



Ribas Associates and Publications
596 Pleasant Street
Norwood, MA 02062
Phone: 781-551-9120
Fax: 781-349-8160
Email: wribas@ribasassociates.com
William B. Ribas Ph.D., President
Website: ribasassociates.com

Cost Sharing Collaboration Between 3 School Districts and Ribas Associates and Publications

This program is designed to provide every teacher and administrator in the 3 districts with comprehensive **low cost** training in the development of social-emotional skills in the classroom. The program will use the new Ribas Associates and Publications book *Social-Emotional Learning in the Classroom: A Practical Guide for Integrating All the SEL Skills into Your Instruction and Classroom Management*.

Below is a summary of the objective of the book and the program.

Why This Book Was Written

This book provides educators with an easy-to-use guide for developing social-emotional learning in themselves and their students without the need for time consuming, large scale changes to the way they teach. The authors of this book each have over 30 years of experience as paraprofessionals, teachers, and administrators and a career long interest in social-emotional learning. We have collectively worked in more than 100 school districts as trainers and consultants on all aspects of teaching, learning, and leadership.

All educators are experiencing initiative fatigue. Initiative fatigue is an overabundance of initiatives educators are being asked to implement simultaneously. In this book, we designed a program that enables educators to fully develop their students' social-emotional learning within the context of the work they already do every day. The book contains multiple strategies that can be implemented with minimal commitment of educator time. It shows teachers how they can adjust and/or tweak the student interactions they already have multiple times each day and how that results in a significant development of social-emotional learning skills.

Book and Program Objectives

After this program, the participants will be able to:

- a. make social-emotional learning an integral part of every interaction with students by managing academic, personal, and interpersonal activities in a way that develops self-management, self-awareness, responsible decision making, relationships, and social awareness skills.
- b. develop teacher self-awareness and student self-awareness about their beliefs related to student and teacher behavior and use growth mindset strategies to make positive modifications to educator and student belief systems.
- c. use teacher questions, student reflections, and metacognition to support the development of students' social-emotional skills in the five areas of social-emotional learning.
- d. incorporate effective practices in whole class and group work to support the development of students' social-emotional skills.
- e. develop and manage classroom rules, routines, and expectations to maximize the level of respectful, accountable talk, and on-task behavior.

Embedded Professional Development that results in Permanent, Positive Change

- f. create classrooms that are physically and emotionally safe communities for all students and conducive for optimum learning.
- g. obtain, maintain, and engage students' attention throughout the lesson
- h. develop educator-to-student and student-to-student relationships that proactively increase appropriate student personal and interpersonal awareness and behavior.
- i. set up a classroom structure which, by providing routines, restorative activities, and modeling, maintains appropriate student behavior and supports and enhances a student's personal and interpersonal awareness and behavior.
- j. create a system of rewards, consequences, and learning experiences based upon SEL theories for reinforcing respectful, on-task behavior, and the development of students' social-emotional skills.
- k. use SEL best practices to respond to difficult-to-manage behaviors and develop an individual contingency plan to support the growth of a student whose inappropriate behavior hampers learning.

How the Program Will Work:

The program uses an in-district trainer/coach model that Ribas Associates has used successfully in many school districts. It is a very low cost way to train educators to a very high skill level. In-district trainers/coaches have three distinct advantages over the use of outside vendor trainers.

1. Large numbers of teachers can be trained by the district for little or no cost
2. When using outside trainers, districts typically need to release teachers from teaching or pay large amounts of money for multiple visits to the district by highly paid trainers. In-district trainers are already on site allowing for training during PLC time, faculty meetings, district PD time, and other creative structures designed by the district to minimize the need for teachers to be away from their students.
3. The in-district trainers serve as onsite coaches who are readily available to other teachers each and every day.

Teacher Training Component:

The district will assign up to 10 trainers for 24 hours (4 **full days**) to work with Dr. Brady or Ms. Hardin (see their biographies below), one of the book's co-authors. The author will train the trainers to use the book and associated PowerPoint slides, videos, activities, and handouts to train the other teachers in the district. The trainer/coach will include both the workshop content and the skills of effective training and coaching. After the program, the participants will have all the materials and skills needed to train every teacher to develop all the SEL skills in their classrooms.

Administrator Training Component:

Carol Gregory (see her biography below) will provide six hours (in two half days) of training to up to 10 administrators from each district in the program **Developing, Supervising and Evaluating Social Emotional Learning Using the Performance Rubrics for Teachers and S.I.S.P. (a.k.a. school clinical staff)**.

Ribas Associates has identified specific elements in the teacher and S.I.S.P. (school clinical staff) performance rubrics that directly relate to the development of social emotional learning by educators. Ms. Gregory has over 35 years of experience developing supervisors and evaluators as a teacher, union president, assistant principal, principal, and assistant superintendent for human resources.

[note to large districts: your district may opt to train larger groups of in-district trainers (20 or 30) by contracting for 2 or 3 collaboration groups at \$3628 each]

Contribution by Each Partner:

1. Each district/school will purchase 20 (10 for the trainers and 10 for the administrators) copies of the book \$679 (plus 10% shipping and handling \$64) *Social-Emotional Learning in the Classroom: A Practical Guide for Integrating All the SEL Skills into Your Instruction and Classroom Management*. Each trainer and 10 administrators (if you have less than 10 administrators then the other copies can be placed in the professional library) receive a copy of the book.
2. Subsequent to the training districts will be able to purchase additional copies of the book for their staff for \$30.55 (a 10% discount) plus shipping and handling.
3. Ribas Associates will develop the PowerPoint, videos, workshop activities, and other materials for the program at no cost to the districts (a \$4500 value).
4. Ribas Associates will waive all licensing and copyright fees for the PowerPoints, handouts, and videos enabling each district to train every staff member **in their district**¹ (a \$6,000 value).
5. Each district will release the in-district trainers/coaches for four full day trainings.
6. Each district will pay \$2135² to cover the four trainer days.
7. Each district will pay \$750³ toward Carol Gregory's two half day trainings with the 10 administrators from each district.
8. Each district will host at least one day of in-district trainer training and one afternoon of administrator training.

Total contribution by each district/school partner \$3628

Total amount of "waived" costs by Ribas Associates \$10,500

For more information or to sign your district up for participation in one of the collaboration groups contact Dr. William (Bill) Ribas at wribas@ribasassociates.com or 781-551-9120.

Biographies of the Ribas Associates Authors and Trainers



Author: **William B. Ribas Ph.D.**

Bill has more than 36 years of experience as a paraprofessional, teacher, administrator, and consultant in several school districts. His teaching experience includes elementary, middle school, and high school. Dr. Ribas is also a certified guidance counselor. His administrative experience includes assistant principal, principal, director of pupil and personnel services, and assistant superintendent. Bill's other books include *Instructional Practices that Maximize Student Achievement*, *Educator Supervision and Evaluation That Works* and *Inducting and Mentoring Educators New to the District*, which are published nationally and internationally. He has also published articles in a variety of practitioner journals. Currently, Bill is the president of Ribas Associates and

Publications Inc., an educational consulting, training, and publishing company. The company is dedicated to the growth and development of paraprofessionals, teachers and administrators. Since the company's inception in 2002, Bill and the other Ribas Associates consultants have worked with over 110 of urban, suburban, and rural school districts, helping educators raise student performance and better meet the needs of all students.

1

3. Districts that request Dr. Ribas for the administrator training should add \$250 for each district.



Author/Trainer: Deborah A. Brady, Ph.D.

With over thirty-five years in public and private education, Debby Brady has had experience as a teacher, administrator, and co-teacher. Deb has served as an assistant superintendent for teaching and learning in two districts for over 17 years. She has taught middle school, high school and college as an English, reading, and writing teacher and instructor. In addition, Deb has served as a Director of a Learning/Writing Center at Dean College, and as an adjunct professor at Lesley College, Assumption College, Worcester State College, and Fitchburg State College where she taught both graduate and undergraduate courses in curriculum, reading, literacy, and writing. Deborah earned her doctorate at Lesley in educational studies. Her research focused on the impact of a standards-based curriculum on teaching, co-teaching, learning and assessment. Her special areas of

interest include curriculum assessment and development, social-emotional learning; instructional leadership and teacher evaluation; formative assessment and the effective use of feedback and data to improve instruction and student achievement; the gradual release of responsibility; effective data team development; literacy across the content areas and its assessment in reading, writing, speaking, listening, and accountable talk. Her initiatives as a district leader included: Instructional Rounds, MTSS-RTI, International Baccalaureate, teacher leadership, and Understanding by Design. Debby is a co-author of the 2017 edition of *Instructional Practices That Maximize Student Achievement*.

(Author/Trainer) Jane M. Hardin, M.Ed.



Jane Hardin began her career as a public school teacher teaching both general education and special education. During her time as a resource room teacher, her program was selected as an exemplary model by the National Council for Exceptional Children. For the last 22 years, Jane has been a member of the Simmons College Faculty, supervising and training student teachers and interns who are going into the field of special education. In addition, she has served as a consultant for a variety of school systems both locally and nationally and is a board member of the Massachusetts Council for Exceptional Children and a member of the Massachusetts Architectural Access Board. Jane is also a published author.

Jane's holds a bachelor's degree in general education and a Master's Degree in Special Education with additional training in differentiated instruction and language disabilities. Jane's areas of training and consultation include Classroom and Behavior Management, The Changing Face and Needs of the Student with ASD, Teaching Students with Emotional and Behavioral Issues, How Anxiety Impacts the Learning Process, What Educators Need to Know About TBI, and the Social and Emotional Needs of Students with Disabling Conditions.

Trainer: Carol Gregory, M.S.



Carol has 35 years of experience in teaching and administration. After beginning her teaching career in a private, residential treatment center for students with special needs in Pennsylvania, Carol has served as a teacher and an administrator in the Brookline, Westwood, and Northampton Massachusetts, Public Schools. During her time as a teacher she served as president of the teachers' association, grievance chairperson and a member of the negotiating team for both teachers and administrators. After completing five years as the vice principal in a K-8 school, she served as a middle school principal and director of human resources. During her tenure as principal, she and her staff successfully completed a self-study and was awarded NEASC accreditation. Carol most recently served as Assistant Superintendent in the Wellesley, Massachusetts, Public Schools. Her responsibilities in Wellesley included bargaining, human resources and long range planning.

In her various roles, Carol has been responsible for recruitment, hiring, and induction and mentoring of new teachers, as well as professional development and supervision and evaluation of professional staff. In addition to completing the University of Massachusetts' Dispute Resolution Program, she has experience with contract negotiations and conflict resolution in three different communities. During her career, she has represented both labor and management at the bargaining table. Carol is the author of *Inducting and Mentoring Educators New to the District*. She is presently working on the 2017 edition of the book *The Educational, Legal, Political, and Social-Emotional Components of Educator Supervision and Evaluation*.

C:\Users\William\Dropbox\SEL book\collaboration propose 3 districts email ad.doc