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Closing Achievement Gaps

What Skills Do Classroom Teachers and Other Educators Need to Succeed in the Process of Closing Achievement Gaps for All Students in Your District?

We created this checklist to assist school districts in assessing their needs and creating a comprehensive plan for closing achievement gaps. ESSER I, II, III and EANS (for non-public schools) grant funds may be used for the programs listed below.

1. Differentiated instruction planning and execution (including how to close achievement gaps and accelerating learning)
2. **Assessment:** Pre-assessment, in-the-moment formative assessment (strong questioning skills), post assessment skills
3. Social-emotional learning development in the classroom **and at home**
4. Universal design for learning
5. Special needs support skills for general educators
6. Implicit bias and Equity (race, ethnicity, religion, SES, sizeism, gender, LGBTQ, culture, language)
7. English language learning skills for general educators
8. Skills for working with low SES and poverty students for all educators
9. The impacts of trauma on students and families for all educators
10. Working effectively with parents and guardians for all educators
11. Structured models for teacher collaboration
 - Co-Teaching
 - Lesson study to differentiate learning
 - Data analysis teams
 - Professional literature study groups on topics that impact achievement gaps
12. Strengthening the instructional skills of paraprofessionals and assistant teachers
13. Leadership training for administrators in the skills to support and assess teacher and school clinician implementation of the items above.

Ribas Associates Provides an Array of Programs Specifically Targeted for Addressing Academic and Social-Emotional Achievement Gaps

(programs may be funded through ESSER I, II, III, SOA, IDEA Grants)

Unfortunately, achievement gaps have expanded in the past three years. Ribas Associates has programs that are needed to create and implement a plan that addresses achievement gaps. Some programs are designed to address the learning of all students. Others are specifically targeted to close achievement gaps for those students who have the largest gaps in their learning such as special education students,

English language learners, recent immigrants, students of color, and students from economically disadvantaged households. We have programs for administrators, teachers, school clinicians, paraprofessionals, and parents/guardians. For 21 years we have assisted over 150 New England districts with meeting the needs of all students with our over 150 training and consulting programs. Below is a list of programs that are specifically targeted for closing *achievement gaps*.

We also build customized programs to meet your specific needs. Please call (781-551-9120) or email (wribas@ribasassociates.com) Dr. Ribas for additional information **or to get the program descriptions that you can easily copy and paste into your ESSER Grant Applications.**

Workshops and Courses for Closing Achievement Gaps

All of the Programs Below are Available in Synchronous Online, Asynchronous Online, and in Person

1. **Learning recovery 4- credit graduate course for teachers** that contains nine of the 14 areas in the checklist above. **Teaching to All Learners: Includes the learning recovery skills of UDL, Differentiated Instruction, SEL, Low SES, Special Needs, Assessment (Pre+In-the-Moment+Formative+Post) Motivation, and Family Engagement.**

<https://ribasassociates.com/wp-content/uploads/2022/06/Teaching-to-All-Learners-4-credits-rev5-2022.pdf>

2. **Social-Emotional Learning, Coping with Trauma, Addressing Implicit Bias, and Special Education: Helping Students and Families- A course for School Clinical Staff and Teachers** A learning recovery 3-credit graduate course for school clinical staff and teachers who have taken the course above: See the syllabus at the link below.

<https://ribasassociates.com/wp-content/uploads/2022/06/SEL-and-SPED-Helping-Students-and-Families-LIVE-VERSION-rev-12-2021.pdf>

3. **Assessment**
 - a. **Creating high quality classroom assessments**
 - b. **Creating high quality common assessments**
 - c. **Analyzing assessment data**

<https://ribasassociates.com/wp-content/uploads/2022/06/Creating-Quality-Classroom-Assessments-Avoid-Bias.pdf>

4. Our **Special education** program has been approved by DOE for 15 special education PDPs/CEUs . The intent is to train general education teachers in the skills they need to better meet the needs of special needs and 504 students in the regular classroom. **Many students have seen their achievement gaps increase during Covid.** They will need learning support but not on an IEP. The program has two objectives. The first is to keep IEP students in their general education classroom with support because it is a better service model. The second is to decrease the number of referrals because general educators can better meet the needs of students with mild special needs and learning gaps without putting them on IEPs. ESE has approved these programs for the 15 PDP/CEUs special education license renewal requirement.

Teacher, Administrator, and School Clinicians

<https://ribasassociates.com/wp-content/uploads/2019/09/Sped-15-PDP-Individ-Signup-19-20.pdf>

Paraprofessionals and Assistant Teachers

<https://ribasassociates.com/wp-content/uploads/2020/04/Sped15PDP-paraasstteacher.pdf>

5. Our **ELL** training program is approved by DOE for 15 PDPs/CEUs for ELL. Our ELL students are among those who have significant learning gaps, some enhanced by the pandemic. The intent of the programs is to train general education teachers in the skills they need to better meet the needs of ELL students within the general education classroom with support. DOE has approved this program for the 15 PDP ELL license renewal requirement.

ELL Teachers, School Clinicians, and Administrators

<https://ribasassociates.com/wp-content/uploads/2020/11/ELL15-PDP-Individual-Signup-19-20.pdf>

ELL Paraprofessionals and Assistant Teachers

<https://ribasassociates.com/wp-content/uploads/2020/04/ELL15PDP-paraasstteacher.pdf>

6. **Succeeding with Students and Families from Economically Disadvantaged Homes:** Socio-economics has always contributed to learning gaps. These gaps have widened further due to the reduction the pandemic. This program trains educators in the Ribas Associates 7 components found in chapter 7 of our *Instructional Practices* book. In addition, Chapter 9 includes **strategies for engaging parents from low SES households** as partners in their children's education.

<https://ribasassociates.com/wp-content/uploads/2022/06/Succeeding-With-Students-From-Poverty.pdf>

7. **Addressing Trauma Among Staff, Students, and Families Resulting from Current Violent Events and the Covid Pandemic**

This program will explore the ways in which students and educators are impacted by trauma.

Among other causes of trauma, it will look at the impacts of recent violence in the news and Covid impacts. Although some of us have been educated on the impact of trauma on learning, we have not really grasped the long-term impact all these things may have on our students and ourselves.

<https://ribasassociates.ecwid.com/Addressing-Trauma-Among-Staff-Students-&-Families-caused-by-Covid-Recent-Events-This-workshop-offers-6-PDPs-CEUs-in-Special-Education-or-General-Pedagogy-Running-6-1-22-self-paced-to-6-30-23-p210881068>

8. **Understanding and Addressing the Impact of Educator and Student Implicit (Unconscious) Bias:** *“Thoughts and feelings are implicit if we are unaware of them or mistaken about their nature. We have a bias when, rather than being neutral, we have a preference for (or an aversion to) a person or a group of people.” Perception Institute retrieved July 14, 2020*

Recent events have re-awakened the country and the world to the problem of both conscious and unconscious (implicit) bias. As we are exploring racial bias in our society, we are becoming more aware of other groups who are actively experiencing bias in our communities and even in our schools. In addition to **Race** (e.g. African American, Latinx, Asian) other forms of implicit bias include: **Socio Economic Status, Culture, Special Needs, Gender, Religion, LGBTQ, Non-Traditional Families**, and others (e.g. **Sizeism**).

<https://ribasassociates.ecwid.com/Understanding-and-Addressing-Implicit-Unconscious-Bias-in-Our-Schools-Approved-for-6-PDPs-CEUs-in-Special-Education-or-General-Pedagogy-for-license-renewal-Runs-until-6-30-23-self-paced-p272431164>

9. **Social-Emotional Learning** (live or online): Ribas Associates is the leading provider of SEL programs in New England. Seventy school districts and universities in Massachusetts and nearly 150 nationwide use Ribas Associates programs and books to implement SEL. **We have three books that are endorsed on the CASEL website.** One is for teachers and clinicians, one is for parents, and one is for school administrators. CASEL lists them in alphabetical order by author so when you go to the CASEL link you need to scroll down to the “Rs”. <https://casel.org/resources-books/>

Social-Emotional Learning in the Classroom for Teachers, School Clinicians, and Administrators
<https://ribasassociates.com/wp-content/uploads/2020/04/SEL-Program-Description-Teachers.pdf>

Social-Emotional Learning in the Classroom for Paraprofessionals and Assistant Teachers
<https://ribasassociates.com/wp-content/uploads/2020/04/SEL-Program-Description-Paraprofessionals-1.pdf>

10. Ribas Associates’ book *Instructional Practices that Maximize Student Achievement* Compare its content with the learning recovery needs listed above.
1. Differentiated Instruction (Chapter 6) and Framing the Learning (Chapter 2)
 2. Universal Design for Learning (Chapter 6)
 3. Managing the Classroom to Promote Social Emotional Learning Skills (group work, partner work, student to student relationships, adult to student relationships (chapter 3)
 4. Assessment (Chapters 4 and 5)
 5. Special Education essays in all 11 chapters
 6. ELL essays in all 11 chapters
 7. Low SES students (chapter 7)
 8. Working effectively with parents/guardians (chapter 9)
 9. Co-Teaching (chapter 8)
 10. Power of teacher collaboration, data teams, peer observation, classroom research, PLCs, professional literature study groups, etc. (Chapter 11)

Table of Contents

<http://000lac7.myregisteredwp.com/wp-content/uploads/sites/6639/2018/03/Book-GB-TableContents.pdf>

Introduction

<http://000lac7.myregisteredwp.com/wp-content/uploads/sites/6639/2018/03/Book-GB-Intro.pdf>

To Purchase

<https://ribasassociates.ecwid.com/Instructional-Practices-That-Maximize-Student-Achievement-For-Teachers-By-Teachers-Third-Edition-2017-p102312784>

11. We are an approved provider of the Massachusetts required **SEI course** for **general educators, vocational educators, and administrators**. We have run these courses a total of 15 times making us one of the most experienced providers in the state.

12. **Co-teaching program** as described in detail in chapter 10 of our book *Instructional Practices That Maximize Student Achievement* and a monograph written by Dr. Deborah Brady. Co-teaching is only successful when educators are specifically trained in the key characteristics and strategies of effective co-teaching.

<https://ribasassociates.com/wp-content/uploads/2021/07/Revised-Co-teaching-new-activities-for-Ribas-v.3-1.pdf>

13. **Parents/Guardians:** Ribas Associates' book *Social-Emotional Learning in the Home* has been used in multiple school districts to run parent book groups lead by parent leaders. The book is written so no training is needed to run book groups. All the components of successful book groups are written into the book. **This book has been endorsed by CASEL and can be found on their website**

<https://ribasassociates.ecwid.com/Social-Emotional-Learning-SEL-in-the-Home-p102312747>

14. **Parents/Guardians:** Ribas Associates has parent/guardian programs in all areas of general education, special education, ELL, and social media. Each presentation is 60 to 70 minutes in length followed by a question and answer session. The presentations may be provided in person or via Zoom.
 1. **Anxiety and Trauma-** Families are going through one of the most challenging times we have seen in many years. School and community mass shootings, Covid, war in Europe, bullying, and an increase in violent crime are causing high levels of stress and trauma for children, adolescents, and parents/guardians. These conditions put great stress on the family. In this workshop attendees will gain strategies and resources to help them and their children cope with this new normal.
 2. **Executive Functioning- Implications for Special Education and General Education Students:** This workshop will provide an overview of the importance of executive functioning skills and strategies you can use to support your child who may struggle with initiating and completing homework and projects.
 3. **Social Emotional Learning in the Home-** Parents and guardians will learn strategies to foster self-management, self-awareness, social awareness, relationship skills and responsible decision making in their school age children. The program is based on our CASEL endorsed book *Social Emotional Learning in the Home*.
 4. **Impact of Social Media on Anxiety in Children and Adolescents-**Parents and guardians will learn about some of the most widely used social media platforms and their influence on children and adolescent levels of anxiety and depression.
 5. **What is ADHD and ADD?** This workshop will provide an overview of ADD and ADHD and some strategies that parents/guardians might employ at home to help their child or adolescent with academic focus.
 6. **Reaching Students on the Autism Spectrum-**This workshop will provide an overview of the autism spectrum. We will examine the history of the initial diagnosis and discover some of the most recent research and strategies that have been successful in helping students and their families navigate the challenges of this diagnosis.
15. **Leadership training:** Supervision, evaluation, and development training programs that enable administrators to assess and develop all aspects of teaching and school clinical practice. The

program also addresses educator practice in the **closing achievement gaps** areas listed above. Our supervision and evaluation program is the only one endorsed on the CASEL website because it addresses both the development of instructional and clinical skills **and the SEL development of adults.** Also available are programs for running effective meetings, working with underperforming educators, creating high functioning and collaborative administrative teams, developing and evaluating administrators, working effectively with your school board, making change, and **executive coaching for assistant superintendents, curriculum administrators, student services administrators and building administrators in the areas of learning recovery and acceleration.**

- 16. Paraprofessionals and Assistant Teachers:** Many of our students who have the largest achievement gaps impacted receive some of their instruction from paraprofessionals or assistant teachers. The traditional 3 hour workshop once a year is not going to be sufficient for these instructors to be a critical part of the solution. We have created certificate programs for paraprofessionals in five areas described in the link below.

<https://ribasassociates.com/wp-content/uploads/2021/05/Para-Certificate-5-Program-Flyer.pdf>

- 17. Ribas Associates Program of Studies: 150 Programs for Teachers, Administrators, School Clinicians, and Paraprofessionals**

<https://ribasassociates.com/wp-content/uploads/2022/06/Program-of-Studies-December-2022-1.pdf>