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## Survival Strategies for New Teachers and Substitute Teachers (a.k.a. DI and SEL #1)

**Option 1:** Our self-paced, asynchronous online program teaches the two instructional areas that lead to the highest level of success for new teachers and substitute teachers on extended assignments (classroom management and effective planning and execution). It allows educators to join the program at any point during the course window. You complete work at a rate and at times that best match your life's busy schedule.

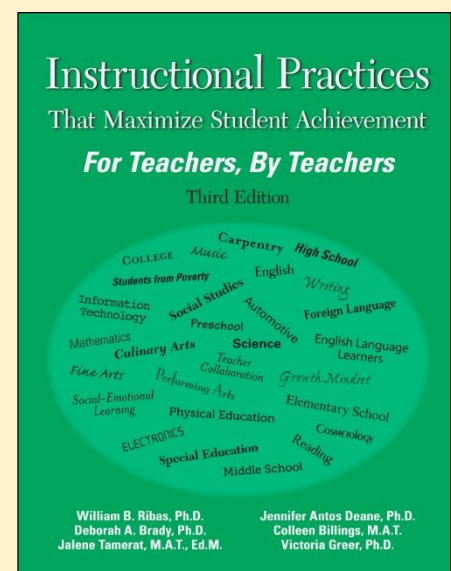
**Option 2:** The program is also available as a synchronous online, live program taught in 7 two-hour sessions.

- Provides all 15 ESE approved PDPs in Special Education required for Professional Re-Licensure.
- Participants may purchase 1 graduate from Westfield State University

### Learning Objectives:

After this workshop, participants will be able to:

- Identify and apply the components of differentiated instruction (content, process, and product).
- Explain the research base that supports the positive impacts of differentiating instruction.
- Identify and apply the components that create cognitive context for learning.
- Develop differentiated instruction practices including UDL and **social-emotional learning** for all students, with emphasis on meeting the needs of students with special needs and English language learners.
- Develop the skills required to manage a differentiated instruction classroom.
- Write mastery objectives that consider learning style, English language proficiency, special needs, cultural influences, gender, effects of poverty, and brain development.
- Write measurable mastery objectives that reflect multiple levels of mastery and connect to specific curriculum content.



## Module 1: Managing the Differentiated Instruction Classroom

Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- Identify the nine components of effective classroom management.
- Integrate the development of social-emotional learning strategies into your management
- Develop and implement classroom rules and routines that maximize the level of respectful, on-task behavior.
- Develop and implement a system of positive behavior supports to reinforce respectful, on-task behavior
- Obtain students' attention at the start of lessons, after group and partner activities, after interruptions, and after student attention has wandered.
- Identify components of effective and respectful student-teacher and student-student relationships.
- Use physical proximity and the physical design of the classroom to improve student behavior.

## Module 2: Creating the Cognitive Context for Learning to Maximize Understanding and Retention

Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- Use activators to show students how the content and the skills taught in lessons connect to their previous learning.
- Use agendas to tell students what they will do during lessons.
- Use mastery objectives and essential questions to create contexts that lead to deeper understanding and longer retention of independent facts as they appear in lessons.
- Create increased motivation and retention by explaining to students why the information and skills taught in lessons are relevant to them.
- Use summarizers to increase student mastery and retention of the knowledge and skills taught in lessons.



## Module 3: Mastery- (Standards-) Based Planning and Teaching

Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- Write objectives for classes or units in language that describe what the students will know and be able to do after the teaching is finished.
- Write objectives for classes or units in language that enable them to readily assess whether or not the objectives have been mastered.
- Identify activities that maximize student mastery of the objectives.
- Identify formative and summative assessments that measure student mastery of the objectives.
- Identify specific formative assessments in upcoming units of instruction that will be used to inform future instruction.

