriculum maps, unit plans, example lesson plans, instructional videos, and assessments.

This course is also available at the request of district and RESA personnel.

Contact: Jessica Booth, jbooth@doe.k12.ga.us

► Dramatic Writing

SELF-PACED • AUDIENCE: 9-12 THEATRE AND SCHOOL LEADERS

Learn about the GSE for Theatre & Film K-12 and the new Instructional Resources available to all Georgia Art teachers. Resources include curriculum maps, unit plans, example lesson plans, instructional videos, and assessments. We will walk through these resources with the new HS Dramatic Writing 1 course as our example.

This course is also available at the request of district and RESA personnel.

Contact: Paul McClain, BMclain@doe.k12.ga.us

► Text Into Action

SELF-PACED • AUDIENCE: THEATER TEACHERS

Look at active ways to introduce beats and objectives for the purpose of interpreting written text and converting it into playable action for the stage.

This course is also available at the request of district and RESA personnel.

Contact: Paul McClain, BMclain@doe.k12.ga.us

► Improv!

SELF-PACED • AUDIENCE: THEATER TEACHERS

Look at improv techniques and games with a focus on supporting one another. Helping students find the joy in putting the focus on the other person on stage.

This course is also available at the request of district and RESA personnel.

Contact: Paul McClain, BMclain@doe.k12.ga.us

► Digital Teaching & Learning in Visual & Media Arts

1 HOUR • AUDIENCE: K-12 VISUAL ART TEACHERS

This workshop will go over best practices in digital teaching and learning, current instructional resources available via the Teacher Resource Link, how to develop creative digital lessons from previously made lessons and how to create art experiences for students to perform on a digital platform.

This workshop is available at the request of district and RESA personnel.

Contact: Jessica Booth, jbooth@doe.k12.ga.us

► Visual Art for the Early Childhood Educator ■

SELF-PACED • AUDIENCE: ELEMENTARY SCHOOL TEACHERS

This course is designed to introduce the early childhood educator/classroom teacher to the GSE for visual art, and to the related resources available through the Teacher Resource Link and the Fine Arts Department at GaDOE. It is also a great course for teachers new to Georgia or the profession.

This course results in a credential. Access the module on the GaDOE PL platform.* [Learn more here.](#)

Contact: Jessica Booth, jbooth@doe.k12.ga.us

*Learn more about the GaDOE PL Platform on page 50.

► Music for the Early Childhood Educator ■

SELF-PACED • AUDIENCE: ELEMENTARY SCHOOL TEACHERS

This course is designed to introduce the early childhood educator/classroom teacher to the GSE for music, and to the related resources available through the Teacher Resource Link and the Fine Arts Department at GaDOE. It is also a great course for teachers new to Georgia or the profession. This course results in a credential.

Access the module on the GaDOE PL platform.*

Contact: Jessica Booth, jbooth@doe.k12.ga.us

► Dramatic Writing ■

SELF-PACED • AUDIENCE: HIGH SCHOOL ELA AND THEATRE TEACHERS

We will walk through these resources with the new HS Dramatic Writing 1 course as our example. Resources include curriculum maps, unit plans, example lesson plans, instructional videos, and assessments. This course results in a credential.

Access the module on the GaDOE PL platform.*

Contact: Paul McClain, benjamin.mcclain@doe.k12.ga.us

► Digital Teaching & the Arts

SELF-PACED • AUDIENCE: K-12 DANCE, MEDIA ARTS, MUSIC, THEATRE, AND VISUAL ART TEACHERS

This Choose Your Own Adventure Guide to Digital Teaching in the Arts explores best practices in virtual learning and how they translate to an arts classroom.

Download this module from the Fine Arts website: gadoe.org/fine-arts

Contact: Jessica Booth, jbooth@doe.k12.ga.us

Health and Physical Education

■ By Request

► Physical Education Standards: A Practical Approach to Instruction

90 MINUTE SESSION • AUDIENCE: K-12 PHYSICAL EDUCATION TEACHERS

An overview of the Physical Education Georgia Standards of Excellence, this session can be geared to any grade level or inclusive for all. The course includes practical ways to use the standards when planning for instruction.

This course is offered at the request of district personnel.

Contact: Therese McGuire, tmcguire@doe.k12.ga.us

*Learn more about the GaDOE PL Platform on page 50.

► **Physical Education: Instructional mapping**

90 MINUTES • AUDIENCE: PHYSICAL EDUCATION TEACHER AND CURRICULUM LEADERS
GRADES K-12

Teacher leader experts will share course and grade level mapping and lesson planning strategies and samples. Each session will be grade-level specific.

This course is offered at the request of district personnel.

Contact: *Therese McGuire, tmcguire@doe.k12.ga.us*

► **Physical Education: Fitness Model and Resources**

90 MINUTES • AUDIENCE: K- 12 PHYSICAL EDUCATION TEACHERS

This course focuses on the instructional process for fitness instruction, from concepts and goal setting to results.

This course is offered at the request of district personnel.

Contact: *Therese McGuire, tmcguire@doe.k12.ga.us*

► **HPE Leaders Forum**

45 MINUTES • AUDIENCE: HEALTH AND PHYSICAL EDUCATION CURRICULUM LEADERS

A monthly forum to discuss and share current issues and resources.

System level Health and Physical Education leaders should contact Therese McGuire for information.

Forum platform information is shared by invitation.

Contact: *Therese McGuire tmcguire@doe.k12.ga.us*

Mathematics

■ August/September

► **Remote Learning Chat (RLC) – 2020 Guides for Effective Mathematics Instruction (K-12)**

45 MINUTES • AUDIENCE: ALL K - 12 MATHEMATICS TEACHERS, TEACHER LEADERS, SCHOOL LEADERS, DISTRICT LEADERS

This Remote Learning Chat will provide information and best practices in mathematics teaching and learning to assist teachers with teaching mathematics conceptually in both face-to-face and virtual learning environments.

Monday, August 31, 4:00 - 4:45 p.m. [Register here.](#)

Contact: *Lya Snell, lsnell@doe.k12.ga.us*

**Learn more about the GaDOE PL Platform on page 50.*

► Georgia Numeracy Project: Empowering Students to Have Fun with Mathematics ■

SERIES OF TWO 90-MINUTE SESSIONS • AUDIENCE: K-8 GENERAL EDUCATION AND SPECIAL EDUCATION MATHEMATICS TEACHERS, INSTRUCTIONAL LEADERS, AND INTERVENTION SPECIALISTS

The Georgia Numeracy Project is a free, optional, evidence-based resource for schools and districts to use to help students build a solid foundation in numeracy. This professional learning session will provide evidence-based intervention strategies to support school leaders and teachers with effectively assessing numeracy to address students' needs for acceleration, remediation, and intervention. This course results in a credential.

Option 1: August 25 & 26, 3:30-5:00 p.m. each day

Option 2: September 10 & 11, 3:30-5:00 p.m. each day

Option 3: October 7 & 8, 3:30-5:00 p.m. each day

[Register here.](#)

Contact: Jenise Sexton, jsexton@doe.k12.ga.us

■ November

► 2020 Georgia Mathematics Equity Summit ■

1 FULL-DAY SESSION • AUDIENCE: DISTRICT LEADERS, SCHOOL ADMINISTRATORS, MATHEMATICS TEACHER LEADERS, SPECIAL EDUCATION LEADERS

Participants of the 2nd Annual Georgia Mathematics Equity Summit will engage with K-12 and higher education leaders through panel discussions and facilitated working groups. They will have the unique opportunity to reflect on the importance of mathematics equity and access and strategize around the role of leadership in closing long-standing and pervasive achievement gaps. This course results in a credential.

Tuesday, November 10, 9:30 a.m.-2:30 p.m.

Contact: Jenise Sexton, jsexton@doe.k12.ga.us

■ Recurring Sessions

► Remote Learning Chat (RLC) - Monthly Content Virtual Learning Sessions (K - High School)

1-HOUR SESSIONS MONTHLY (SEPTEMBER THROUGH APRIL) • AUDIENCE: ALL K - 12 MATHEMATICS TEACHERS, TEACHER LEADERS, SCHOOL LEADERS, DISTRICT ADMINISTRATORS

Content experts will lead grade level- and course-specific virtual professional learning sessions monthly to support teachers with their implementation of the mathematics standards. This Remote Learning Chat will provide information and best practices in mathematics teaching and learning to assist teachers with teaching mathematics conceptually.

Specific Dates and Times – TBA

Contact: Lya Snell, lsnell@doe.k12.ga.us

Science

September

► From Traditional Labs to Phenomenon Investigations

90 MINUTES • AUDIENCE: SECONDARY SCIENCE TEACHERS

Join us to discuss how shifting to phenomenon-based investigations gets students actively involved in using science and engineering practices and crosscutting concepts.

September 3, 10 a.m. [Register here.](#)

Contact: Keith Crandell, kcrandall@doe.k12.ga.us

► Supporting Struggling Students in Science

90 MINUTES • AUDIENCE: SECONDARY TEACHERS

Join us to learn how to leverage 3-D science and high-leverage practices to support all students' success in science

Oconee RESA Event - Open to All - September 9, 9:00-10:30 a.m.

Contact: Renee Shirley-Stevens, renee.shirley-stevens@doe.k12.ga.us

► New High School 4th Science Courses: From GPS to GSE

90 MINUTES • AUDIENCE: HIGH SCHOOL SCIENCE TEACHERS

2020-2021 is the first year of standards implementation for 12 high school courses. Join us to discuss the changes and impact for instruction.

September 10, 10:00-11:30 a.m. [Register here.](#)

Contacts: Keith Crandall and Amanda Buice: kcrandall@doe.k12.ga.us / abuice@doe.k12.ga.us

► Leveraging Technology to Support Struggling Students in Science

90 MINUTES • AUDIENCE: SECONDARY GENERAL ED AND SPECIAL ED SCIENCE TEACHERS

This course covers how and when to use technology to assist students in accessing and expressing information in 3-D science classes (virtual or face-to-face).

September 16, 4:00 -5:30 p.m. [Click here to register.](#)

Contact: Renee Shirley-Stevens, renee.shirley-stevens@doe.k12.ga.us

► Reading, Writing & Science: The Perfect Combination

90 MINUTES • K-5 SCIENCE EDUCATORS AND ADMINISTRATORS

Explore tips and strategies to support science classrooms as a space where students read, write, speak and think.

CSRA RESA Event -open to all- September 18, 1:00-2:30 p.m. [Click here to access the course.](#)

This course is also available at the request of district and RESA personnel.

Contact: Amanda Buice and Faith Hopkins, abuice@doe.k12.ga.us / faith@csraresa.org

▶ **Three-Dimensional Science: Virtual Phenomenon Tasks & Assessments
Heart of GA RESA Event - Open to All**

90 MINUTES • AUDIENCE: SECONDARY EDUCATORS AND ADMINISTRATORS

September 24, 9:30-11:00 a.m. [Click here to register](#)

Contact: Keith Crandall, krandall@doe.k12.ga.us

■ October

▶ **Three-Dimensional Science: Virtual Phenomenon Tasks & Assessments
CSRA RESA event - Open to All**

90 MINUTES • AUDIENCE: SECONDARY EDUCATORS AND ADMINISTRATORS

October 2, 1:00-2:30 p.m. [Click here to register](#)

Contact: Keith Crandall, krandall@doe.k12.ga.us

▶ **Leveraging Technology to Support Struggling Students in Science**

90 MINUTES • AUDIENCE: SECONDARY GENERAL ED AND SPECIAL ED SCIENCE TEACHERS

This course covers how and when to use technology to assist students in accessing and expressing information in 3-D science classes (virtual or face-to-face).

October 6, 4:00-5:30 p.m. [Click here to register](#).

Contact: Renee Shirley-Stevens, renee.shirley-stevens@doe.k12.ga.us

Social Studies

■ September

▶ **All Are Welcome: Incorporating the history of ALL of us into your social
studies teaching**

1 HOUR • AUDIENCE: K-12 SOCIAL STUDIES EDUCATORS

Are you looking for ways to incorporate the history of ALL into your teaching? Join us as we investigate how to make sure our standards-driven instruction recognizes and reflects the diversity of our state, nation, and world. We will share strategies and resources, including eye- and mind-opening book titles for children and young adults. Join us as we design classrooms that are inclusive and welcoming.

Thursday, September 3 at 3:30 p.m. [Register here.](#)

Contact: Joy Hatcher, jhatcher@doe.k12.ga.us

► **Disciplinary Thinking: Tip Your Hat to 4-Hat Thinking**

1 HOUR • AUDIENCE: K-12 SOCIAL STUDIES EDUCATORS

Focus your energies on teaching students to think like historians, geographers, economists, and political scientists in every social studies course and grade level. In this workshop we share fresh ideas for promoting disciplinary thinking to make social studies something we DO, rather than something we passively read.

Thursday, September 10 at 3:30 p.m. [Register here.](#)

Contact: Joy Hatcher, jhatcher@doe.k12.ga.us

■ October

► **May the Force Be With You: Different Approaches to Teaching Social Studies**

1 HOUR • AUDIENCE: 6-12 SOCIAL STUDIES EDUCATORS

Are you looking for something different to spice up your social studies lessons? Are you looking for ways for students to connect social studies content with everyday life? Join us as we explore connections between the GSE, Inquiry, and movies, television, games, and comics. We will share strategies and resources for using science fiction to engage and excite. May the odds be ever in your favor in this workshop for grades 6-12.

Thursday, October 1 at 3:30 p.m. [Register here.](#)

Contact: Joy Hatcher, jhatcher@doe.k12.ga.us

► **They Aren't Getting It: Methods to Engage, Excite, & Empower Struggling Learners**

1 HOUR • AUDIENCE: K-12 SOCIAL STUDIES EDUCATORS

Join us for this hands-on workshop that provides methods for adapting instruction that will make learning attainable for all learners. We will share resources and model inquiry-based strategies that are differentiated for all learners.

Thursday, October 29 at 3:30 p.m. [Register here.](#)

Contact: Joy Hatcher, jhatcher@doe.k12.ga.us

■ November

► **Let's Get Visual! Inquiry Based Instructional Activities that SWIRL**

SERIES OF THREE 1-HOUR SESSIONS • AUDIENCE: K-12 SOCIAL STUDIES EDUCATORS

This course addresses Part 1 Introducing your Visual Journal. Watch for Parts 2 and 3 in the spring edition of the Professional Learning Catalog.

Thursday, November 5 at 3:30 p.m. [Register here.](#)

Contact: Joy Hatcher, jhatcher@doe.k12.ga.us

STEM/STEAM

October

▶ STEM/STEAM Student Panels

SERIES OF FOUR 1-HOUR SESSIONS • AUDIENCE: TEACHERS, ADMINISTRATORS

Join the Georgia Department of Education STEM/STEAM team for a series of virtual student panels. During these sessions, participants will learn how STEM and STEAM learning have impacted students' lives both in and out of the classroom.

Every Tuesday in October, 3:30 p.m. [Click here to learn more.](#)

Contact: Meghan McFerrin, mmcferrin@doe.k12.ga.us

November

▶ Introduction to STEM and STEAM Certification

1 HOUR • AUDIENCE: DISTRICT PERSONNEL, ADMINISTRATORS, INSTRUCTIONAL COACHES

During this live webinar, STEM/STEAM Specialists will walk through the certification process and criteria. Participants who attend this session will have the option to sign-up for one-on-one virtual meetings with STEM/STEAM Specialists following the webinar to begin planning for STEM/STEAM certification.

November 5th- 3:30 p.m. [Click here to learn more.](#)

Contact: Meghan McFerrin, mmcferrin@doe.k12.ga.us

By Request

▶ Framework for Project-Based Learning through Authentic Standards-Based Learning

1 HOUR • AUDIENCE: TEACHERS AND SCHOOL LEADERS

This professional learning workshop helps educators and leaders understand a framework for planning project-based learning units in any setting. The workshop can be tailored to meet your school community's specific needs and questions related to project-based learning.

This course is also available at the request of district and RESA personnel.

Contact: Allyson Morgan, almorgan@doe.k12.ga.us

▶ STEM to STEAM

1 HOUR • AUDIENCE: TEACHERS, ADMINISTRATORS, STEAM LEADERSHIP TEAMS

This training is an introduction to STEAM certification. During the training, learn more about the role of the arts, the “why” for integrating the arts, and tips for getting started.

This course is also available at the request of district and RESA personnel.

Contact: Meghan McFerrin, mmcferrin@doe.k12.ga.us

► **STEM/STEAM Certification 101**

1 HOUR • AUDIENCE: ADMINISTRATORS, DISTRICT LEADERS, INSTRUCTIONAL COACHES, SCHOOL LEADERSHIP TEAMS

Interested in pursuing STEM or STEAM Certification? Request this training to get started! During this personalized training, participants will gain information and resources regarding STEM or STEAM certification.

This course is also available at the request of district and RESA personnel.

Contact: Meghan McFerrin, mmcferrin@doe.k12.ga.us

► **STEM/STEAM Journaling**

1 HOUR • AUDIENCE: SCHOOLS SEEKING GADOE STEM OR STEAM CERTIFICATION

Student writing and drawing support the shift from content-delivery to content-discovery. Request this training to learn how STEM/ STEAM journaling challenges students to think critically about the problems they are solving.

This course is also available at the request of district and RESA personnel.

Contact: Meghan McFerrin, mmcferrin@doe.k12.ga.us



Teaching and Learning:

Teacher and Leader Support and Development

The Division of Teacher and Leader Support and Development impacts student achievement by providing programs and resources to enhance teacher and leader effectiveness that include the following: Title II, Part A grant awards; teacher and leader effectiveness systems; and professional learning.

The goal of the division is to promote and support teacher and leader effectiveness to improve student learning in every classroom in the state.

■ September

▶ **TKES Initial Credentialing for New District/School Leaders**

6 HOURS • AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

The Teacher and Leader Support and Development Team (TLSD) is offering virtual training for TKES and LKES Initial Credentialing. This training is for all new school or district leaders who need to be credentialed to evaluate teachers or leaders.

September (TBA)

This course is also offered at the request of district personnel.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

▶ **LKES Initial Credentialing for New District/School Leaders**

6 HOURS • AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

The Teacher and Leader Support and Development Team (TLSD) is offering virtual training for TKES and LKES Initial Credentialing. This training is for all new school or district leaders who need to be credentialed to evaluate teachers or leaders.

September and October (TBA)

This course is also offered at the request of district personnel.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

► **Observing and Coaching Teachers During Distance Learning: A Focus on TAPS Standards 3 & 4**

1 HOUR • AUDIENCE: SCHOOL AND DISTRICT LEADERS

This one-hour presentation is intended for school administrators and will provide tips for observing and coaching teachers during distance learning sessions. The focus will be on the standards of the Instructional Delivery Domain of TAPS (Instructional Strategies and Differentiation). During the presentation, participants will learn about completing successful observations of teachers in distance learning classrooms and will be provided with sample indicators for Performance Standards 3 and 4 of the Teacher Keys Effectiveness System. Suggestions for providing feedback and coaching to teachers during distance learning will also be presented.

September and October (TBA)

This course is also offered at the request of district personnel.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

■ October

► **TKES Initial Credentialing for New District/School Leaders**

6 HOURS • AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

The Teacher and Leader Support and Development Team (TLSD) is offering virtual training for TKES and LKES Initial Credentialing. This training is for all new school or district leaders who need to be credentialed to evaluate teachers or leaders.

October (TBA)

This course is also offered at the request of district personnel.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

■ At the Request of District Personnel

► **Supporting Teachers Through Meaningful Feedback**

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

Providing effective feedback is critical. Although there are inherent challenges for an evaluator, the ability to provide low-inference feedback will prove to have one of the most significant impacts an evaluator can make in his/her school building.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

► **TKES Orientation**

AUDIENCE: TEACHERS AND DISTRICTS

The TKES Orientation provides an overview of the TKES components.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

► LKES Orientation

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

The LKES Orientation provides an overview of the LKES components

Contact: Mark Gordon, mgordon@doe.k12.ga.us

► Familiarization with TAPS Standards

AUDIENCE: TEACHER LEADERS, SCHOOL LEADERS, AND DISTRICT LEADERS

This training will familiarize participants with utilizing all 10 TAPS standards.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

► Familiarization with LAPS Standards

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

This training will familiarize participants on utilizing all eight LAPS standards.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

► Effective Professional Learning Goals

AUDIENCE: CONTRIBUTING PROFESSIONALS, DISTRICT LEADERS, AND TEACHERS

This training focuses on writing effective Professional Learning Goals.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

► DOK For Teachers

AUDIENCE: TEACHERS, TEACHER LEADERS, AND INSTRUCTIONAL COACHES

This training explores Depth of Knowledge (DOK) for teachers.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

► TKES Deeper Dive I

AUDIENCE: DISTRICT LEADERS, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This training features a TKES review with a closer look on TAPS Standards 4, 5, 6, and 8.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

► TKES Deeper Dive II

AUDIENCE: DISTRICT LEADERS, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This training features a TKES review with a closer look on TAPS Standards 1 and 2.

Contact: Mark Gordon, mgordon@doe.k12.ga.us

► **LKES Deeper Dive**

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

This training features a LKES review with a closer look on LAPS Standards 1, 2, and 3.

Contact: *Mark Gordon, mgordon@doe.k12.ga.us*

► **Engaging in Courageous Conversations: A School Leader’s Guide for Improvement**

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

This training provides school leaders an opportunity to strengthen their understanding of courageous conversations. Participants will learn strategies to assist them when engaging in difficult conversations.

Contact: *Mark Gordon, mgordon@doe.k12.ga.us*

► **Teacher Keys Evaluation System Standard 8: Academically Challenging Environment – A Teacher’s Guide for Improvement**

AUDIENCE: TEACHERS, TEACHER LEADERS, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This training is designed to provide teachers with strategies and resources to create academically challenging classrooms by maximizing instructional time, protecting instruction from disruption, orchestrating smooth transitions, assuming responsibility for student learning, setting high (but reasonable) expectations for all students, and supporting students in achieving instructional learning goals.

Contact: *Mark Gordon, mgordon@doe.k12.ga.us*

► **Professional Learning Communities (PLCs): A Guide for Leaders**

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

The training is designed for participants to understand the concept of a Professional Learning Community, examine the research that supports Professional Learning Communities, explore the steps for getting Professional Learning Communities started, and examine the benefits of having effective Communities.

Contact: *Mark Gordon, mgordon@doe.k12.ga.us*

► **Support from the Start Teacher Induction 101: Overview of Induction**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADERS, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This professional learning provides an introduction to the GaDOE Teacher Induction Guidance and online resources.

Contact: *Karen Wyler, kwylers@doe.k12.ga.us*

► **Support from the Start Teacher Induction 201: Developing the Plan**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADERS, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This professional learning session is a facilitated work session for districts to develop a high quality teacher induction plan utilizing the GaDOE Teacher Induction Guidance.

Contact: Karen Wyler, kwyler@doe.k12.ga.us

► **Support from the Start Teacher Induction 301: Implementing the Plan**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADERS, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This professional learning session provides support for districts to implement their teacher induction plan. Teacher Assistance is provided with online induction tools and resources.

Contact: Karen Wyler, kwyler@doe.k12.ga.us

► **Support from the Start Teacher Induction 401: Monitoring the Plan**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADERS, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This professional learning session provides support for districts to monitor their teacher induction plan. Technical Assistance is provided with online induction tools and resources.

Contact: Karen Wyler, kwyler@doe.k12.ga.us

► **Support from the Start 501: Evaluating the Plan**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADER, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This professional learning session provides support for districts to evaluate their teacher induction plan. Technical Assistance is provided with online induction tools and resources.

Contact: Karen Wyler, kwyler@doe.k12.ga.us

► **The Essential Role of the Leader in Teacher Induction**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADER, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This professional learning provides a deep dive into the essential role of the leader in supporting new teachers and their mentors. Technical Assistance is provided with online induction tools and resources.

Contact: Karen Wyler, kwyler@doe.k12.ga.us

► **Teacher Mentor Modules**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADERS, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This professional learning (Mentor Modules) offers free online multimedia workshops and resources for developing mentors.

Contact: *Karen Wyler, kwyl@doe.k12.ga.us*

► **Powerful Partnerships: Georgia’s P-20 Collaboratives**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADERS, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This professional learning provides an introduction to Georgia’s P-20 Collaboratives, the history and the work.

Contact: *Karen Wyler, kwyl@doe.k12.ga.us*

► **Overview of GaDOE Leader Induction Resources**

AUDIENCE: DISTRICT LEADERS, TEACHER LEADER, INSTRUCTIONAL COACHES, SCHOOL LEADERS

This professional learning opportunity will provide an overview of resources available for developing a Leader Induction Plan for your district. It will include resources available on the GaDOE website including recommended Steps to Developing the Leader Induction Process Cycle. One-hour overview.

Contact: *Karen Wyler, kwyl@doe.k12.ga.us*

► **District Leader Induction Pre-Assessment**

AUDIENCE: DISTRICT LEADERS, TEACHER LEADER, INSTRUCTIONAL COACHES, SCHOOL LEADERS

This professional learning will provide a deep dive into the district’s present Leader Induction Process Cycle and an examination of areas where improvement may be needed. This training will include the development of Smart Goals for the Induction Phase Leader and the Induction Phase Leader Mentor.

Contact: *Karen Wyler, kwyl@doe.k12.ga.us*

► **Development of a District Leader Induction Support Team**

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

This professional learning will provide instructions on how to develop an effective District Leader Induction Support Team.

Contact: *Kathy Reese, krees@doe.k12.ga.us*

► **A District Guide to Developing a High Quality Leadership Induction Plan**

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

This professional learning will address the six domains of a High Quality Leadership Induction Program. These domains include Roles and Responsibilities; Leadership Organization and Structure; Mentoring Induction Phase Leaders; Orientation for Induction Phase Leaders and Mentors; and review of the on-going Leader Induction Performance Assessment.

Contact: Kathy Reese, kreese@doe.k12.ga.us

► **Training for Mentors of Induction Phase Leaders**

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

This professional learning provides in-depth training for the Mentor of Induction Phase Leaders. The training is divided into five separate modules: 1. The Role of the Mentor of Induction Phase Leaders; 2. Active Listening; 3. The G.R.O.W.S. Model; 4. Strategic Questioning; and 5. Special Situations. This training includes scripts, videos, documents, and a quiz for each module. The training can be done on-line or in-person.

Contact: Kathy Reese, kreese@doe.k12.ga.us

► **P-20 Leadership Webinar**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADER, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This professional learning would provide leadership training for individual P-20 Collaboratives.

Contact: Kathy Reese, kreese@doe.k12.ga.us

► **Learning by Doing Conversations**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADER, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

In light of COVID-19, this training facilitates ongoing reflective induction conversations with districts/IHEs and RESAs. What are we learning?

Contact: Kathy Reese, kreese@doe.k12.ga.us

► **Development of a District Leader Induction Support Team**

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

This professional learning will provide instructions on how to develop an effective District Leader Induction Support Team.

Contact: Kathy Reese, kreese@doe.k12.ga.us

► **A District guide to Developing a High Quality Leadership Induction Plan**

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

This professional learning will address the six domains of a High Quality Leadership Induction Program. These domains include Roles and Responsibilities; Leadership Organization and Structure; Mentoring Induction Phase Leaders; Orientation for Induction Phase Leaders and Mentors; and review of the on-going Leader Induction Performance Assessment.

Contact: Kathy Reese, kreese@doe.k12.ga.us

► **Training for Mentors of Induction Phase Leaders**

AUDIENCE: SCHOOL LEADERS AND DISTRICT LEADERS

This professional learning provides in-depth training for the Mentor of Induction Phase Leaders. The training is divided into five separate modules: 1. The Role of the Mentor of Induction Phase Leaders; 2. Active Listening; 3. The G.R.O.W.S. Model; 4. Strategic Questioning; and 5. Special Situations. This training includes scripts, videos, documents, and a quiz for each module. The training can be done on-line or in-person.

Contact: Kathy Reese, kreese@doe.k12.ga.us

► **P-20 Leadership Webinar**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADER, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

This professional learning provides leadership training for individual P-20 Collaboratives.

Contact: Kathy Reese, kreese@doe.k12.ga.us

► **Learning by Doing Conversations**

AUDIENCE: IHEs FACULTY MEMBERS, DISTRICT LEADERS, TEACHERS, TEACHER LEADER, INSTRUCTIONAL COACHES, AND SCHOOL LEADERS

In light of COVID-19, this training facilitates ongoing reflective induction conversations with districts/IHEs and RESAs. What are we learning?

Contact: Kathy Reese, kreese@doe.k12.ga.us

Assessment

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning. Results of the assessment program are utilized to identify students failing to achieve mastery of content, provide teachers with feedback about instructional practice, and assist school districts in identifying strengths and weaknesses in order to establish priorities in planning educational programs.

The assessment program includes customized summative criterion-referenced tests at the elementary, middle, and high school levels. In addition, Georgia participates in the National Assessment of Educational Progress in grades 4, 8 and 12. A variety of resources, including formative tools, are provided to assist parents, educators, students and the public with efforts to improve educational opportunities for students.

▶ GKIDS 2.0 ■

SERIES OF MODULES TOTALING 2.5 HOURS • AUDIENCE: KINDERGARTEN TEACHERS, SCHOOL LEADERS, DISTRICT LEADERS

This course is designed to introduce kindergarten teachers to the Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0).

This course is available on the GaDOE PL platform.*

Contact: *Bobbie Bable, bbable@doe.k12.ga.us*

▶ Georgia Milestones Assessment System: Evaluating and Improving Student Writing

SERIES OF THREE 10-20 MINUTE MODULES • AUDIENCE: ENGLISH LANGUAGE ARTS TEACHERS, SCHOOL LEADERS, DISTRICT LEADERS

This course is designed to develop understanding of student expectations related to narrative writing on the Georgia Milestones Assessment.

A series of video modules is [available here](#).

Contact: *Adrienne Simmons, asimmons@doe.k12.ga.us*

▶ Keenville

SERIES OF MODULES TOTALING 3 HOURS • AUDIENCE: FIRST AND SECOND GRADE TEACHERS, SCHOOL LEADERS, DISTRICT LEADERS

This course is designed to introduce first- and second-grade teachers and administrators to Keenville, Georgia's game-based assessment in literacy and mathematics.

This course is available on the GaDOE PL platform.*

Contact: *Lisa Hardman, lhardman@doe.k12.ga.us*

*Learn more about the GaDOE PL Platform on page 50.

► **School Test Coordinator Training Winter 2020** ■

2 HOURS • AUDIENCE: SCHOOL TEST COORDINATORS

This course has been developed to give support and resources for School Test Coordinators as they plan for administering state assessments. This course results in a credential.

Module is available on the GaDOE PL Platform*

Contact: Joe Blessing, jblessing@doe.k12.ga.us

► **System Test Coordinator, Charter Administrator, Assessment Director Training** ■

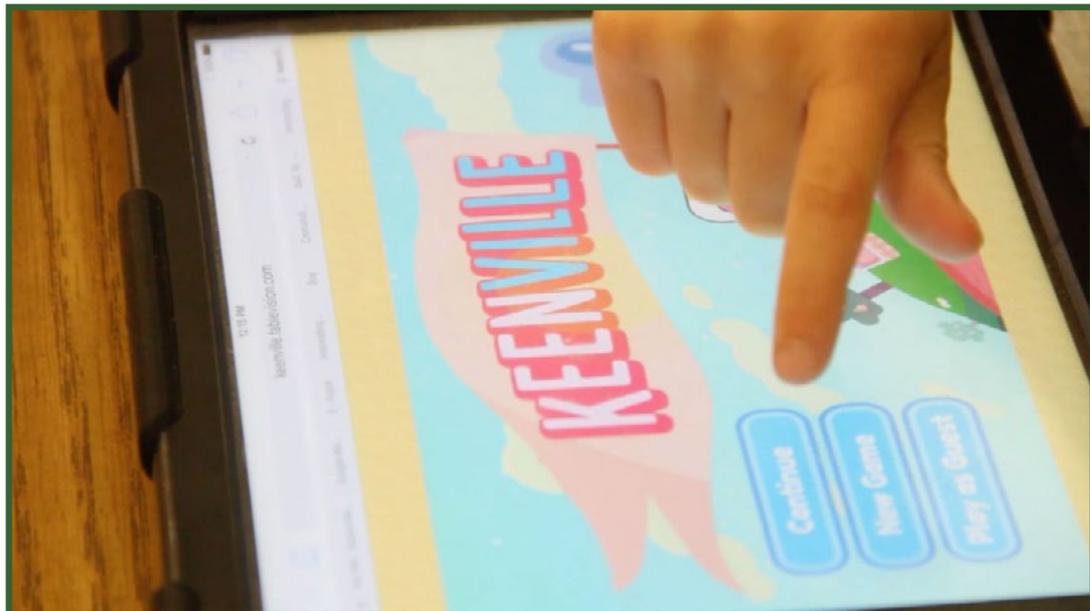
2 HOURS • AUDIENCE: NEW SYSTEM TEST COORDINATORS

This course has been developed to give support and resources for new System Test Coordinators as they plan for administering state assessments. This course results in a credential.

Module is available on the GaDOE PL Platform*

Contact: Joe Blessing, jblessing@doe.k12.ga.us

**Learn more about the GaDOE PL Platform on page 50.*







Career, Technical, and Agricultural Education (CTAE)

All professional learning opportunities for Career Technical Agricultural Education (CTAE) teachers, administrators, supervisors, school counselors and school counselor coordinators are offered through a consortium and managed through the CTAE Resource Network (www.ctaern.org). The network requires a login and all CTAE administrators, supervisors, teachers, school counselors and school counselor coordinators have [access with their individual login and password](#).



School & District Effectiveness

■ October

▶ **Fall Instructional Leadership Virtual Conference**

2-DAY CONFERENCE; 2 PLENARY AND 4 CONCURRENT SESSIONS

AUDIENCE: DISTRICT PERSONNEL, SCHOOL-LEVEL ADMINISTRATORS

The Office of School Improvement's Fall Instructional Leadership Conference will be held virtually on Tuesday, October 6 and Wednesday, October 7. The presentations offered are a direct result of feedback and requests received from school and district leaders across the state. All sessions will be offered live, as well as recorded for on-demand access following the conference. There is no registration fee associated with this conference.

Tuesday, October 6: 12 p.m.-4 p.m. and Wednesday, October 7: 9 a.m.-1 p.m.

All session links will be available September 1, 2020 on the [SDE Events and Conferences page](#).

Contact: Dawn Ashmore, dashmore@doe.k12.ga.us

▶ **Teacher Clarity: Transparency for Learning Series**

SERIES OF THREE 90-MINUTE SESSIONS • AUDIENCE: ADMINISTRATORS, TEACHERS

GaDOE School Improvement's Teacher Clarity series will equip teachers and leaders with a deeper understanding of learning intentions and success criteria. Teacher Clarity is an evidence-based teaching strategy with an effect size that nearly doubles the rate of student learning when implemented with fidelity. Participants will engage in a step-by-step process to move students toward demonstrating mastery. Participants will learn how to better articulate: WHAT their students need to learn; WHY they are learning it; HOW they will know they have learned it.

On Demand Webinar Series at www.GaDOE.org/SDEevents

Contact: Dawn Ashmore, dashmore@doe.k12.ga.us

School Safety and Climate

► Equity and Fairness

90 MINUTES • AUDIENCE: SCHOOL LEADERS

It is critically important for adults to be good role models for our children. This presentation, “Equity and Fairness,” is an informative and illustrative session that will help adults become better role models by being more aware of unintentional and often misunderstood biases, attitudes, and normalization of stereotypes that can occur in cross-cultural communications and reactions. The presentation helps us understand how some of our explicit and implicit biases can shape some decisions we make in our districts and schools, perhaps causing inequities in how we discipline kids and putting up barriers to building positive relationships with our students and each other.

This course is available at the request of district and RESA personnel.

Contact: Jason W. Byars, jbyars@doe.k12.ga.us

► Session Title: PBIS Elementary Early Learning Classroom Training

TRAININGS ARE CUSTOMIZED TO FIT THE NEEDS OF THE SCHOOLS

AUDIENCE: ELEMENTARY SCHOOLS AND EARLY LEARNING CENTERS

The training will provide elementary school PBIS Teams with content, evidence-based strategies, and resources for Pre-K through grade 5 students on...

- Social emotional learning practices (trauma informed)
- Developmentally appropriate approaches for early learners
- Virtual and in-person evidence-based prevention and intervention classroom strategies

This course is available at the request of district and RESA personnel.

Contacts: Shannon Weist, shannon.weist@doe.k12.ga.us; Brandy Wooldridge, bwooldridge@doe.k12.ga.us; or Jason W. Byars, jbyars@doe.k12.ga.us

► Self-Assessment Survey Overview

SELF-GUIDED COURSE • AUDIENCE: PBIS SCHOOLS USING THE SAS

The purpose of this course is to guide participants through the process of administering and utilizing the Self-Assessment Survey as a tool to support PBIS implementation. Participants will learn the types of fidelity measures utilized within a PBIS Tier I framework in Georgia. Participants will understand the importance of analyzing fidelity and outcome data prior to scoring the Tiered Fidelity Inventory. Participants will consider the purpose of the four sections of the Self-Assessment Survey. Participants will know when to utilize the Don't Know/Not Applicable option on the Self-Assessment Survey.

Register for this module on the [GaDOE Community](#).

Contact: Jason W. Byars, jbyars@doe.k12.ga.us

► Practices to Support Staff Wellness

SELF-GUIDED COURSE • AUDIENCE: ALL

Participants will learn how they can increase their own wellness by practicing the basics of self-care, mindfulness strategies, and Sources of Strength. Participants will consider what educational leaders can do to promote staff wellness within a tiered system.

Register for this module on the [GaDOE Community](#)

Contact: Jason W. Byars, jbyars@doe.k12.ga.us

► Responding to COVID-19 Through School Safety and Climate

SELF-GUIDED COURSE • AUDIENCE: ALL

The purpose of this course is to describe how to use the PBIS Tier I instructional framework to teach and respond to students returning to school during the COVID-19 pandemic. Participants will learn how to create a supportive environment through teaching prosocial skills, prevention measures, and coping strategies. Participants will consider a variety of ways to support students by providing feedback instructionally, accepting expressions of emotion, listening, and being a source of strength.

Register for this module on the [GaDOE Community](#)

Contact: Jason W. Byars, jbyars@doe.k12.ga.us

► PBIS Behavior Matrix

SELF-GUIDED COURSE • AUDIENCE: SCHOOL LEADERS IMPLEMENTING THE PBIS FRAMEWORK

Participants will understand the purpose of the matrix. Participants will consider how to proactively address current needs and changing environments utilizing the matrix. Participants will understand how to involve stakeholders in the development of the matrix. Participants will understand the role of adults in the process of teaching the matrix. Participants will understand the components of a lesson plan and the importance of teaching in context.

Register for this module on the [GaDOE Community](#)

Contact: Jason W. Byars, jbyars@doe.k12.ga.us

► Book Club: *Stamped* by Ibram X. Kendi and Jason Reynolds

TWO 90-MINUTE SESSIONS • AUDIENCE: ALL EDUCATORS

In this two-part book club, participants will explore the often difficult and always important topic of race. This book club is facilitated by the Kennesaw Mountain Writing Project, a local site of the National Writing Project, one of the country's leading professional learning networks.

[Register here.](#)

Part 1: Wednesday, October 7, 7:00-8:30 p.m.

Part 2: Wednesday, October 28, 7:00-8:30 p.m.

Contact: Breanne Huston, bhuston@doe.k12.ga.us

► **Book Club: *We Want to do More than Survive* by Bettina L. Love**

TWO 90-MINUTE SESSIONS • AUDIENCE: ALL EDUCATORS

In this two-part book club facilitated by the Red Clay Writing Project, participants will read about and discuss what it means to view education through an abolitionist lens.

Part 1: Wednesday, November 18, 7:00-8:30 p.m.

Part 2: Wednesday, December 9, 7:00-8:30 p.m.

[Register here.](#)

Contact: Breanne Huston bhuston@doe.k12.ga.us



Federal Programs

■ ESSA Programs

▶ Homeless Assistance - New Directors' Online Course

25 MINUTES • AUDIENCE: NEW MCKINNEY-VENTO LIAISONS

New McKinney-Vento Liaisons will receive foundational information to support students experiencing homelessness.

This course is available on the GaDOE PL platform.*

Contact: Erica Glenn, eglenn@doe.k12.ga.us

▶ Rural Education - New Directors' Online Course ■

15 MINUTES • AUDIENCE: NEW TITLE V, PART B DIRECTORS

New Title V, Part B Rural Education and Achievement Program (REAP) directors will be exposed to the foundational information to successfully implement REAP.

This course results in a credential and is available on the GaDOE PL platform.*

Contact: Cathy Buescher, cbueshe@doe.k12.ga.us

▶ STEM/STEAM Rural Incubator - New Directors Online Course

45 MINUTES • AUDIENCE: LEA CONTACTS LOOKING TO CREATE A STEM/ STEAM PROGRAM

This online course provides information on STEM/STEAM pedagogy, using process-based thinking, what STEM/STEAM looks like in the classroom, and how to begin creating STEM/STEAM opportunities in your school or district.

This course is available on the GaDOE PL platform.*

Contacts: Allyson Morgan and Rontra Brown, almorgan@doe.k12.ga.us / robrown@doe.k12.ga.us

▶ Title I, Part A - New Directors' Online Course ■

1 HOUR • AUDIENCE: NEW TITLE I DIRECTORS

This is a Title I, Part A Overview Course outlining all major components of a Title I, Part A Program.

This course results in a credential and is available on the GaDOE PL platform.*

Contact: Grace McElveen, gmcelveen@doe.k12.ga.us

*Learn more about the GaDOE PL Platform on page 50.

► Title I, Part C Education of Migratory Children ■

1 HOUR • AUDIENCE: NEW MEP LEA CONTACTS/SSPS/TUTORS

The online module provides facts and a general overview of the Migrant Education Program and its requirements.

This course results in a credential and is available on the GaDOE PL platform.*

Contact: Margarita Munoz, mmunoz@doe.k12.ga.us

► Title II, Part A: Supporting Effective Instruction - New Director's Course

1 HOUR • AUDIENCE: LEA NEW TITLE II, PART A DIRECTORS ■

This online course provides an overview of the Title II, Part A program and how it relates to the CLIP, budgeting, and monitoring.

This course results in a credential and is available on the GaDOE PL platform.*

Contact: Terri Still, tstill@doe.k12.ga.us

► Title II, Part A: Supporting Effective Instruction & Effective Professional Development ■

25 MINUTES • AUDIENCE: LEA TITLE II, PART A DIRECTORS

This online course provides information on effective professional development and the evaluation of professional development.

This course results in a credential and is available on the GaDOE PL platform.*

Contact: Terri Still, tstill@doe.k12.ga.us

■ Special Education

► Data Collection and Reporting in Special Education 8 modules ■

1 HOUR EACH • AUDIENCE: LEA SPECIAL EDUCATION DIRECTORS AND STAFF

This course is designed to walk participants through data collection and reporting for special education. The information provided was presented at the FY20 Data Conference August 21-23, 2019. It contains the following modules:

- Certification for Teachers Who Teach Students with Disabilities
- Preschool Addressing Unique Reporting Issues FY2020
- Reporting Student Record for Special Education FY2020
- Reporting FTE for Students with Disabilities FY2020
- Special Education Dashboard Part 1 FY2020
- Special Education Dashboard Part 2 FY2020
- Special Education Delivery Models and Student Class Reporting
- Understanding Significant Disproportionality, Understanding the New Federal Regulation FY2020

This collection of 8 modules results in a credential and is available on the GaDOE PL platform.*

Contact: Linda Castellanos, lcastellanos@doe.k12.ga.us

*Learn more about the GaDOE PL Platform on page 50.

▶ Developing the IEP in GO-IEP ■

AUDIENCE: LEA SPECIAL EDUCATION DIRECTORS AND STAFF INCLUDING SPECIAL EDUCATION TEACHERS

This course has videos, activities, resources, and quizzes that check for understanding. Upon completion, a certificate is issued to the participant.

This course is available on the GaDOE PL platform.*

Contact: Linda Castellanos, lcastellanos@doe.k12.ga.us

▶ High Cost Grant ■

15 MINUTES • AUDIENCE: LEA SPECIAL EDUCATION DIRECTORS AND STAFF

The High Cost Grant funds will assist local educational agencies in covering the direct special education instructional costs of children with disabilities who meet the criteria established in IDEA 2004 and the system plan for GHCF. Approximately \$4,000,000 will be available for distribution to local districts through the Grant for High Cost Funds.

This module expands on the purpose of the grant, explains eligibility criteria, provides due dates, discusses how to submit an application, and answers frequently asked questions.

This module results in a credential and is available on the GaDOE PL platform.*

Contact: Amber McCollum, amccollum@doe.k12.ga.us

▶ IDEA Maintenance of Effort ■

6-10 MINUTES PER MODULE • AUDIENCE: LEA SPECIAL EDUCATION DIRECTORS, LEA FINANCE DIRECTORS

This is a comprehensive course designed to help Special Education Directors and Finance Directors plan for and implement federal regulations for IDEA Maintenance of Effort.

This collection of 11 modules results in a credential and is available on the GaDOE PL platform.* Each module takes 6-10 minutes to complete.

Contact: Amber McCollum, amccollum@doe.k12.ga.us

▶ Residential Reintegration Grant ■

15 MINUTES • AUDIENCE: LEA SPECIAL EDUCATION DIRECTORS AND STAFF

The Residential Reintegration Grant can assist a school system with full or partial reimbursement of school district expenses for students served in a residential school and/or services to support reintegration into a school-based program. These services are funded to provide a Free and Appropriate Public Education (FAPE) for the most significantly disabled students.

This module expands on the purpose of the grant, details the grant's funding priorities, explains the criteria for application and residential facilities, and discusses how to submit an application.

This course results in a credential and is available on the GaDOE PL platform.*

Contact: Amber McCollum, amccollum@doe.k12.ga.us

*Learn more about the GaDOE PL Platform on page 50.

▶ **Special Education Equitable Services** ■

10 MINUTES PER MODULE • AUDIENCE: LEA SPECIAL EDUCATION DIRECTORS AND STAFF

This online course provides guidelines to help Special Education Programs implement equitable services for the Individuals with Disabilities Education Act (IDEA) with fidelity.

This collection of six modules results in a credential and is available on the GaDOE PL platform.*

Contact: Amber McCollum, amccollum@doe.k12.ga.us

▶ **Title IV, Part A - New Directors' Online Course** ■

1 HOUR • AUDIENCE: LEA TITLE IVA DIRECTORS

This course addresses expanding the IV-A program to increase prevention, intervention and enrichment opportunities while navigating new Con App enhancements.

This course results in a credential and is available on the GaDOE PL platform.*

Contact: Dawna Hatcher, dhatcher@doe.k12.ga.us

▶ **Utilizing the Child Outcomes Summary Process** ■

MULTIPLE MODULES DEVELOPED BY THE ECTA CENTER

AUDIENCE: LEA SPECIAL EDUCATION DIRECTORS, PRESCHOOL COORDINATORS, SPECIAL EDUCATION TEACHERS AND PROVIDERS

This course is designed to prepare early intervention and early childhood special education staff to use the Child Outcomes Summary process to describe how children are doing on three child outcomes:

- Children have positive social-emotional skills (including social relationships).
- Children acquire and use knowledge and skills (including early language/communication and early literacy).
- Children use appropriate behaviors to meet their needs.

This collection of modules results in a credential and is available on the GaDOE PL platform.*

Contact: Dr. Micole Talley, mtalley@doe.k12.ga.us

Self-Paced Modules

Georgia Virtual Professional Learning

Georgia Virtual Professional Learning is a partnership for quality online learning. Developed by the Georgia Department of Education's Georgia Virtual to support online professional learning for educators and learning stakeholders, Georgia Virtual Professional Learning offers a dynamic learning platform to promote diverse and personalized professional learning courses and resources.

The following PL resources are available through Georgia Virtual School.

► #ETeacherTools



DO YOU HAVE YOUR #ETEACHERTOOLS?

2 hour, FREE Mini-course

Characteristics of effective digital learning days

Best practices for planning, communication, implementation

Using open educational resources (OER), shared content, web tools

Additional resources



#eTeacherTOOLS badge



For more information concerning #ETeacherTools go to <http://www.gavirtualllearning.org/Home.aspx>

- **Effective Online Teaching: NSQ Standard G Assessment and Measurement**
September 15 • <https://gavirtualpd.catalog.instructure.com>

- **Effective Online Teaching: NSQ Standard E Digital Citizenship**
September 15 • <https://gavirtualpd.catalog.instructure.com>

- **Effective Online Teaching: NSQ Standard F Diverse Instruction**
September 15 • <https://gavirtualpd.catalog.instructure.com>

- **Smart Goals**
Ongoing • <https://gavirtualpd.catalog.instructure.com>

▶ **Effective Online Teaching: NSQ Standard B Digital Pedagogy**

Ongoing • <https://gavirtualpd.catalog.instructure.com>

▶ **Effective Online Teaching: NSQ Standard C Community Building**

Ongoing • <https://gavirtualpd.catalog.instructure.com>

▶ **Online Support for Special Needs II**

Ongoing • <https://gavirtualpd.catalog.instructure.com>

▶ **Social and Emotional Learning**

Ongoing • <https://gavirtualpd.catalog.instructure.com>

▶ **Introduction to Synchronous learning**

Ongoing • <https://gavirtualpd.catalog.instructure.com>

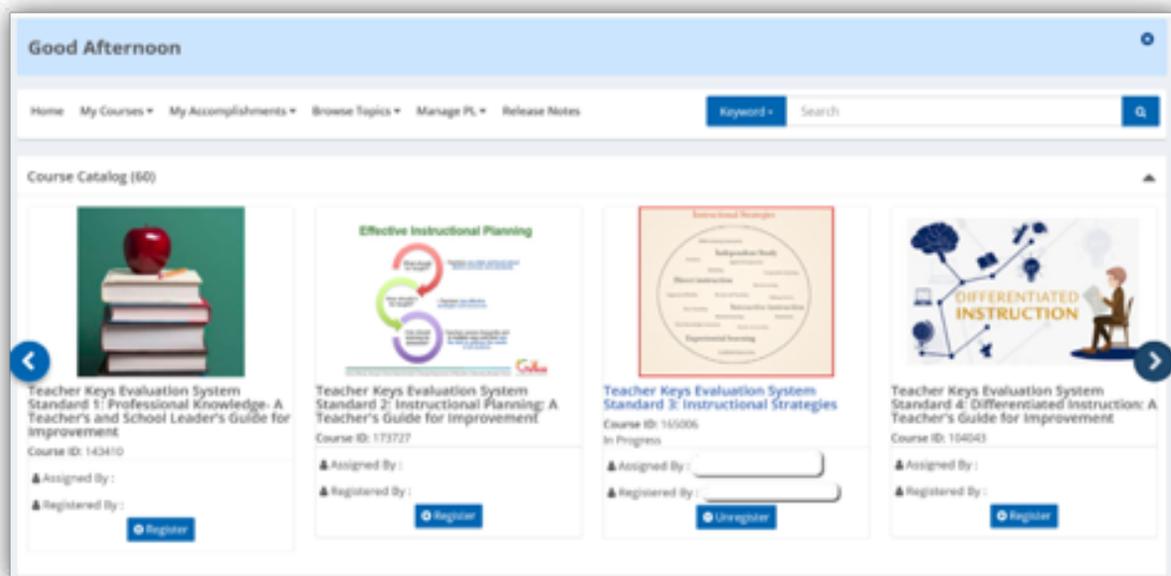
▶ **Online Support for Special Needs**

Ongoing • <https://gavirtualpd.catalog.instructure.com>

▶ **Georgia Virtual School Course Content**

Ongoing • <https://gavirtualpd.catalog.instructure.com>

GaDOE Professional Learning Platform



The PL Platform is an online learning system that uses the Moodle platform to manage course offerings for Georgia educators and supporting staff. The PL Platform is available to LEAs and RESAs through the Statewide Longitudinal Data System (SLDS). Other Georgia education partners and stakeholders may request an access link. **Contact: Deanie Fincher, dfincher@doe.k12.ga.us**

The purposes of the PL Platform are to:

- Provide high-quality professional learning (PL) to the SEA, LEAs, and RESAs
- Provide GaDOE the ability to build the professional capacity of SEA and LEAs efficiently and equitably

■ Assessment

► GKIDS 2.0 ■

SERIES OF MODULES TOTALING 2.5 HOURS

AUDIENCE: KINDERGARTEN TEACHERS, SCHOOL LEADERS, DISTRICT LEADERS

This course is designed to introduce kindergarten teachers to the Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0).

Contact: Bobbie Bable, bbable@doe.k12.ga.us

► Keenville

SERIES OF MODULES TOTALING 3 HOURS

AUDIENCE: FIRST AND SECOND GRADE TEACHERS, SCHOOL LEADERS, DISTRICT LEADERS

This course is designed to introduce first- and second-grade teachers and administrators to Keenville, Georgia's game-based assessment in literacy and mathematics.

Lisa Hardman, lhardman@doe.k12.ga.us

► School Test Coordinator Training Winter 2020 ■

2 HOURS • AUDIENCE: SCHOOL TEST COORDINATORS

This course has been developed to give support and resources for School Test Coordinators as they plan for administering state assessments.

Contact: Joe Blessing, jbleasing@doe.k12.ga.us

► System Test Coordinator, Charter Administrator, Assessment Director Training ■

2 HOURS • AUDIENCE: NEW SYSTEM TEST COORDINATORS

This course has been developed to give support and resources for new System Test Coordinators as they plan for administering state assessments.

Contact: Joe Blessing, jbleasing@doe.k12.ga.us

■ Teaching and Learning: Curriculum and Instruction

Computer Science

► Computer Science: Data

In this course, participants will learn how data is a representation of information and the connection between data and real-world problem solving. In the first module, "Digitalization, Encryption, and Computational Tools," participants will learn the significance of bits in computers, including the binary system and data compression. The first module also allows the participants to become familiar with the concepts of data encryption and decryption as well as the use of computation tools to examine data. In module two, "Simulation, Modeling, and Manipulation of Data," participants will become familiar with computer simulation and modeling. They will also learn methods to store, manipulate, and collect data.

► Planning a Computer Science Classroom

This course helps teachers identify characteristics of a computer science classroom. Teachers are asked to consider the tradeoffs of different approaches to instruction and to consider the challenges of their local environment.

English Language Arts

► Technology Integration for ELA Best Practices (Grades 6-12) ■

ASYNCHRONOUS MODULE • AUDIENCE: 6-12 ELA TEACHERS

Join this professional learning community (PLC) to explore free technology tools to engage 6-12 ELA students and maximize learning. This fully online course is asynchronous to enable teacher participants to login and work at their convenience; however, the course is interactive and will be facilitated by Dr. Barbara Bishop, Assistant Director of West Georgia RESA, and Dr. Breanne Huston, ELA Program Specialist at the Georgia Department of Education. Although no professional learning units (PLUs) are earned, participants completing the course will receive an emailed transcript and an “ELA Tech Leader” digital badge for their email signature.

This asynchronous course will run from September 21-October 26. [Register here.](#)

Contact: Breanne Huston, bhuston@doe.k12.ga.us

Fine Arts

► Visual Art for the Early Childhood Educator ■

SELF-PACED MODULE • AUDIENCE: ELEMENTARY SCHOOL TEACHERS

This course is designed to introduce the early childhood educator/classroom teacher to the Georgia Standards of Excellence for visual art, and to the related resources available through the Teacher Resource Link and the Fine Arts Department at GaDOE. It is also a great course for teachers new to Georgia or the profession. This course results in a credential.

[Learn more here.](#)

Contact: Jessica Booth, jbooth@doe.k12.ga.us

► Music for the Early Childhood Educator ■

SELF-PACED MODULE • AUDIENCE: ELEMENTARY SCHOOL TEACHERS

This course is designed to introduce the early childhood educator/classroom teacher to the Georgia Standards of Excellence for music, and to the related resources available through the Teacher Resource Link and the Fine Arts Department at GaDOE. It is also a great course for teachers new to Georgia or the profession. This course results in a credential.

► Dramatic Writing ■

SELF-PACED MODULE • AUDIENCE: HIGH SCHOOL ELA AND THEATRE TEACHERS

We will walk through these resources with the new HS Dramatic Writing 1 course as our example. Resources include curriculum maps, unit plans, example lesson plans, instructional videos, and assessments. This course results in a credential.

Contact: Paul McClain, benjamin.mcclain@doe.k12.ga.us

L4GA

► L4GA: Building Foundational Skills

► L4GA: Interactive Read Alouds

► L4L4GA: Introduction to Differentiated Instruction

► L4GA: Planning the ELA Block

► L4GA: Rethinking Shared Reading

With the increased cognitive demands of current literacy standards, all students must have access to more complex texts, especially those reading below grade level. Teachers need a variety of strategies in their teaching toolkit for grade-level shared reading that is consistent with standards requiring increased text complexity.

Mathematics

► Georgia Numeracy Project: Empowering Students to Have Fun with Mathematics ■

SERIES OF TWO 90-MINUTE SESSIONS • AUDIENCE: K-8 GENERAL EDUCATION AND SPECIAL EDUCATION MATHEMATICS TEACHERS, INSTRUCTIONAL LEADERS, AND INTERVENTION SPECIALISTS

The Georgia Numeracy Project is a free, optional, evidence-based resource for schools and districts to use to help students build a solid foundation in numeracy. This professional learning session will provide evidence-based intervention strategies to support school leaders and teachers with effectively assessing numeracy to address students' needs for acceleration, remediation, and intervention. This course results in a credential. This course will be held on a platform different from the GaDOE PL Platform.

Option 1: August 25 & 26, 3:30-5:00 p.m. each day

Option 2: September 10 & 11, 3:30-5:00 p.m. each day

Option 3: October 7 & 8, 3:30-5:00 p.m. each day

[Register here.](#)

Contact: Jenise Sexton, jsexton@doe.k12.ga.us

► Understanding Kindergarten Mathematics Content and Pedagogy

The purpose of this module is to support classroom teachers as they help students develop a deeper understanding of the Georgia Standards of Excellence for Mathematics. The course is grade level-specific and addresses the most challenging standards to teach in the grade level as reported by current classroom teachers via a statewide survey.

► **Understanding First Grade Mathematics Content and Pedagogy**

The purpose of this module is to support classroom teachers as they help students develop a deeper understanding of the Georgia Standards of Excellence for Mathematics. The course is grade level-specific and addresses the most challenging standards to teach in the grade level as reported by current classroom teachers via a statewide survey. Research-based instructional strategies are provided. The Georgia Standards of Excellence spotlighted are: MGSE1.OA., MGSE1.OA.6, MGSE1.OA.7, MGSE1.OA.8, and MGSE1.NBT.4.

► **Understanding Second Grade Mathematics Content and Pedagogy**

This purpose of this course module is to support classroom teachers as they help students develop a deeper understanding of the Georgia Standards of Excellence for Mathematics. The course is grade level-specific and addresses the most challenging standards to teach in the grade level as reported by current classroom teachers via a statewide survey. Research-based instructional strategies are provided. The Georgia Standards of Excellence spotlighted are: MGSE2.NBT.5, MGSE2.NBT.7, MGSE2.NBT.9, MGSE2.OA. and MGSE2.MD.8

► **Understanding Third Grade Mathematics Content and Pedagogy**

This purpose of this course module is to support classroom teachers as they help students develop a deeper understanding of the Georgia Standards of Excellence for Mathematics. The course is grade level-specific and addresses the most challenging standards to teach in the grade level as reported by current classroom teachers via a statewide survey. Research-based instructional strategies are provided. The Georgia Standards of Excellence spotlighted are MGSE3.NBT.2, MGSE3.NF.2, MGSE3.NF.3, MGSE3.OA.8 and MGSE3.MD.1

► **Understanding Fourth Grade Mathematics Content and Pedagogy**

This purpose of this course module is to support classroom teachers as they help students develop a deeper understanding of the Georgia Standards of Excellence for Mathematics. The course is grade level-specific and addresses the most challenging standards to teach in the grade level as reported by current classroom teachers via a statewide survey. Research-based instructional strategies are provided. The Georgia Standards of Excellence spotlighted are: MGSE4.NBT.1, MGSE4.NBT.6, MGSE4.OA.3, MGSE4.MD.1 and MGSE4.MD.2.

► **Understanding Fifth Grade Mathematics Content and Pedagogy**

This purpose of this course module is to support classroom teachers as they help students develop a deeper understanding of the Georgia Standards of Excellence for Mathematics. The course is grade level-specific and addresses the most challenging standards to teach in the grade level as reported by current classroom teachers via a statewide survey. Research-based instructional strategies are provided

Science

▶ **Three-Dimensional Science Instruction 2020**

The purpose of this course is for science teachers to learn about how instruction has changed with the three dimensions of the science data for Georgia Standards of Excellence.

▶ **STEM/STEAM Rural Incubator – New Directors Online Course**

The purpose of this module is to share a common definition of STEM/STEAM pedagogy, to share the why for STEM/STEAM approaches, and to share how to develop and use a thinking structure such as Engine Design Process.

Federal Programs

ESSA Programs

▶ **Georgia’s Tiered System of Supports for Students: An Overview**

The purpose of this course is to increase the participant’s awareness and understanding of Georgia’s Tiered Systems of Supports for Students (MTSS) and how implementation may contribute to overall school improvement. Completion of this course will take approximately two hours. This course results in a credential.

▶ **Georgia’s Tiered System of Supports for Students: Screening**

The purpose of this course is to increase the participant’s understanding of Screening in a multi-tiered system of supports (MTSS). It also demonstrates how effective screening tools and regular screening may inform instruction and the possible need for intervention to support student learning. This course results in a credential.

▶ **Georgia’s Tiered System of Supports for Students: Progress Monitoring**

This course increases the participant’s understanding of the MTSS essential component of Progress Monitoring. Participants will learn about the importance of progress monitoring, how to select and evaluate valid and reliable progress monitoring tools, and how to implement an effective progress monitoring process with fidelity. This course results in a credential.

▶ **Foster Care - New Director’s Online Course**

Course provides details on program types and allocations, planning, implementation, and monitoring.

▶ **Navigating the Portal and the Consolidated Application**

Course provides details on program types and allocations, planning, implementation, and monitoring.

▶ **Title I, Part A – New Directors Online Course**

The purpose of this module is to provide new Title I Program directors with basic information to assist in implementing a successful Title I, Part A program.

▶ **Title II, Part A: Supporting Effective Instruction Effective Professional Development**

This course is designed to meet the needs of teachers to clearly define ESSA Professional Development Definition, understanding High-Quality Effective Professional Development, Evaluating Professional Development, and Lesson from USDE. The learner will be able to use job embedded professional practices to support daily professional goals.

▶ **Title I, Part C Education of Migratory Children ■**

1 HOUR • AUDIENCE: NEW MEP LEA CONTACTS/SSPS/TUTORS

The online module provides facts and a general overview of the Migrant Education Program and its requirements.

This course results in a credential and is available on the GaDOE PL platform.*

Contact: Margarita Munoz, mmunoz@doe.k12.ga.us

▶ **Title II, Part A: Supporting Effective Instruction & New Directors Course**

This course is designed to meet the needs of New Directors to have a clearer understanding of Title II, Part A Program Overview, Consolidated LEA Improvement Plan (CLIP), Budgets, and Monitoring. The participant will learn how to navigate the webpage resources, apply for grants, and understand budgets.

▶ **Title III, Part A English Learner Language Programs – New Directors Course**

▶ **Title IV, Part A – Progress Monitoring and Effectiveness Measurements – Online Course**

▶ **Title IV, Part A – New Directors Online Course**

The purpose of this course is to get to know the basics of CLIP, Budget, and CFM. Participants will learn planning from the beginning with the end in mind. This course will focus on SSAE Requirements and correlation to CFM Indicators. Participants will also gain valuable knowledge of Federal Programs.

► **Rural Education – New Director Online Course**

The purpose of this module is to provide an overview of the Title V, Part B Rural Education initiative and address the needs of rural districts. After taking this course participants will have an understanding of Eligibility Requirements, Planning and Comprehensive Needs Assessment, Allocations, Implementation, Budgeting Requirements, Federal Requirements, Cross Functional Monitoring, and Annual Evaluation Reports.

► **Homeless Education – New Directors Online Course**

The purpose of this module is to provide an overview of the McKinney-Vento law and help leaders to identify and define homelessness.

► **Residential Reintegration Grant**

The Residential Reintegration Grant can assist a school system with full or partial reimbursement of school district expenses for students served in a residential school and/or services to support reintegration into a school-based program. These services are funded to provide a Free and Appropriate Public Education (FAPE) for the most significantly disabled students. This module will expand on the purpose of the grant, detail the grant's funding priorities, explain the criteria for application and residential facilities, and discuss how to submit an application.

► **Creating an Expense Report**

This course results in a certificate.

Special Education Services

► **Developing the IEP in GO-IEP**

This course is designed in topic modules format with each module including a quiz to check for understanding. Each module takes approximately 20 minutes to complete. Each quiz requires a passing score in order to complete the topic. In addition to the video for each topic, additional resources are available to assist in completing the activities prior to taking the quiz. There is a grade requirement of 80% for course completion, but quiz attempts are unlimited.

► **FY20 Data Collection and Reporting in Special Education**

This course is designed to walk participants through data collection and reporting for special education. The information provided was presented at the FY20 Data Conference August 21-23, 2019.

► **Georgia High Cost Grant**

The High Cost Grant funds will assist LEAs in covering the direct special education instructional costs of children with disabilities who meet the criteria established in IDEA 2004 and the system plan for GHCF. Approximately \$3,000,000 will be available for distribution to local districts through the Grant for High Cost Funds. This module will expand on the purpose of the grant, explain eligibility criteria, provide due dates, discuss how to submit an application, and answer frequently asked questions.

► **Understanding and Utilizing the Child Outcomes Summary Process**

This online module is designed to prepare early intervention and early childhood special education staff to use the Child Outcomes Summary process to describe how children are doing on three child outcomes: Children have positive social-emotional skills (including social relationships). Children acquire and use knowledge and skills (including early language/communication and early literacy). Children use appropriate behaviors to meet their needs.

► **Understanding Utilizing IDEA Maintenance of Effort**

The purpose of these modules is to develop foundational knowledge of LEA maintenance of effort (MOE) regulatory requirements under IDEA; review examples of the application of LEA MOE requirements to ensure appropriate implementation, and share resources to support LEA MOE implementation and reporting.

Teaching and Learning: Teacher and Leader Support and Development

► **Engaging in Courageous Conversations: A School Leader's Guide for Improvement**

The purpose of the module is to...

- Provide school leaders an opportunity to strengthen their understanding of courageous conversations.
- Identify key factors of courageous conversations.
- Learn strategies to assist you in having difficult conversations.
- Work with various courageous conversation scenarios.

► **GAEL's Aspiring Principals Support Module I**

This module's topics and resources are aligned with GAEL's Aspiring Principal Support Program. The module will provide information on the skills and attributes superintendents look for when hiring principals and increase the understanding of best practices when it comes to recruitment, selection, and retention of quality staff. Finally, the module provides examples of principals' instructional and organizational structures.

► **Inter-rater Reliability (Two Day) - Controlled Registration**

The purpose of the training is to enhance TAPS evaluator effectiveness, promote quality teaching and top-notch student learning, optimize the continuous growth of teachers through meaningful feedback and reduce the variability of rigorous instruction in schools. Participants will be able to answer the question, "how do we effectively use the TAPS performance standards and rubrics to support a culture of learning?"

This is the full two-day training.

► **Inter-rater Reliability (One Day) - Controlled Registration**

The purpose of the training is to enhance TAPS evaluator effectiveness, promote quality teaching and top-notch student learning, optimize the continuous growth of teachers through meaningful feedback and reduce the variability of rigorous instruction in schools. Participants will be able to answer the question, “how do we effectively use the TAPS performance standards and rubrics to support a culture of learning?”

This is only for those participating in a one-day training.

► **Leader Assessment on Performance Standards 4: Organizational Management**

The course purpose is to provide participants with an understanding of the value of organizational management in a school.

► **LKES Credentialing with Distinction - Controlled Registration**

This course is led by the Teacher and Leader Support and Development team as an alternative to the required online LKES Review for those individuals who have already completed the LKES Initial Credentialing. The overarching goal of LKES is to support continuous growth for school leaders. To provide the best required review and service possible, the Teacher and Leader Support and Development team is scheduling a half-day LKES “Credentialing with Distinction” professional learning. All participants who attend will receive a “Credentialing with Distinction” certificate. Following are the primary purposes of the professional learning:

- Strengthen leadership abilities by using LKES ratings truly reflective of the administrator’s practice
 - Take a “Deeper Dive” into Standards 1-Instructional Leadership, 2-School Climate, 3-Planning and Assessment
-

► **LKES Performance Standard 5: Human Resource Management**

The purpose of the module is to provide participants with the research foundation citing the importance of effective selection, support, and retention of quality instructional and support personnel. Participants will be provided with knowledge of how to incorporate skills necessary for effective selection, support and retention of quality instructional and support personnel.

► **LKES Performance Standard 6: Teacher/Staff Evaluation**

The purpose of this module is to provide an overview of the key components for Leader Assessment on Performance 6: Teacher/Staff Evaluation. The course will offer strategies to assist in providing effective feedback to teachers/staff, illustrate alignment of the rubric to the performance standard, and explore actions a leader can take to support teachers in improving teaching practices and student achievement.

► **LKES Credential Evaluator Review 2020-2021**

Leader Keys Effectiveness System (LKES) Credentialed Evaluator Review 2020-2021 is a REQUIRED course for ALL evaluators. The course is designed to update and review all components of LKES. Credentialing is a process of establishing the qualifications and proficiency of evaluators to utilize LKES. The expectation is that evaluators continue to familiarize themselves with the LKES instrument as they work within their district.

► **Mentors of Induction Phase Leaders Module 1 - The Role of the Mentor**

The Mentors of Induction Phase Leaders Module 1: The Role of the Mentor is designed for Leader Mentors. This is the first of five modules of this training series. The participants will be able to:

- Define the terms “leader mentor” and “induction phase leader”
 - Identify the responsibilities for recruitment and selection of Leader Mentors
 - Recognize the three foundations of Leader Mentors
 - Compose a checklist of the characteristics of a leader who is considered “trustworthy”
 - Name the types of individuals who can serve on the Leader Induction Support Team
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► **Mentors of Induction Phase Leaders Module 2 - Active Listening**

Mentors of Induction Phase Leaders Module 2- Active Listening is the second of five modules in this training series. Participants in this module will be able to do the following:

- Identify three examples of Active Listening
 - Name three examples of Reflection Skills
 - Recognize several ways that “Active Listening” helps the Induction Phase Leader
 - Identify several examples of good listening techniques
 - Recall an example of body language that shows the mentor leader is listening
-

► **Mentors of Induction Phase Leaders Module 3 - The GROWS Model**

This eLearning experience is designed for Leader Mentors of Induction Phase Leaders. It is the third module of five. Mentors of induction phase leaders will learn the following:

- Identify the words that are represented in the GROWS model
 - Explain the purpose of the GROWS model
 - Recognize the 3 steps in how an Induction Phase Leader describes their current job “Reality”
 - Choose the options that an Induction Phase Leader and Mentor have to obtain their goal
-

► **Mentors of Induction Phase Leaders Module 4 - Strategic Questioning**

This eLearning experience is designed for Leader Mentors of Induction Phase Leaders. It is the fourth module of five. Mentors of induction phase leaders will learn the following:

- Identify types of strategic questioning
 - Recognize examples of clarifying questions
 - Describe three techniques that a mentor could use if the Induction Phase Leader shuts down during mentoring
 - Define closed questions
-

► **Mentors of Induction Phase Leaders Training Module 5 - Special Situations**

This leader induction training module is designed for Leader Mentors of Induction Phase Leaders. Participant will explore the role of a mentor of induction phase leaders and the process of leader development. Once grounded in foundation, the participants learn various practical techniques to use with the mentor relationship.

► **Principal Matters Episode One: Professional Learning and The School Leader**

To address the specific professional learning needs of school and district leaders, a series of professional learning modules has been developed by Mark Wilson of Georgia Principal Support Network to support the Leader Keys Effectiveness System (LKES) called Principal Matters. These modules will establish a foundation for reflection, collaboration, and ongoing job-embedded learning to assist school and district leaders in their professional growth. Principal Matters Episode One, addresses what it means to be the lead learner. Mark Wilson takes participants to Griffin-Spalding and Cherokee County School Districts to discuss this topic with district leaders.

► **Principal Matters Episode Two: Planning for Success**

To address the specific professional learning needs of school and district leaders, a series of professional learning modules has been developed by Mark Wilson of Georgia Principal Support Network to support the Leader Keys Effectiveness System (LKES). These modules will establish a foundation for reflection, collaboration, and ongoing job-embedded learning to assist school and district leaders in their professional growth. Principal Matters Episode Two addresses planning for success; Mark Wilson visits leaders in Carroll, Heard, and Quitman County School Districts.

► **Principal Matters Episode Three: Developing A Culture of Effective Instructional Practices**

To address the specific professional learning needs of school and district leaders, a series of professional learning modules has been developed by Mark Wilson of Georgia Principal Support Network to support the Leader Keys Effectiveness System (LKES) called Principal Matters. These modules will establish a foundation for reflection, collaboration, and ongoing job-embedded learning to assist school and district leaders in their professional growth. Principal Matters Episode Three focuses on developing a culture of effective instructional practices. Mark Wilson visits Troup County School District administrators and the Heart of Georgia RESA Director to discuss what principals can do to impact culture.

► **Principal Matters Episode Four: Effective Support of Your Teachers**

To address the specific professional learning needs of school and district leaders, a series of professional learning modules has been developed by Mark Wilson of Georgia Principal Support Network to support the Leader Keys Effectiveness System (LKES) called Principal Matters. These modules will establish a foundation for reflection, collaboration, and ongoing job-embedded learning to assist school and district leaders in their professional growth. In Principal Matters Episode Four, Mark Wilson addresses the consistent reason why teachers leave the profession in their first five years. He explains that if teachers feel a lack of support, they may lose their confidence, leave the industry, change schools, or stay and be less effective. Mark takes module participants to Douglas County School District and Pioneer RESA to discuss supporting teachers.

Professional Learning Communities (PLCs): A Guide for Leaders

This module is designed to provide leaders with a deeper understanding of how to develop Professional Learning Communities (PLCs). Leaders will be guided on how Professional Learning Communities (PLCs) provide a systematic means of improving instruction and school culture. The course takes approximately one hour to complete and was designed for leaders. The course can be utilized by an individual as a self-paced professional learning opportunity or by a group in a Professional Learning Community (PLC) environment. Along with the online module, the course also includes a PowerPoint, participant's guide, and resources to support the learning process.

► **Professional Learning Goals (PLGs): A Guide for Teachers**

Teachers will explore the connection between Professional Learning Goals and TKES, receive guidance on how to create SMART Professional learning Goals, and develop an understanding of the PLG implementation process.

► **Teacher Keys Evaluation System Standard 1: Professional Knowledge - A Teacher's and School Leader's Guide for Improvement**

This module is designed to provide educators with an understanding that professional knowledge requires the teacher to combine subject matter expertise, pedagogical knowledge, and an understanding of students and their learning processes in order to increase student achievement.

► **Teacher Keys Evaluation System Standard 2: Instructional Planning - A Teacher's Guide for Improvement**

This course is designed to support educators in understanding that effective instructional planning requires teachers to have a deep understanding of the curriculum, as well as student learning data to inform planning.

► **Teacher Keys Evaluation System Standard 3: Instructional Strategies**

This course is designed to provide teachers resources to promote student learning by using research-based instructional strategies in order to engage students in active learning and to facilitate the acquisition of knowledge and skills.

► **Teacher Keys Evaluation System Standard 4: Differentiated Instruction: A Teacher’s Guide for Improvement**

This course is designed to assist teachers with analyzing student data in order to provide every student with the necessary experiences and tasks to improve their learning. It is through differentiated instruction that each student is ensured the opportunity to learn at the depth, complexity, and pace most suited for every learner.

► **Teacher Keys Evaluation System Standard 7: Positive Learning Environment - A Teacher’s Guide for Improvement**

This course is designed to provide teachers a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. All of these components are part of a positive learning environment consisting of classroom management, structure and climate that supports academic achievement.

► **Teacher Keys Evaluation System Standard 8: Academically Challenging Environment - A Teacher’s Guide for Improvement**

This module is designed to provide teachers with strategies and resources to create academically challenging classrooms by maximizing instructional time, protecting instruction from disruption, orchestrating smooth transitions, assuming responsibility for student learning, setting high (but reasonable) expectations for all students, and supporting students in achieving instructional learning goals.

► **TKES Credentialing with Distinction I- Controlled Registration**

This course is led by the Teacher and Leader Support and Development team. It is an alternative to the required online TKES Review for those individuals who have already completed the TKES Initial Credentialing. The training includes TKES process review, deeper dive into TAPS 4,5,6, and 8. Also, an overview of inter-rater reliability emphasizing Objectivity, Alignment, and Representativeness (OAR) will be provided. Participants will receive a “Credentialed with Distinction I” certificate.

► **TKES Credentialing with Distinction II- Controlled Registration**

This course is led by the Teacher and Leader Support and Development team. It is an alternative to the required online TKES Review for those individuals who have already completed the TKES Initial Credentialing. The training includes TKES process review, deeper dive into TAPS 1 and 2. Participants will receive a “Credentialed with Distinction II” certificate.



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Richard Woods, State School Superintendent
Educating Georgia's Future