

# Regional Inservice Center Annual Report



ATHENS STATE UNIVERSITY

2023-  
2024





**REGIONAL  
INSERVICE  
CENTER**  
ATHENS STATE UNIVERSITY

# 2023-2024 Contracts and Grants

Project	Amount	Source
Inservice Center	\$274,838	ALSDE
National Board Certification	\$31,818	ALSDE



Number of participants



Number of sessions offered,

## PARTNERSHIPS



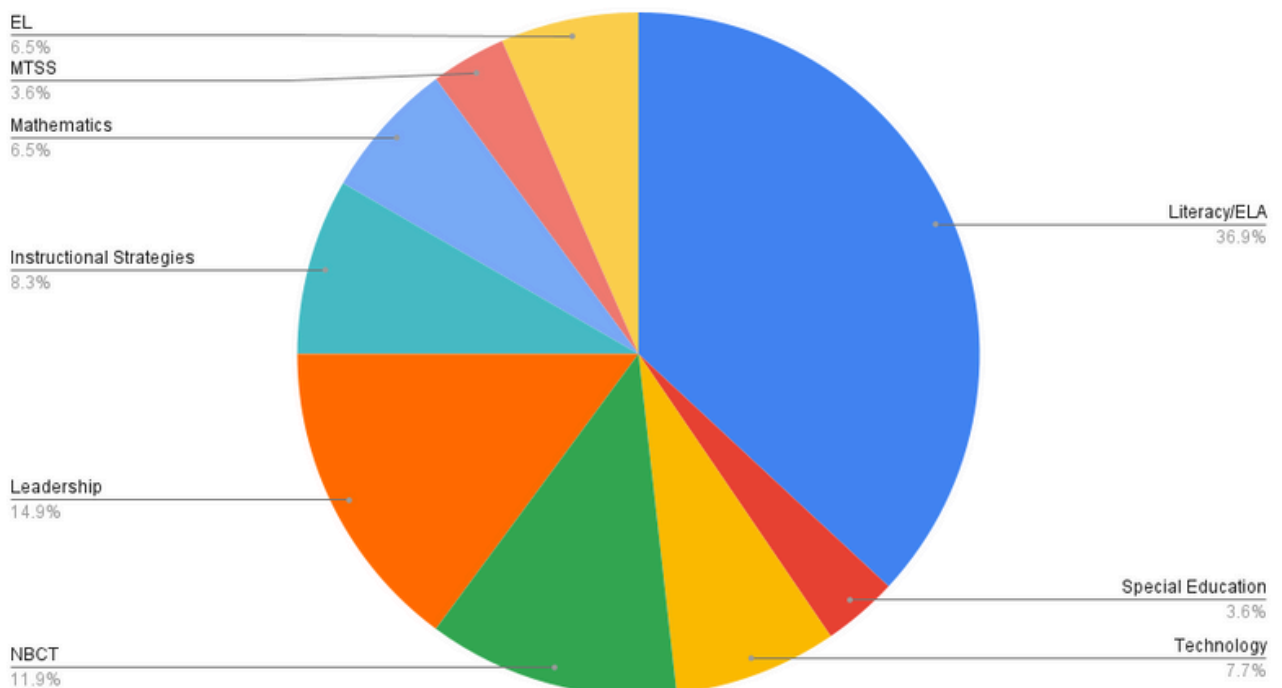
ALSDE/STATEWIDE EFFORTS	UNIVERSITY	REGIONAL
AL-MTSS: PLC and PST ALSDE EL: HQIA Sessions AL Teacher Growth Program ARI: ACAP Text-Dependent Writing ARI: Dyslexia Awareness ARI: ELA Course of Study ARI: Maximizing Multisensory ARI: Moves that Maximize MetaMetrics National Board Certification Cohorts Regional Autism Networks	AL Center for the Arts Athens State College of Education Preservice - Literacy Act Athens State College of Education Preservice - Numeracy Act	A+ Best Practices Center - PLN North Hope Institute Mental Health Association

# IMPROVEMENT EFFORTS

Based upon the requirements of the Inservice Center Accountability Standards, more than half of our trainings supported math and/or ELA. In addition, sessions were provided that aligned with the top five needs from our 2023-2024 needs assessment: [ATHENS RIC 2023-2024 PD Offerings](#) Documentation regarding training alignment has been included below. Additional documentation to support compliance with accountability standards, specifically those supporting mathematics and ELA, can be found in the ARIC G- Suite drive.

## Percent of Session Curriculum Topics

Count of Curriculum Sessions

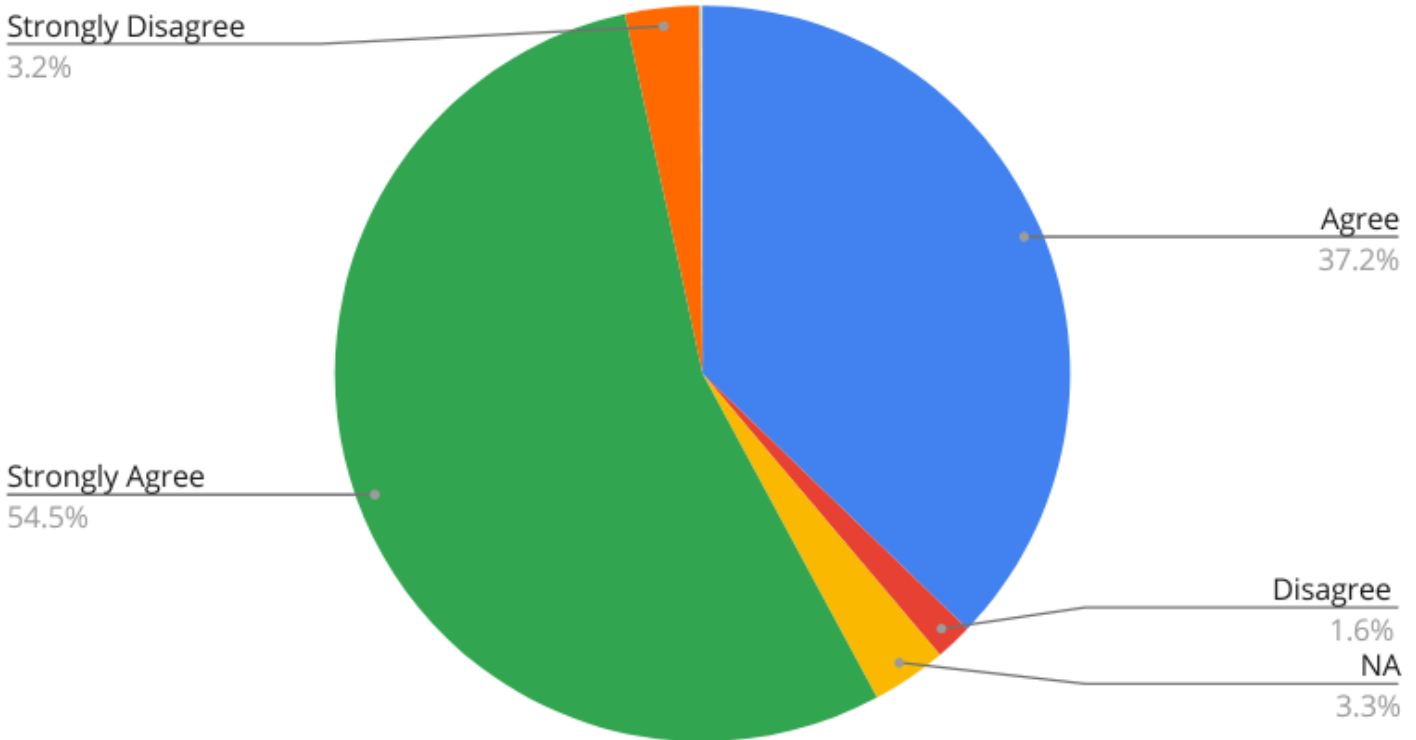


# EVALUATION RESULTS

## Evaluation Questions: Quantitative

The professional learning had clear goals and objectives aligned to learning outcomes.	The content of the professional learning was aligned to academic standards.	The activities used in the professional learning were aligned to the learning outcomes.	The professional learning enhanced my knowledge and skills.
The professional learning promoted self-assessment regarding your current practice .	The professional learning provided ongoing learning opportunities	I would recommend this professional learning to my colleagues	The facilitator was knowledgeable of the content.
The trainer utilized evidence-based instructional strategies.	The facilitator promoted collaboration.	The facilitator provided an appropriate balance between presentation and interaction.	The facilitator used the session time effectively.
The facilitator provided resources to support implementation of my new knowledge.		The facilitator's overall effectiveness was high.	

### 2023-2024 Quantitative Survey Answers



The quantitative data portion of PowerSchool Professional Learning survey suggests that 91.7% of participants responded Strongly Agree/Agree to all qualitative survey questions indicating favorable opinions regarding the professional learning received from Athens State University Regional Inservice Center during 2023-2024.

# EVALUATION RESULTS

## Evaluation Questions: Qualitative

<b>What did you expect from this session?</b>	<b>What knowledge/skills did you gain from this session?</b>
<b>How do you plan to implement these new ideas?</b>	<b>What would you like to learn more about this topic?</b>

The qualitative data portion of the PowerSchool Professional Learning Survey suggests that participants expressed interest in learning new teaching methods, instructional strategies, and classroom management techniques. Participants also learned new ways to effectively utilize technology tools in their classrooms. Survey results also indicate that participants want more guidance and support with National Board Certification (NBCT), instructional coaching, struggling learners including dyslexia and English Language Learners and student mental health.

Participants plan to use their new learning to lead professional development at their schools, use data to inform school-level decisions, and allocate resources. Participants also plan on applying new instructional strategies, collaborate with colleagues, and create specific action plans for their schools and classrooms.

Overall, the data suggests that participants are motivated to implement new ideas and are taking concrete steps to do so. The variety of implementation strategies indicates a strong commitment to professional growth and improving student learning.