

Southwest RESA Newsletter

March 2016

SOUTHWEST APPROVED TO OFFER LAPP

LEADERSHIP ALTERNATIVE PREPARATION PROGRAM

SWRESA's Leadership Alternative Preparation Program (LAPP) is designed to prepare practicing leaders to become certified in compliance with the Georgia Standards for Educator Preparation Programs. The mission



of this program is to prepare visionary leaders with demonstrated potential to fill the need that exists within the public schools for qualified educators to improve the achievement of all students through the implementation of research based practices in the areas of content and knowledge, assessments, diversity, dispositions and effects of student learning. This preparation must be concentrated and job embedded, so that candidates are learning on the job with the assistance of specialized training, coaches, school administrator, mentors and central office supervisors.

This one to two year training begins with the first assignments, a two week pre-residency in the summer. This is followed during the school year by additional assignments, field and clinical experiences, performance tasks,

seminars, and work with coaches and mentors via the candidate's role as a leader in the school in which the candidate will be working. The LAPP program is a combined face-to-face, on-line and self – study. All of the assignments will be outlined during the LAPP pre-residency training beginning in June. Finishing the LAPP program is contingent upon the completion of all of the requirements and the recommendation of the Candidate Support Team (CST) for clear, renewable Tier 1 certification for leaders.

SWRESA is pleased to offer this leadership program to the districts in our region and looks forward to working with candidates for a successful completion. More information about the LAPP can be found on our website, www.swresa.org under Alternative Preparation in the left sidebar, including program criteria and application.

FINAL SUBSTITUTE TEACHER TRAINING

February 23, 2016

9:00-12:00

Inter-rater Reliability Training for TKES

Credibility in an educator evaluation system is essential and requires (1) a consistent definition of good teaching, (2) a shared understanding of the definition, and (3) skilled evaluators (Danielson, 2011). Evaluators must be able to consistently assess teachers accurately so teachers accept the judgments as valid and have confidence in the results. . . Teachers expect school leaders to fairly and consistently assess classroom practice and provide the same level of low inference feedback to all teachers (GaDOE Quick Guide, 2014).

School and district leaders will develop a consistent definition of good teaching using the TAPS rubric, conduct joint classroom observations and compare ratings immediately after the observation, discuss any observation differences and explain the rationale for the ratings, and become skilled at writing effective feedback.

Instructor: GaDOE's Mary Friesen

Target Audience: Principals and Assistant Principals FEBRUARY 22, 9-3.

SWRESA STUDENT MEDIA FESTIVAL, MARCH 29, 2016

applications can be found under “News Stories” on the [SWRESA website](http://www.swresa.org), www.swresa.org



INTEGRATING LITERACY INTO SOCIAL STUDIES!

Bruce Lesh Follow-Up

Every major measure of students’ historical understanding since 1917 has demonstrated that students do not retain, understand, or enjoy their school experiences with history. Bruce Lesh believes that this is due to the way we teach history —lecture and memorization. Using Bruce Lesh’s new book, “Why Won’t You Just Tell Us the Answer, Joy Hatcher with the GaDOE will be here to provide a follow-up to the training by Bruce Lesh last school year.

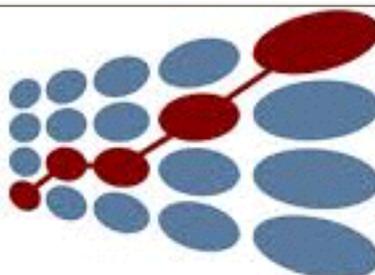
Students may think they want to be given the answer. Yet, when they are actively engaged in investigating the past—the way professional historians do—they find that history class is not about the boring memorization of names, dates, and facts. Instead, it’s challenging fun. Historical study that centers on a question, where students gather a variety of historical sources and then develop and defend their answers to that question, allows students to become actual historians immersed in an interpretive study of the past. **MARCH 3, 2016, 9-3. Please register at www.swresa.org.**

WE SHOULD REALLY WEAR BLUE

Saint Patrick himself would have to deal with pinching on his feast day. His color was “Saint Patrick’s blue,” a light shade. The color green only became associated with the big day after it was linked to the Irish independence movement in the late 18th century.

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Statewide Longitudinal Data System



SLDS and Data-Driven Decision Making

Do you want to know more about how to use the Statewide Longitudinal Data System (SLDS) to make informed, data-driven decisions to improve student learning? Come to this training session to learn how to access historical data on your students, including Assessments, Attendance, Enrollment, Courses, and Grades beginning with the 2006-2007 school year.

Using Georgia's SLDS helps educators:

- § Make more informed (data-driven) decisions designed to improve student learning.
- § Identify students' academic strengths and weaknesses.
- § Increase student achievement and close achievement gaps.
- § Identify and address potential recurring impediments to student learning, e.g., problems with attendance or difficulty in mastering prerequisite knowledge or skills, before they negatively affect student success.

**MARCH 9,
2016, 9:00-11:30**

Creating Reports with the IIS Data Analysis Tool

MARCH 10, 2016, 9:00-11:30

The Instructional Improvement System (IIS) Data Analysis Tool is an application that provides district-level and school-level users with the ability to create customized reports using the assessment, attendance, and student growth model data that is available in the SLDS tunnel. The IIS Data Analysis Tool also allows users to collaborate and share the reports that they have created with other users in the school or district. IIS can help administrators improve teaching and learning through the timely use of data, processes, and tools.



MakerSpaces for Media Specialists, MARCH 15, 9-3

With the rise of STEM in school curricula, bringing maker spaces into schools is a growing trend that we excited to see on the rise.

Media Specialists and teachers are invited to this one-day training with Cari Young, a Media Specialist, who has incorporated MakerSpaces into her Media Center. Cari is an elementary Media Specialist in San Antonio Texas working with 950 students. She will make this training applicable to K-12 Media Specialists! Follow her blog @librarylearners.com.

