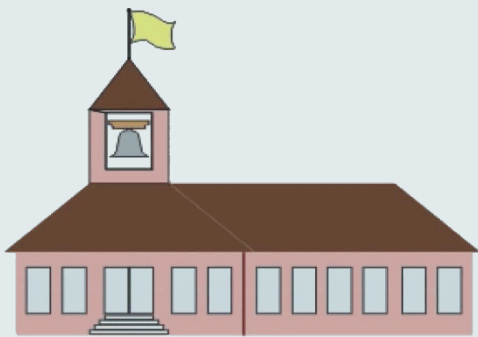# Ribas Associates
<u>Special Education</u>

Program of Studies
for Administrators, Teachers, Paraprofessionals, and Parents

Many of the programs described within are also available online!

Ribas Associates also creates customized

programs to meet your district's needs.

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Embedded Professional Development that Results in Permanent, Positive Change

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Section 3: Programs for Special Education PACS and Other Parent Groups

Ribas Talks: 60 to 120 minute parent talks on current education topics for Special Education Parent Advisory Committees and PTOs. These talks (length decided by the district) are given on critical topics in education. The talks are specifically designed for parents.

1. Executive Functioning: Implications for Special Education and General Education Students
2. Identifying and Addressing Dyslexia in our Schools
3. What is Response to Intervention (RtI)?
4. Students With Neurological Disorders
5. Student With Emotional Disorders
6. Students With Behavioral Issues
7. Reaching Students on the Autism Spectrum
8. What is ADHD and ADD?
9. What is Universal Design for Learning (UDL)?
10. Brain 1: The Brain's Parts and Functions as they Relate to Learning
11. Brain 2: How Does Connecting the Learning Lead to Higher Achievement?
12. Brain 3: How Are Boys and Girls the Same/Different?
13. Advanced and Gifted Learners
14. Building Higher Order Thinking by Asking Your Child Higher Order Questions
15. What is Social Emotional Learning?
16. What is Differentiated Instruction?
17. Motivating the Low Motivation Learner
18. What is Growth Mindset?

Books for Practitioners

Section 1:
Special Education Workshops and Coaching for Teachers and School Clinical Professionals (S.I.S.P.)

1-1 Train-the-Trainer Program for Teacher and Paraprofessional Workshops and Courses

This program is designed to give districts a cost-effective means of providing professional development for all of its classroom teachers. <u>All Ribas Associates programs can be provided in a train-the-trainer</u> format building in-district capacity. In this program, the district contracts for 1.5 to 2 days with one of our trainers for each workshop day they will teach. By the conclusion of the program, the district has up to 15 in-district trainers and/or administrators to teach the program. It also gives your district in-district coaches who can assist teachers in implementing the concepts taught in the workshop.

Materials and Licenses:
1. The district will purchase the handout packet and, where applicable, the appropriate text.
2. The Ribas Associates trainer will provide a PowerPoint presentation of the program the in-district trainers will use when they begin to train.
3. The district will purchase enough copies of the text to insure that each in-district trainer and the appropriate administrator who supervises the in-district trainers has a copy of the book for use in their work assisting teachers during and after the professional development day.
4. Districts receive a black and white master of the handout packet they may copy for use by those educators <u>in the district</u> who are trained by the in-district trainers.
5. Districts receive a copyright letter permitting them to use the PowerPoint for training educators <u>in the district</u>.
6. The district receives a letter of permission to train an unlimited number of district teachers during the school year the in-district trainers are trained and in the upcoming year.
7. Districts can renew the license in subsequent years for a nominal fee for licensing and updating.
8. The district receives a copyright permission letter for use of the handout packet and PowerPoint.
9. <u>The permissions the district receives are restricted to training educators who are employees of that district</u>.

1-2 Overview of Disabling Conditions in the Classroom

After this workshop, the participants will be able to:
Identify the Federal and State of Disability Categories
- Explain the difference between providing a modification and an accommodation.
- Identify the components of an IEP.
- Explain the importance of confidentiality.
- Practice effective strategies for communicating with both general and special education teachers and team building.
- Practice the art of helping, but not over assisting a student with special needs.

1-3 Executive Function: Implications for Teaching and Learning

The term "executive functioning" has become a buzzword in schools and elsewhere. Both general and special educators, as well as paraprofessionals and family members, have long observed that many students have difficulty with such things as planning, organization, maintaining attention, getting started on a task, remembering homework, and self-monitoring – all characteristics of executive functioning.

Executive functioning affects learning and performance in school and in life. Teachers and paraprofessionals can support students with executive function difficulties by teaching and working with students on both general and task-specific strategies that they can use to develop the core skills needed to self-monitor and take control of their schoolwork and their daily lives.

This workshop explores ways to guide students and facilitate the development of self-management skills. In each area of executive function, we will learn strategies that can be used by a teacher, a paraprofessional, or a family member to support the student. In addition, we will discuss ways to teach students how to design and use their own self-management strategies.

Expected outcomes of the workshop:
- Recognize executive function difficulties in the classroom.
- Identify strategies and skills for organizing and managing time, materials, work area, homework.
- Identify strategies and skills for organizing ideas and written work.
- Identify ways to help with initiating a task.
- Develop ways to teach students strategies to use independently.

1-4 RtI: Response to Intervention

What is RtI and how do we make it work?

After this workshop, participants will be able to:

- Identify the difference in Level 1, Level 2, and Level 3 Tiered Instruction.

Participants will be provided with sample case studies of schools that have effectively implemented RtI.

- Implement the fundamentals of Universal Design in Tiered Instruction.
- Examine how the practice of "Differentiated Instruction" compliments RtI. Participants will be provided with exemplar lesson plans that utilize Differentiated Instruction across the curriculum.
- Examine the pros and cons of various uses of RtI (including both curriculum and behavioral models). Participants will be provided with samples of how RtI has been used to address both, learning goals and objectives as well as behavioral objectives.
- Develop various methods of data collection to effectively implement RtI. Participants will be provided with methods of collecting data to provide effective documentation for the success of the specific interventions.
- Effective staffing for implementing RtI in your school system. Participants will be provided with examples of different staffing models that assist in gathering data, from the use of paraprofessionals, curriculum specialists, and classroom teachers.

1-5 Working in Classrooms with Students with Neurological and Emotional Disorders

The classroom is becoming increasingly more complex. We need the ability to work with students who have a wide array to blocks to learning "road blocks." After this workshop, participants will be able to:

- Explain the various aspects of Autism Spectrum Disorder and what to expect when working with a student with this diagnosis.
- Explain the various aspects of ADD and ADHD and what to expect when supporting a students with this diagnosis.
- Demonstrate strategies that support a student with emotional and/or behavioral challenges in the classroom.

1-6 Working with Students with Behavioral Issues

After this workshop, the participants will be able to implement the nine components of effective classroom management, including:

- Developing individual contingency plans for students with behavioral issues.
- Developing and implementing classroom rules and routines that maximize the level of respectful, on-task behavior of all students.
- Developing and implementing a system of rewards and consequences for reinforcing respectful, on-task behavior with difficult students.
- Obtaining student attention at the start of lessons, after group and partner activities, after interruptions, and after student attention has deteriorated.
- Creating respectful student-teacher and student-student relationships.
- Using physical proximity and the physical design of the classroom to improve student behavior.
- Developing student skills to work effectively in groups.

1-7 Teaching and Reaching Your Students on the Autism Spectrum

Latest Statistics from the CDC retrieved 6/17/15:
- About 1 in 68 children (or 14.7 per 1,000 8-year olds) were identified with ASD.
- It is important to remember that this estimate is based on 8-year-old children living in 11 communities. It does not represent the entire population of children in the United States.

Participants who take this workshop will be able to answer the following questions:
- Why is this diagnosis so prevalent?
- What is the Latest Research on Early Diagnosis?
- What do I need to know about working with learners with social pragmatic deficits?
- How do I help students with social deficits learn to understand body language and personal space?
- What does it mean to be tactile defensive?
- How do I structure my classroom environment to make students with ASD more welcome?
- How to use differentiated instruction more effectively with students with ASD
- What about the other students? What do they need to know?
- What is meant by "Explicit Instruction?"
- How do I capitalize on the learning strengths of children with ASD?
- What does it mean to "think in pictures?"
- Discussion of a variety of behavioral methods from ABA, to Floor Time to Life Experience and others recognized in the field.
- Post-secondary options for children with ASD...Yes, attending college is now an option for many!

1-8 Creating and Supporting a Culturally Aware Classroom/School

"Culture isn't just a list of holidays or shared recipes, religious traditions, or language; it is a lived experience unique to each individual. As educators, it's our job to stimulate the intellectual development of children, and, in this era, it's simply not enough to operate on the axis of color-blindness." (http://www.tolerance.org/culture-classroom)

After this workshop, participants will be able to implement the indicators of a culturally sensitive classroom including:
- Identifying one's own conscious and subconscious cultural biases.
- Explaining the definition of micro-aggressions and how to help educators enable students to identify and challenge cultural stereotypes and bias.
- Learning a variety of strategies from literature to activities and games that can assist in building a more tolerant and equitable classroom culture.

1-9 Analyzing Special Education Student Assessment Data

At the conclusion of this workshop participants will be able to:

1. Establish norms for effective group work.
2. Create a plan for peer leadership at team meetings.
3. Implement the Ribas Associates Observable Behavior for Effective Education Collaboration.
4. Use the Ribas Associates self-assessment for high quality educator collaboration to self-assess their development as an effective team.
5. Examine and share the results of student assessments with colleagues.
6. Generate an action plan for improvement with colleagues.
7. Assist colleagues with generating an action plan for improvement.

1-10 The Impact of Trauma on Student Learning

Participants in this workshop will be able to:

- Explain the most recent research on the impact of trauma on student learning.
- Explain what constitutes 'trauma" in students and families.
- Use strategies that educators and school administrators can employ that identify and alleviate the negative effects of exposure to isolated incidents of trauma.
- Explain the ways in which school violence or long term exposure to domestic violence can negatively impact student learning.
- Explain how food or housing insecurity can contribute to trauma.
- To recognize signs of post-traumatic stress syndrome in children and adolescents and access appropriate resources for those students.

1-11 Taming the Technology Dragon

Presenter: Jane Hardin, M.Ed., - Special Education Department Head at Ribas Associates
Recent research has provided some strong evidence of the link between depression and anxiety and the use of social media. This workshop will examine the increasing diagnosis of anxiety in children and adolescents and the connection to social media, especially frequent users of Snapchat, Instagram, Facebook, and YouTube.

Participants will discuss resources for both teachers and parents and will become acquainted with how to set up a family media plan. Participants will be presented with some of the signs of media addiction in children and adolescents and become acquainted with the work of Devorah Heitner (RaisingDigitalNatives.com) and Nicholas Kardaras (author of *Glow Kids: How Screen Addiction Is Hijacking Our Kids - and How to Break the Trance*). In addition, we will discuss the importance of employing social emotional learning in the classroom and social emotional learning in the home as method for providing strategies for "Taming the Technology Dragon."

1-12 Differentiated Instruction and Standards-Based Teaching ONE

This Program is now fully aligned with the MA DESE, Danielson, Marzano, Rhode Island, and other teacher performance rubrics (2 days).

Programs 1, 2, and 3 can be taught as a single three credit graduate course. The course has three options: all live, hybrid (half live and half online), or all online.

This program was redesigned and released in 2016 to provide teachers with the most current instructional practices in standards-based teaching and differentiated instruction. The authors of the course and the textbook have compiled a comprehensive review of the most recent literature. The authors and their team of 35 consulting educators have included a multitude of proven **differentiated instruction and standards based teaching** classroom strategies from their own classrooms that effectively implement the research described in the review of literature.

Managing the Differentiated Instruction Classroom

After this section of the program, the participants will be able to implement the nine components of effective classroom management, including:

- Developing and implementing classroom rules and routines that maximize the level of respectful, on-task behavior.
- Developing and implementing a system of rewards and consequences for reinforcing respectful, on-task behavior.
- Obtaining student attention at the start of lessons, after group and partner activities, after interruptions, and after student attention has deteriorated.
- Creating respectful student-teacher and student-student relationships.
- Using physical proximity and the physical design of the classroom to improve student behavior.

Creating the Cognitive Context for Learning to Maximize Understanding and Retention

After this section of the program, 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.

Mastery-Based (Standards-Based) Planning and Teaching
After this section of the program, the participants will be able to:

- Write objectives for classes or units in language that describes 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.
- Choose assessments that measure student mastery of the objectives.
- Choose activities that maximize student mastery of the objectives.

1-13 Differentiated Instruction and Standards-Based Teaching TWO

This Program is now fully aligned with the MA DESE, Danielson, Marzano, Rhode Island, and other teacher performance rubrics (2 days).

This program was redesigned and released in 2016 to provide teachers with the most current instructional practices in standards-based teaching and differentiated instruction. The authors of the course and the textbook have compiled a comprehensive review of the most recent literature. The authors and their team of 35 consulting educators have included a multitude of proven **standards-based and differentiated instruction teaching** classroom strategies from their own classrooms that effectively implement the research described in the review of literature.

Formative and Summative Assessment of Student Work
After this section of the program, the participants will be able to:

- Describe the various purposes of assessment.
- Define the similarities and differences between pre-assessments and summative and formative assessments.
- Define the similarities and differences between product and performance assessments.
- Create teacher-made product and performance assessments that gauge levels of student mastery on the stated objectives, both formatively and summatively.
- Write scoring guides (rubrics and criteria sheets) that assess student products and performances on those concepts that are difficult to quantify for assessment.

Questioning Skills for Regular and Special Education Students
After this section of the program, the participants will be able to:

- Increase the number of regular and special education students who ask and answer questions in their classes.
- Raise the thinking level of the answers they get from students.
- Pre-assess student information and skills.
- Use questions and dipsticking to formatively assess student understanding.
- Use questions and dipsticking to inform their instruction.

1-14 Differentiated Instruction and Standards-Based Teaching THREE

This Program is now fully aligned with the MA DESE, Danielson, Marzano, Rhode Island, and other teacher performance rubrics (2 days).

This program was redesigned and released in 2016 to provide teachers with the most current instructional practices in standards-based teaching and differentiated instruction. The authors of the course and the textbook have compiled a comprehensive review of the most recent literature. The authors and their team of 35 consulting educators have included a multitude of proven **standards-based and differentiated instruction teaching** classroom strategies from their own classrooms that effectively implement the research described in the review of literature.

Differentiated Instruction (with sections for ELL and SPED students)
After this section of the course, the participants will be able to:
- Effectively group students for differentiating student learning.
- Plan lessons that can flexibly provide reteaching, practice, and extension as needed.
- Manage differentiated activities in single lessons.
- Differentiate their teaching by content, process, and product.
- Differentiated instruction to meet the needs of English language learners and special education students.

Working Effectively with Parents
After this section of the course, the participants will be able to
- Use pro-active communication to establish positive relationships with parents.
- Conference effectively with parents.
- Effectively deal with aggressive parents.
- Maximize the engagement of uninvolved parents in their children's education.
- Conduct successful curriculum night presentations.

Theories and Practices of Motivation and Brain-Based Teaching for Student Success
After this section of the course, the participants will be able to
- Implement classroom strategies that move students toward the belief that success is due more to effort and acquired strategies than to innate ability and luck.
- Increase student motivation by helping them to equate success with effort and to work to acquire effective strategies.
- Explain the key aspects of the following theories of intelligence:
  - innate, single-entity intelligence
  - learnable intelligence
  - multiple intelligences
  - attribution of intellingence

ELL and Special Education Students:
Each of the previous sections contains essays that describe how the concepts in that part of the course can be applied to ELL and Special Education Students.

1-15 Closing Achievement Gaps for Special Education ELL and Minority Students

In this workshop, you will learn 15 high-leverage, research-based strategies to close achievement gaps for special education and minority students. "The facts are clear in every state: our education system does far worse for special education students, low-income students, and students of color than for their white or more affluent peers." (Education Trust, 2015)

Dr. Ash will share with you how the Lexington Public Schools closed achievement gaps for special education and African American students. You will learn how you can significantly narrow and close achievement gaps, and hear about successful gap closing strategies from other schools in United States. These strategies have been shared with colleagues at the MASS and MSSAA conferences, and with educators throughout Massachusetts.

Dr. Ash has shared these 15 high-leverage, research-based strategies with colleagues at MASS and MSSAA conferences, and with school systems in Massachusetts.
In Lexington, MA:

- **Grade 10 ELA Special Education MCAS scores increased from 79% proficient and advanced in 2010 to 100% in 2014;**
- **Grade 10 Special Education mathematics scores increased from 81% proficient and advanced in 2010 to 95% in 2014;**
- **Grade 10 ELA African American MCAS scores increased from 43% proficient and advanced in 2007 to 100% in 2014;**
- **Grade 10 African American mathematics scores increased from 68% proficient and advanced in 2007 to 96% in 2014; and**
- **SAT scores for African American students increased by a total of 294 points on the writing, reading, and mathematics tests combined over a seven-year period.**

Participants will learn the latest research on the role of leadership and whole school system change. Starting with the eight-step change process developed by former Harvard Business School professor John Kotter, Dr. Ash will discuss gap-closing processes that leaders use to raise faculty urgency and the desire to act and build leadership. Dr. Ash will also discuss and provide strategies to avoid the numerous obstacles to change in today's school systems.

1-16 Strategies for Succeeding with Students and Families from Poverty

Dr. Ribas has had a lifelong interest in the education of low SES students. His own experience includes growing up in a low SES neighborhood and attending a K-7 elementary school in which over 70% of the students were from low SES families, many of whom lived in public housing. Throughout his 36 year career he has worked in low SES communities from rural New Hampshire and Massachusetts to urban school districts such as Lawrence, MA and Holyoke, MA. Dr. Ribas has also worked in affluent school districts assisting educators with closing the achievement gap between their high and low SES students.

Strategies for Educating the Low SES Learner professional-development day (or early-release day) is arguably the most cost-effective (about $16 a teacher) method for significantly improving student achievement available to your district. It is designed to train every teacher and paraprofessional in the district to implement the strategies that increase student performance during a one-day professional-development day or an early-release day. It is also designed to provide full in-district capacity to implement the strategies after the day is over.

David Perkins, Eric Jensen, Carol Dweck, Ruby Payne, Bill Ribas, Howard Gardners and others have studied those students who come from low SES families. This program is designed to help educators understand the factors that inhibit the success of these students. It provides concrete strategies for teachers and paraprofessionals that have been used successfully in communities across the U.S. The strategies in this workshop have been used by educators to motivate these students become "self-starters" who value the acquisition of knowledge and skills. However, only a small percentage of teachers use them consistently, for two reasons. First, most teachers and administrators lack an understanding of how they can raise student motivation and achievement by using these components. Second, buildings and departments lack a systematic approach to assisting teachers in implementing the components. This program is designed to address both of these road-blocks to implementation.

The program is designed to insure the implementation of these important strategies in every classroom in the district or school. The districts educators are given the tools to continue their development and implementation of their skills long after the address.

1-17 Social-Emotional Learning in the Classroom:
Based on the 2022 best selling book of the same name.

As one-day workshop

One-Day Workshop with emphasis on relationship building and special education students differentiating for social emotional learning (SEL).
1. What does the shift toward SEL look like? Defining Social-Emotional Learning: 5 Categories 44 Skills (Your SEL story).
2. How does SEL work in the classroom? SEL integrated throughout school day for general and special education students to practice and apply skills.
3. Developing a supportive classroom climate and positive teacher-to-student and student-to-student relationships: Words matter: sentence frames, accountable talk, the "collaborative" classroom in which everyone is expected to contribute, be a teacher and learner, be a leader and follower. More group work examples and feedback about SEL (rubrics).
4. Routines that support SEL and academic growth: group work, accountability, and skills. Academic and social-emotional skills work together (with 11% academic improvement) and SEL growth provides intrinsic support for achievement.

5. Student goal setting, rigor, and engagement: using goal setting to support a mastery mindset for all students and to personalize/differentiate learning for at risk learners.
6. Setting goals for your own classroom: take one idea at a time; share ideas to lessen the load; provide a time/place for sharing and discussion.

As 2-day workshop

Two-Day Workshop with emphasis on relationship building and special education students, differentiating for social emotional learning (SEL).
Day 1: Begin with defining what SEL is and isn't and each teacher's needs. Move on to routines, positive relationships and accountable talk.
1. What does the shift toward SEL look like? Defining Social-Emotional Learning: 5 Categories 44 Skills.
2. How does SEL work in the classroom? SEL integrated throughout school day for students to practice and apply skills.
3. Self-assessment using "From…to"" What does this mean for your classroom, your colleagues, your school, your district? Journeys and cultural awareness ─ teachers read 4 "journeys:" teacher, English language teacher, special education teacher, administrator ─ your own journey.
4. Routines that support SEL and academic growth: group work, accountability, and skills. Academic and social-emotional skills work together (with 11% academic improvement) and SEL growth provides intrinsic support for achievement.
5. Developing a supportive classroom climate and positive teacher-to-student and student-to-student relationships: words matter: sentence frames, accountable talk, the "collaborative" classroom in which everyone is expected to contribute, be a teacher and learner, be a leader and follower. More group work examples and feedback about SEL (rubrics).
Day 2: Practical applications to specific classroom management plan, classroom meeting components, next steps, assessing progress, and sharing.
6. Goal-setting (differentiation); connecting goals to everyday work: Socratic seminar, praise the process, etc..
7. Model classroom management plan provides plan and practice for introducing classroom norms, routines, and discipline.
8. Classroom meeting models.
9. Develop a classroom meeting format and when you will employ it (secondary).
10. Final Step: Setting goals for your classroom: metacognition and growth, wrap-up, revisit continuum, and "journey."

1-18 Make Your Paraprofessional a "Co-Educator" and Raise Student Achievement   (1 or 2 Day Program)

Paraprofessionals often have highly varied skills and knowledge which often leaves any training to the classroom teacher. This workshop will provide classroom teachers with strategies for training paraprofessionals so that there are always two educators working in the classroom.

Day 1: The strategies include:
- Alternatives to the typical One Teach, One Observe Model.
- Streamlining planning for your para-educator when there is little to no time.
- Developing a sequence of responsibilities and trainings with your para-educator:
  - Attendance, makeup work, homework
  - Discipline, rewards and consequences
  - Collecting and organizing student work
  - Running small groups and stations
  - Re-teaching
  - Behavior plans
  - IEP expectations
  - Software and programs that para-educators can support

Day 2: The strategies include:
- Developing content skills.
- Mastery objectives for content and skills.
- "Just right" support-avoid causing learned helplessness.
- Social-emotional awareness.
- School-based support for your work: a list of expectations to discuss with administration:
  - Contracts
  - School-based support for paraprofessional standards and norms
  - Special education expectations for paraprofessionals
  - Consistency in expectations
- Developing your action plan:
  - Setting priorities
  - Setting goals
- Rubric/checklist to assess progress

1-19 Addressing Dyslexia in our Classrooms a workshop for Teachers, School Clinicians, Administrators, and Paraprofessionals (1 six-hour day or 2 three-hour half days)

The program will be modified so examples fit the grade level group that is being trained

"Massachusetts and other states must move from a reactive, deficit-oriented model to a proactive, preventive model." "Classroom teachers need the knowledge of the science of

reading and evidence-based practices." -Dyslexia Guidelines Stakeholders, January 2020

"Dyslexia is considered the most common of all specific learning disabilities affecting 5-17% of children in the general population. Dyslexia can be largely characterized by difficulty learning to read despite adequate instruction and intelligence. Dyslexia is highly hereditary and individuals with a first degree relative with diagnosed or suspected dyslexia (i.e., biological parent or sibling) have a 50% chance of being diagnosed themselves. "A common understanding of dyslexia is essential (MA Dyslexia Guidelines, 2021)."

Participants who take this workshop will be able to answer the following questions:
- What is the recognized definition of dyslexia according to the MA Guidelines?
- What is the prevalence of dyslexia as a category under a specific learning disability??
- How does dyslexia impact learning at the upper elementary, middle, and high school level?
- Besides reading, what other curriculum areas might be impacted by a student who has this challenge?
  What are some practical strategies I may use in my instructional practice to support students with dyslexia?
- What are the common misconceptions and myths about Dyslexia?
- Who Screens for Dyslexia?
- What are the social emotional challenges that may accompany this disability?

1-20 Developing High-Performing Teacher Support (a.k.a. Child Study) Teams

Teacher support teams were originally formed to provide general education teachers with a forum to discuss students who were not achieving at appropriate levels in their classroom. Teams of specialists that can include school clinical staff and a special educator would be gathered and the student performance issues discuss with idea that the general educator would be give strategies for working with the students effectively in the general education classroom. In some cases this goal is not being achieved by the teams. The teams have become a vehicle for getting students into special education rather than avoiding special education by better servicing students in through general education.

Our consultants work with teams the help them refocus their mission back to helping students achieve in the general education classroom. Clinical staff learn ways to assist general educators with the acquisition of new strategies and skills that enable them to help these students achieve at higher levels in the general education classroom.

1-21 Developing High-Performance Co-Teaching Teams

The Program
Successful co-teaching has a powerful and positive impact on student attitudes and can be an environment in which both the general education teacher and the specialist or paraprofessional

become a value-added team. However, research has shown that student achievement gains are not guaranteed with co-teaching despite the substantial investment of resources to support diverse, at-risk populations. To become a high-performing team, the two teachers or teacher and paraprofessional must continue learning as a partnership.

This program is designed to improve the quality of co-teaching in your district in with either a one or two day workshop.

High-Performing Co-Teaching Teams Improve Student Achievement
The program will provide co-teachers and paraprofessionals with the following:
- How to plan meetings and develop lessons for the year and each week with limited shared planning time.
- Selecting the best co-teaching models to meet specific student and class needs.
- When to use whole class, parallel, small-group, and stations.
- Differentiating for all students through the various co-teaching models.
- Adaptive lessons for small groups, re-teaching, accelerated, heterogeneous, and interdisciplinary groups.
- Developing an assistive toolkit to facilitate effectiveness for each teacher.
- Adaptations for specialists who may work in classrooms fewer than 3 days a week.
- How to develop a district plan for developing and supporting high-performing, value-added co-teaching teams at all grade levels

1-22 Paraprofessional Supervision and Evaluation System Development Support

Ribas Associates has created a paraprofessional evaluation system. This system includes performance rubrics for paraprofessionals in the areas of classroom support, Title I math, Title I ELA, Special Education, ELL, and a general rubric that can be used for most positions or modified for a specific positions. It also includes a self-evaluation form, annual evaluation form, and sample evaluative narrative feedback paragraphs. This program was developed after review of over a dozen paraprofessional evaluation systems and a review of the literature on paraprofessional performance and incorporates the best of those systems.

Districts may use the system **at no charge** to their district when they contract with Ribas Associates to assist them with an interest-based bargaining and development process between the district and representatives of the paraprofessionals association.

This program is designed to get your district ready to do the work of developing a paraprofessional supervision and evaluation system using the Ribas Associates model system. The district would then take over running the committee. It would look like the following.

Ribas Associates has three consultants well versed in the collaborative bargaining process. All three consultants have served as union officers (including local presidents, grievance chairs, and negotiations chairs), building administrators, and assistant superintendents for human resources.

The 32 hours of consulting would approximately break out as follows (**the district may revise this allocation to meet their individual needs**):

☐ 8 hours for our consultant to review your present supervision and evaluation system, job descriptions, and customize a pre-assessment and the committee work based on those documents. The union would survey their people and you would meet with the administrators to survey them.

☐ 8 hours would be used for the consultant to meet with the superintendent, union president, and another union person selected by the union president. They then would complete steps 1 and 2 in the description for the Joint Labor Management Paraprofessional Supervision and Evaluation System description that is below. The consultant would also show you and the union president how to survey teachers and administrators to get some baseline data that the committee will need prior to starting their work.

☐ 16 hours would be used for Step 3 (preparation and execution of the first committee meeting). After the first meeting you and the union president would take over the committee.

This program will enable you to develop the paraprofessional supervision and evaluation system on your own.

Joint Labor Management Paraprofessional Supervision and Evaluation System description

Step 1: The process will begin with an initial meeting of the consultant, the superintendent (or his/her designee), and the president of the union (or his/her designee). At this meeting, the consultant will review and discuss the following:
- The steps for setting up and operating a joint labor-management committee for the purpose of developing a new paraprofessional supervision and evaluation system.
- The consultant's role as a "neutral" party (not a representative of labor or management) will be outlined and agreed upon.
- The options for the committee's charge (e.g., development committee or development and collaborative bargaining committee).
- The Ribas Associates model system.

All agreements made at the meeting will be committed to a memorandum of agreement.

Step 2: A committee will be established that has an equal number of management representatives and labor representatives. The management representatives will be chosen by the superintendent. The labor representatives will be chosen by the teachers association.

Step 3: The consultant will chair the initial meeting. At this meeting, the committee will do the following:
- Choose co-chairs (one a labor representative, the other a management representative).
- Review the committee's charge.
- Review the committee's ground rules.
- Review the checklist of components needed for an effective system.

- Review the model system documents.
- Review a timeline for the system development process.
- Schedule the first round of meetings of the supervision and evaluation development committee.
- Share sample supervision and evaluation systems from other districts.

1-23 Universal Design for Learning in the Diverse Classroom
(full-day or half-day)

Workshop for general and special educators at all grade levels.

Our public schools represent diversity in all its forms, including students with different cultural and life experiences, language backgrounds, learning preferences, abilities, and disabilities. How can we reach and engage this increasingly diverse population of students? Part of the answer may be found in the use of **Universal Design for Learning** or "UDL." UDL is a research-based set of principles and techniques that addresses learner diversity as we plan instructional activities, rather than retrofitting after the fact. Using UDL allows teachers to change **how we teach, how students engage in learning,** and **how we measure what students learn** by using flexible strategies and materials to provide optimal access to learning, thereby reducing the need for individual accommodations.

By the end of the program participants will be able to:
- Define essential concepts of Universal Design for Learning.
- Identify specific strategies for universally designed instruction, student engagement, and student evaluation.
- Explore uses of technology to support UDL.
- Identify applications of strategies to classroom examples.
- Develop action steps that address the essential question: *How can I incorporate UDL into my practice?*

1-24 Co-Teaching Program Evaluation

The length duration of this programs depends on district specific variables such as size and number of co-teaching programs. Typically the engagement includes 3 to 4 days of consulting. The program begins with a planning meeting with the administrator requesting the evaluation. It is followed by meetings and observations. The final part of the program is the writing of the evaluation report.

After this program evaluation, the participants will have:
- **The results of a school-by-school program evaluation** based upon both leadership and teacher interviews and on a survey of the essential components for a co-teaching team to improve student achievement, provide a positive classroom climate for the students and co-teachers and para-educators
- **Recommendations** based upon interviews, observations, and research for the classroom, the partnership of co-teachers, and the district including:

- **Collaborative relationship:** Both co-teachers have equal voice in the planning, teaching, and grading. Their roles and responsibilities are clear.
- **The expertise of co-teachers is fully used:** Both co-teachers are seen as experts in the classroom. Content expertise and learning support expertise are provided for every child.
- **Parity for Co-Teachers:** Both teachers share the classroom space, all students, and decisions equally.
- **A plan to resolve conflict**: When there are differences of opinion, the issue is directly confronted as soon as possible.
- **Time allocated:** Time for collaboration is designated.
- **The climate supports co-teaching practices:** It is clear that the co-teaching model is considered an important support both for students with needs and for general education students.
- **Heterogeneous groups:** The classroom has a balance of all levels of achievement; it's not a "low level" class.
- **Appropriate space and materials:** These resources are specified.

Co-teaching models are varied. Whole class teaching with the co-teacher assisting is NOT the main model. They use data to flexibly group students in many ways: parallel teaching, station teaching, small-large group teaching, and individual conferencing.

Section 2:
Paraprofessional Training

It is recommended that the first six workshops be given in the order presented below. Districts can arrange to vary the sequence.

2-1 Overview of Disabling Conditions in the Classroom (1/2 day)

After this workshop, the participants will be able to:
Identify the federal and State of MA Disability Categories
- Explain the difference between providing a modification and an accommodation.
- Identify the components of an IEP.
- Discuss the various roles of the paraprofessional in a public school setting and the legal limitations of the para role.
- Explain the importance of confidentiality.
- Practice effective strategies for communicating with both general and special education teachers and team building.
- Practice the art of helping, but not over assisting a student with special needs.
- Demonstrate how the role of the para professional is essential to providing services to a child with disabilities.

2-2 Effective Management of Individuals and Groups (1/2 day)

After this workshop, the participants will be able to:
- Explain how classroom teachers develop and implement classroom rules and routines that maximize the level of respectful, on-task behavior.
- Use positive attention moves to obtain and regain student attention.
- Develop and implement a system of rewards and consequences for reinforcing respectful, on-task behavior for the students with whom they work.

2-3 Understanding the Standards-Based and DI Classroom

After this workshop, the participants will be able to plan their work with students using the backward-design (standards-based) method to:
- Understand the levels of mastery students move through before mastering content and skills.
- Write objectives for classes or units in language that describes what the students will know and be able to do after the teaching is finished.

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- Write objectives for individual students and groups in language that enables them to readily assess whether or not the objectives have been mastered.
- Choose activities that maximize student mastery of the objectives.
- Explain the components of lesson planning in a standards-based classroom.

2-4 Effective Questioning Strategies and Checking for Understanding (1/2 day)

After this workshop, the participants will be able to plan their work with students using the backward- design (standards-based) method to:
- Explain the importance of and effective use of wait time I and II.
- Using questioning strategies to increase the number of students who participate.
- Respond to incorrect answers in ways that do not discourage students.
- Use questions the develop students' higher order thinking skills.

2-5 The Impact of Trauma on Student Learning

Participants in this workshop will be able to:

- Explain the most recent research on the impact of trauma on student learning.
- Explain what constitutes 'trauma" in students and families.
- Use strategies that educators and school administrators can employ that identify and alleviate the negative effects of exposure to isolated incidents of trauma.
- Explain the ways in which school violence or long term exposure to domestic violence can negatively impact student learning.
- Explain how food or housing insecurity can contribute to trauma.
- To recognize signs of post-traumatic stress syndrome in children and adolescents and access appropriate resources for those students.

2-6 Social-Emotional Learning in the Classroom:
Based on the 2022 best selling book of the same name.

6 hour workshop

One-Day Workshop with emphasis on relationship building and special education students differentiating for social emotional learning (SEL).
1. What does the shift toward SEL look like? Defining Social-Emotional Learning: 5 Categories 44 Skills (Your SEL story).
2. How does SEL work in the classroom? SEL integrated throughout school day for general and special education students to practice and apply skills.

3. Developing a supportive classroom climate and positive teacher-to-student and student-to-student relationships: Words matter: sentence frames, accountable talk, the "collaborative" classroom in which everyone is expected to contribute, be a teacher and learner, be a leader and follower. More group work examples and feedback about SEL (rubrics).
4. Routines that support SEL and academic growth: group work, accountability, and skills. Academic and social-emotional skills work together (with 11% academic improvement) and SEL growth provides intrinsic support for achievement.
5. Student goal setting, rigor, and engagement: using goal setting to support a mastery mindset for all students and to personalize/differentiate learning for at risk learners.
6. Setting goals for your own classroom: take one idea at a time; share ideas to lessen the load; provide a time/place for sharing and discussion.

12 hour workshop

Two-Day Workshop with emphasis on relationship building and special education students, differentiating for social emotional learning (SEL).
Part 1: Begin with defining what SEL is and isn't and each teacher's needs. Move on to routines, positive relationships and accountable talk.
1. What does the shift toward SEL look like? Defining Social-Emotional Learning: 5 Categories 44 Skills.
2. How does SEL work in the classroom? SEL integrated throughout school day for students to practice and apply skills.
3. Self-assessment using "From…to"" What does this mean for your classroom, your colleagues, your school, your district? Journeys and cultural awareness ─ teachers read 4 "journeys:" teacher, English language teacher, special education teacher, administrator ─ your own journey.
4. Routines that support SEL and academic growth: group work, accountability, and skills. Academic and social-emotional skills work together (with 11% academic improvement) and SEL growth provides intrinsic support for achievement.
5. Developing a supportive classroom climate and positive teacher-to-student and student-to-student relationships: words matter: sentence frames, accountable talk, the "collaborative" classroom in which everyone is expected to contribute, be a teacher and learner, be a leader and follower. More group work examples and feedback about SEL (rubrics).
Part 2: Practical applications to specific classroom management plan, classroom meeting components, next steps, assessing progress, and sharing.
6. Goal-setting (differentiation); connecting goals to everyday work: Socratic seminar, praise the process, etc..
7. Model classroom management plan provides plan and practice for introducing classroom norms, routines, and discipline.
8. Classroom meeting models.

9. Develop a classroom meeting format and when you will employ it (secondary).
10. Final Step: Setting goals for your classroom: metacognition and growth, wrap-up, revisit continuum, and "journey."

2-7 Working in Classrooms with Students with Neurological and Emotional Disorders

After this workshop, participants will be able to
- Explain the various aspects of Autism Spectrum Disorder and what to expect when working with a student with this diagnosis.
- Explain the various aspects of ADD and ADHD and what to expect when supporting a students with this diagnosis.
- Demonstrate strategies that support a student with emotional and/or behavioral challenges in the classroom.

2-8 Executive Function: Implications for Teaching and Learning

Full-day or half-day workshop for general or special educators at all grade levels.
The term "executive functioning" has become a buzzword in schools and elsewhere. Both general and special educators, as well as paraprofessionals and family members, have long observed that many students have difficulty with such things as planning, organization, maintaining attention, getting started on a task, remembering homework, and self-monitoring – all characteristics of executive functioning.

Executive functioning affects learning and performance in school and in life. Teachers and paraprofessionals can support students with executive functioning difficulties by teaching and working with students on both general and task-specific strategies that they can use to develop the core skills needed to self-monitor and take control of their schoolwork and their daily lives.

This workshop explores ways to guide students and facilitate the development of self-management skills. In each area of executive function, we will learn strategies that can be used by a teacher, a paraprofessional, or a family member to support the student. In addition, we will discuss ways to teach students how to design and use their own self-management strategies.

Expected outcomes of the workshop:
- Recognize executive functioning difficulties in the classroom.
- Identify strategies and skills for organizing and managing time, materials, work area, homework.
- Identify strategies and skills for organizing ideas and written work.
- Identify ways to help with initiating a task.
- Develop ways to teach students strategies to use independently.

2-9 Addressing Dyslexia in our Classrooms a workshop for Teachers, School Clinicians, Administrators, and Paraprofessionals (1 six-hour day or 2 three-hour half days)

The program will be modified so examples fit the grade level group that is being trained

"Massachusetts and other states must move from a reactive, deficit-oriented model to a proactive, preventive model." "Classroom teachers need the knowledge of the science of reading and evidence-based practices." -Dyslexia Guidelines Stakeholders, January 2020

"Dyslexia is considered the most common of all specific learning disabilities affecting 5-17% of children in the general population. Dyslexia can be largely characterized by difficulty learning to read despite adequate instruction and intelligence. Dyslexia is highly hereditary and individuals with a first degree relative with diagnosed or suspected dyslexia (i.e., biological parent or sibling) have a 50% chance of being diagnosed themselves. "A common understanding of dyslexia is essential (MA Dyslexia Guidelines, 2021)."

Participants who take this workshop will be able to answer the following questions:
- What is the recognized definition of dyslexia according to the MA Guidelines?
- What is the prevalence of dyslexia as a category under a specific learning disability??
- How does dyslexia impact learning at the upper elementary, middle, and high school level?
- Besides reading, what other curriculum areas might be impacted by a student who has this challenge?
  What are some practical strategies I may use in my instructional practice to support students with dyslexia?
- What are the common misconceptions and myths about Dyslexia?
- Who Screens for Dyslexia?
- What are the social emotional challenges that may accompany this disability?

2-10 Assessing Student Learning (1/2 day)

PREREQUISITES: 2-3 Effective Questioning Strategies and Checking for Understanding

After this workshop, the participants will be able to:
- Raise the thinking level of the answers they get from students.
- Use dipsticking to formatively assess student understanding.
- Use dipsticking to inform their instruction.
- Create teacher-made product assessments and performance assessments that gauge levels of student mastery on the stated objectives, both formatively and summatively.
- Develop rubrics and criteria sheets that assess student products and performances on those concepts that are difficult to quantify for assessment.
- Explain the components of student assessment in a standards-based classroom.

2-11 Differentiated Instruction (1 day)

PREREQUISITES:
> *2-2 Understanding the Standards-Based and DI Classroom*
> *2-3 Effective Questioning Strategies and Checking for Understanding*

After this workshop, the participants will be able to:
- Explain the components of a differentiated-instruction classroom to colleagues.
- Plan lessons that can flexibly provide re-teaching, practice and extension as needed.
- Manage differentiated activities in single lessons.
- Use graphic organizers to attend to various learning styles.
- Use a variety of instructional strategies to differentiate content, product, and process.

2-12 Understanding Intelligence and Motivation (a.k.a. Motivating the Low Motivation Learner) (1/2 day)

After this workshop, the participants will be able to:
- Explain the key aspects of the following theories of intelligence: innate, single-entity intelligence, learnable intelligence, multiple intelligences, and attribution of intelligence.
- Implement classroom strategies that move students toward the belief that success is due more to effort and acquired strategies than to innate ability and luck.
- Increase student motivation by helping them to equate success with effort and to work to acquire effective strategies.

2-13 Bullying Prevention

Attendees of this presentation/workshop will be made familiar with the following:
- The causes of bullying: 1) power and 2) fear.
- Overt and covert bullying: signs to look for in the classroom and out in the community.
- Gender driven bullying – What male teachers need to know about how girls bully…and how it is often overlooked.
- The impact of bullying on the brain (signs of PTSD, etc.).
- How children with special needs are often bullied or are "set up" to bully others to gain "acceptance" in a group.
- The damaging effects of cyber-bullying: how to be aware and to alert parents to the signs of bullying online (discussion of actual case studies).
- How to effectively incorporate anti-bullying curriculum into your school.
- How certain ethnic groups are more victimized than others.
- How sexual orientation can lead to bullying.

2-14 Using Paraprofessional Performance Rubrics to Improve Para Performance

(The duration of the program is customized based on the district's level of need.)
Ribas Associates has created a paraprofessional development and evaluation system. This system includes performance rubrics for paraprofessionals in the areas of classroom support, Title I Math, Title I ELA, Special Education, ELL, and a general rubric that can be utilized for most positions or modified for specific positions. It also includes a self-evaluation form, annual evaluation form, and sample evaluative narrative feedback paragraphs. This program was developed after review of over a dozen paraprofessional evaluation performance criteria and a review of the literature on paraprofessional growth, development, and evaluation. It incorporates the best of those systems.

Some of the ways in which districts use this resource are:
- Teaching teachers effective paraprofessional practice so they can increase the effectiveness of paraprofessionals in their classrooms.
- Developing effective paraprofessional evaluation systems.
- Creating effective paraprofessional professional development and evaluation systems.

2-15 Succeeding With Students From Poverty

By age 3 children from professional, educated families have heard at least 30 million more words than children from less educated, welfare families. B.Hart and T.R. Risley, *Meaningful Differences in the Everyday Experiences of Young American Children. "The Early Catastrophe"*.

The Child Trends Data Bank (2007), Learning Disabilities, *Child Trends of National Health Interview Survey* data, 1998-2004 reported that, in 2004, the average per student cost was $7,552 and the average cost for special education was and additional $9,369 - $16,921 In 2004, it cost twice as much to educate a special education student as it did a "regular" student. Between 1997 and 2004, a consistently higher percentage of children diagnosed as LD came from low SES households. "It's possible that the increase in the percentage of low SES students identified as LD is because their behaviors, learning styles, and attending patterns – which differ from those exhibited by middle-and upper-class white students- influence their inappropriate referral to special education" (Howard, Grogan Dresser and Dunklee, 2013, pg 2)

"Often, low SES students have no stable adult role models, so teachers need to embrace the "parent" (matriarch or patriarch) role in school. Treating your class as a family can reduce discipline issues and improve learning. For example, social bonding and trust help mitigate the adverse effects of chronic stress by prompting the brain to release oxytocin, a neuropeptide that suppresses the "classic" stress hormones, such as cortisol." Kosfeld, M., Heinrichs, M., Zak, P.J., Fischbacher, U. and Fehr, E. (2005) Oxytocin increases trust in humans. *Nature*, 435(2), 673-676.
A longitudinal study analyzing MRI scans of 389 typically developing children and adolescents at 6 U.S. sites found that children from poor families showed systematic

structural differences in brain development, specifically in the hippocampus, and the frontal, and temporal lobes.

By the conclusion of this workshop participants will be able to:
- Explain the effects of poverty on student cognition including the "summer slide" and other issues prevalent in communities in poverty.
- Explain the effects of poverty on student health.
- Define the aspects of student/family dynamics of poverty: including the Ribas Associates Identification of the following 6 key strategies related to working with students living in poverty:
    1. Component 1: Connecting the Curriculum
    2. Component 2: Teacher Enthusiasm
    3. Component 3: Engaging Teaching
    4. Component 4: Differentiating Instruction
    5. Component 5: Interpersonal Relationships
    6. Component 6: Teacher and Student Beliefs about the Nature of Intelligence and its Connection to Student Motivation and Self-Image

2-16 Overview of the English Language Learner Experience

Acquiring English language proficiency (ELP) is the daunting task set before our English language learners. Moreover, research has shown that it takes considerably more time on task than we realize for an individual to gain true academic and conversational fluency in a second language.

Tapping the personal and professional experiences of the participants, this session provides an orientation to the challenges of students attempting to learn in a language that is new to them. While all learners must work to acquire new understanding and skills, second language speakers must also process the language in which the work is being done. Using video, simulation and active learning practices, participants in this session will explore unexpected ways in which children struggle, compensatory strategies they often employ in an effort to fit in, and initial ways in which teachers and administrators can begin to support these learners in their struggle.

After this session of the course, the participants will be able to:

- Empathize with the experience of non-English speakers as they are tasked with navigating a world where they do not fully comprehend the language.
- Identify ways in which non-English speaking students may mask a lack of comprehension.
- Identify strategies non-English speakers use to support their understanding and begin to plan with language objectives and strategies teachers use that support support those efforts.
- Distinguish learners stage of language acquisition from monolingual to complete bilingualism.

- Recognize components of the English language that can prove particularly problematic for non-native speakers and develop strategies through which teachers can mitigate the negative impact of their own language choices on their ELL and FLEP students.

2-17 Questioning and Assessment for Non-English Speakers

Too often, teacher questions and assessment tools measure something other than the goals for which they were intended. Even the simplest question, if not phrased carefully, can prove incomprehensible to a student who otherwise understands the material being discussed. This session focuses on the role of teacher-language, practice and expectations and how these factors can impact second language learners in their classes. We will explore through the lens of non-English speakers the strategies and materials often used in the classroom. In the process, educators will be called upon to share their current learning goals, instructional practices and favorite tools in light of this new perspective.

After this session of the course, the participants will be able to:

- Rework assessment tools currently used in their practice to ensure that the language used, as well as supporting visual contexts are best suited to evaluate the importing thinking and learning of non-English speaking students.
- Develop questioning strategies (such as extended wait time) and additional assessment tools that are crafted to be easily comprehended by non-English speaking students.
- Identify non-verbal cues, visuals, and tasks that can help ELL students better demonstrate what they know and are able to do.
- Develop ways to differentiate instruction for ELL students on the basis of formal and informal assessments.

2-18 Teacher Language and the Social-Emotional Domain

Considerable research has been devoted to the role that student emotional development, beliefs and socialization play in ensuring academic success. In the case of ELL students, this affective domain is impacted by language and culture.

In this session, the participants will be able to:
- Develop strategic approaches to encouraging ELL students as they acquire language skills, cultural competency in an unfamiliar environment, and academic knowledge and skills without diminishing the student's sense of confidence or personal competence.
- Identify areas of language that are predicated on a broader cultural knowledge, such as idiomatic speech, and develop strategies to either compensate for, or directly address those potential areas of confusion.
- Discuss ways in which different languages of origin can cause unique issues for individual students.

2-19 Special Education and English Language Learners

Far too often, teachers confuse problems of language with deeper cognitive issues, referring students to Special Education when their issues are the result of a non-English speaking background. By the same token, students in any subgroup population (English speaking, ELL and formerly ELL) can also struggle with learning difficulties. For the English speaking educator, distinguishing the appropriate interventions for non-English speaking students can be a significant challenge.

In this session, the participants will be able to:

- Consider how and when to refer ELL students to special education, and what steps to take in a Tier I and II setting that further inform the decision to refer.
- Identify several ways to differentiate practice in our classroom that can benefit both special education and general education students.
- Discuss assessment tools used in special education referrals using the lens of a non-English speaking student.
- Consider the ways in which special education and referral of students can be viewed in different cultures.
- Plan strategies for working with the parents of students who may themselves struggle in a new culture and in a less than familiar language.

2-20 Where Culture and Language Intersect

Cultural differences − those easily identified by nationality or language, and more significantly, the subtle differences of family − compound the learning challenges ELL students. This final session continues the conversation as we focus on general issues differences in school readiness, school versus home norms and expectations, unexpected pitfalls of student cultural backgrounds, and ways in which language exacerbate those differences.

In this session, the participants will:

- Identify the many complex cultural profiles of students whose first language is not English, recognizing differences that often go unnoticed.
- Describe the concept of school readiness and parental expectations in different cultures and how these issues can inhibit or enhance student learning.
- Discuss ways in which gaps in background knowledge can impact learning and plan strategies that will help teachers compensate for those gaps.
- Identify strategies for vocabulary development in a variety of contexts, often the most noticeable area of weakness for students with limited background knowledge.

2-21 Paraprofessional Supervision and Evaluation System Development Support

Ribas Associates has created a paraprofessional evaluation system. This system includes performance rubrics for paraprofessionals in the areas of classroom support, Title I Math, Title I ELA, Special Education, ELL, and general rubric that can be used for most positions or modified for a specific positions. It also includes a self-evaluation form, annual evaluation form, and sample evaluative narrative feedback paragraphs. This program was developed after review of over a dozen paraprofessional evaluation systems and a review of the literature on paraprofessional performance and incorporates the best of those systems.

Districts may use the system **at no charge** to their district when they contract with Ribas Associates to assist them with an interest based bargaining and development process between the district and representatives of it the paraprofessionals association.

This program is designed to get your district ready to do the work of developing a paraprofessional supervision and evaluation system using the Ribas Associates model system. The district would then take over running the committee. It would look like the following.

Ribas Associates has three consultants well versed in the collaborative bargaining process. All three consultants have served as union officers (including local presidents, grievance chairs, and negotiations chairs), building administrators, and assistant superintendents for human resources.

The 32 hours of consulting would approximately break out as follows **(the district may revise this allocation to meet their individual needs)**:

❒ 8 hours for our consultant to review your present supervision and evaluation system and job descriptions, and customize a pre-assessment and the committee work based those documents. The union would survey their people and you would meet with the administrators to survey them.

❒ 8 hours would be used for the consultant to meet with the superintendent, union president, and another union person selected by the union president and complete steps 1 and 2 in the description for the Joint Labor Management Paraprofessional Supervision and Evaluation System description that is below. The consultant would also show you and the union president how to survey teachers and administrators to get some baseline data that the committee will need prior to starting their work.

❒ 16 hours would be used for Step 3 (preparation and execution of the first committee meeting). After the first meeting you and the union president would take over the committee.

This program would get you set for developing the paraprofessional supervision and system on your own.

2-22 Joint Labor Management Paraprofessional Supervision and Evaluation System

Step 1: The process will begin with an initial meeting of the consultant, the superintendent (or his/her designee), and the president of the union (or his/her designee). At this meeting, the consultant will review and discuss the following:

- The steps for setting up and operating a joint labor-management committee for the purpose of developing a new paraprofessional supervision and evaluation system.
- The consultant's role as a "neutral" party (not a representative of labor or management) will be outlined and agreed upon.
- The options for the committee's charge (e.g., development committee or development and collaborative bargaining committee).
- The Ribas Associates model system.

All agreements made at the meeting will be committed to a memorandum of agreement.

Step 2: A committee will be established that has an equal number of management representatives and labor representatives. The management representatives will be chosen by the superintendent. The labor representatives will be chosen by the teachers' association.

Step 3: The consultant will chair the initial meeting. At this meeting, the committee will do the following:

- Choose co-chairs (one a labor representative, the other a management representative).
- Review the committee's charge.
- Review the committee's ground rules.
- Review the checklist of components needed for an effective system.
- Review the model system documents.
- Review a timeline for the system development process.
- Schedule the first round of meetings of the supervision and evaluation development committee.

Section 3:
Programs for Special Education PACS and other Parent Groups

- Share sample supervision and evaluation systems from other districts.

Ribas Talks: 60 to 120 minute parent talks on current education topics for Special Education Parent Advisory Committees and PTOs. These talks (length decided by the district) are given on critical topics in education. The talks are specifically designed for parents.

Topics

19. Executive Functioning: Implications for Special Education and General Education Students
20. Identifying and Addressing Dyslexia in Our Schools
21. What is Response to Intervention (RtI)?
22. Students With Neurological Disorders
23. Student With Emotional Disorders
24. Students With Behavioral Issues
25. Reaching Students on the Autism Spectrum
26. What is ADHD and ADD?
27. What is Universal Design for Learning (UDL)?
28. What is Social Emotional Learning?
29. What is Differentiated Instruction?
30. Motivating the Low Motivation Learner
31. What is Growth Mindset?
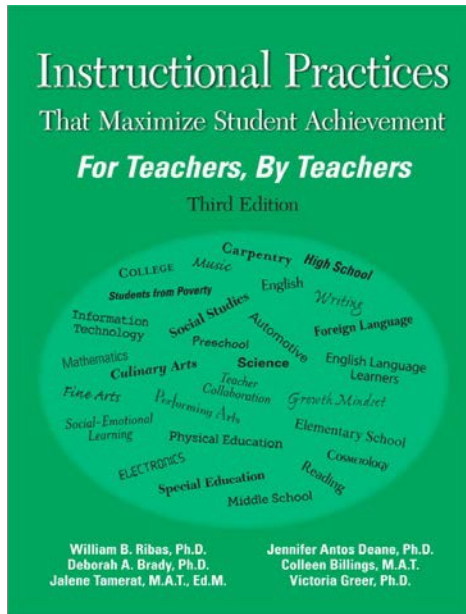
Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers, Third Edition

By: William B. Ribas, Ph.D., Deborah Brady, Ph.D., Jalene Tamerat, M.A.T., Ed.M., Jennifer Antos Deane, Ph.D., Colleen Billings, M.A.T., and Victoria Greer, Ph.D.

Ribas Publications $82.95

- **Fully aligned with teacher performance rubrics.**
- *More current and comprehensive then the Skillful Teacher!*

The most current and comprehensive information for teachers and administrators on effective instructional strategies that align with all teacher performance rubrics (e.g. MA ESE, Danielson, Marzano, Marshall, RIDE, and all others). These are the strategies proven to promote the highest levels of student achievement. This edition contains 40% new material with new sections on social-emotional learning, planning, special education, UDL, English language learning, students and families from poverty, management including group and partner work, brain based teaching, student motivation, teacher collaboration, and much more. This book contains both universal strategies for use across disciplines and content-specific strategies unique to each discipline. It is based on the latest research contained in almost 800 current educational books, journal articles, and research studies reviewed by the authors. This book also contains hundreds of practical classroom application ideas contributed by 45 educators from all grades in levels K-12. The teacher contributors also include teachers with experience in urban, suburban and rural schools and experience in all disciplines.
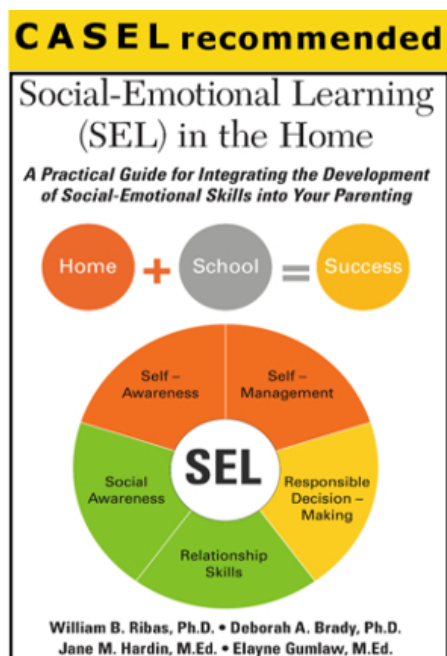
Social-Emotional Learning in the Classroom

By: William B. Ribas, Ph.D., Deborah A. Brady, Ph.D., and Jane Hardin, M.Ed.

Ribas Publications $36.95

This book is designed for teachers to easily and effectively develop the social-emotional skills of all students. We have taken three practices that every teacher uses all day, each and every day, and developed a system for integrating all 44 social-emotional learning skills. The book contains concrete suggestions for tweaking teacher practices in classroom management, group and partner work, and questioning to significantly improve student self-management, social awareness, self-awareness, responsible decision making, relationship skills, and social awareness.

CASEL recommended

Social-Emotional Learning (SEL) in the Home

A Practical Guide for Integrating the Development of Social-Emotional Skills into Your Parenting

Home + School = Success

SEL
Self – Awareness
Self – Management
Social Awareness
Responsible Decision – Making
Relationship Skills

William B. Ribas, Ph.D. • Deborah A. Brady, Ph.D.
Jane M. Hardin, M.Ed. • Elayne Gumlaw, M.Ed.
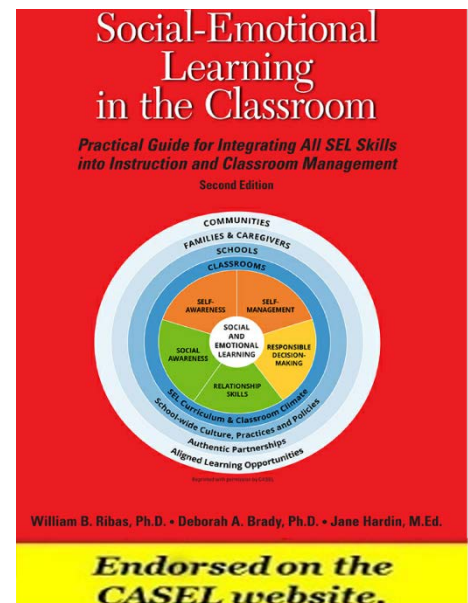
Social Emotional Learning in the Home

*By: William B. Ribas, Ph. D., Deborah A. Brady, Ph. D.,
Jane M. Hardin, M.Ed., and Elayne Gumlaw, M.Ed.*

Ribas Publications $33.95

The research on the positive effect of developing student social-emotional skills is indisputable. School districts all over the country are ramping up their ability to develop these skills in their classrooms. However, little is being done to help parents/guardians understand the skills and how they can be developed in the home. This book is designed to provide parents with:
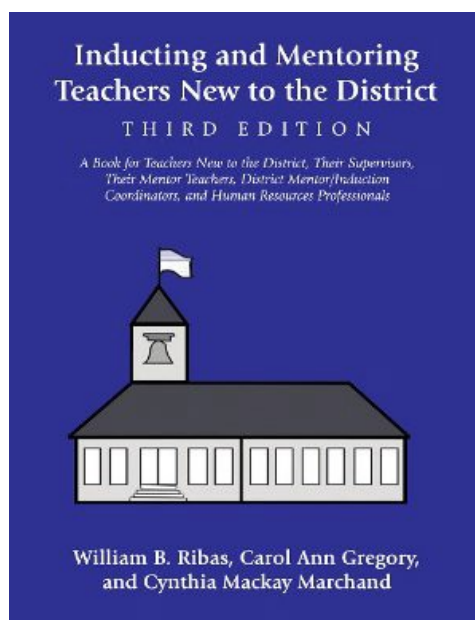
1. An understanding of the five categories of SEL and the specific intrapersonal and interpersonal skills related to each.
2. The motivation to work on skill development at home by explaining the positive school and life impacts for students who develop these skills.
3. Concrete examples of how parents/guardians can interact with their children in ways that develop these skills.

Inducting and Mentoring Teachers New to the District

*By: William B. Ribas, Ph.D., Carol Gregory, M.S.,
and Cindy Marchand, M.S.*

Ribas Publications $62.95

Inducting and Mentoring Teachers New to the District is the one book your newly hired teachers, mentors, principals and induction coordinators need for the effective hiring and induction of teachers new to your district. Thousands of newly hired teachers, mentor teachers, superintendents, human resources administrators, and induction coordinators have used this book. It is the only book that addresses all facets of the hiring, induction and mentoring process. The book contains all the information newly hired teachers need to succeed and districts need to hire and retain the best teachers. Topics include hiring tips, instructions for running district orientation programs and building support teams, mentor training, and training for newly hired teachers in the three areas practitioners find are the leading causes of failure for teachers new to a district (parent-teacher communication, effective classroom management, and lesson planning for student mastery).

Inducting and Mentoring Teachers New to the District
THIRD EDITION

A Book for Teachers New to the District, Their Supervisors, Their Mentor Teachers, District Mentor/Induction Coordinators, and Human Resources Professionals

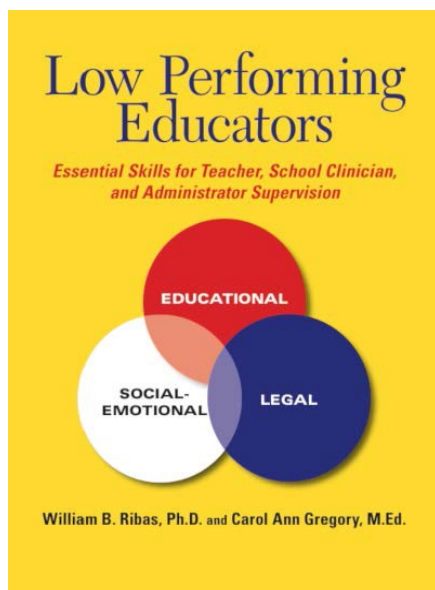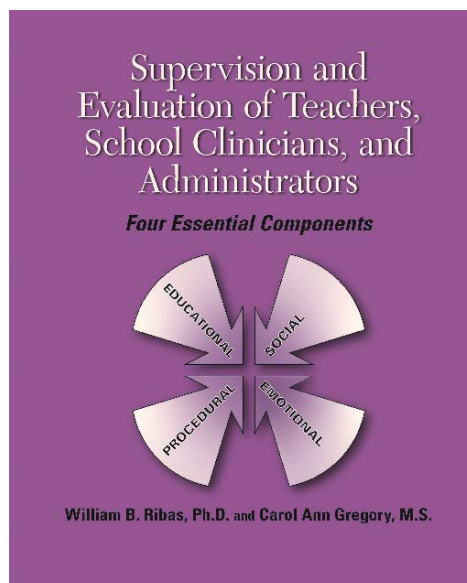William B. Ribas, Carol Ann Gregory, and Cynthia Mackay Marchand

Supervision and Evaluation of Teachers, School Clinicians, and Administrators

By: William B. Ribas, Ph.D. and Carol Ann Gregory, M.S.

Ribas Publications $82.95

The authors have careers spanning more than 36-years focused on educator evaluation and have applied those concepts in more than 150 school districts in six U.S. states. The authors have participated in the evaluation of tens of thousands of paraprofessionals, teachers, school clinicians, and administrators. No other book contains the melding of such a high level of longitudinal practical experience with such an exhaustive, longitudinal review of what has been written on the topic of educator evaluation in the past 36 years.

- Addresses all aspects of creating an effective system of supervision, evaluation, and professional learning throughout the school district.
- Examines the significant role that the social and emotional skills and reactions of the educator and the evaluator play in the process.
- Contains hundreds of actual examples and models, all of which come from real educator evaluations. Included with the models are criteria sheets that evaluators and district administrators with district-wide responsibility can use for self-assessment of their work and continual improvement.

Low Performing Educators

By: William B. Ribas, Ph. D. and Carol Ann Gregory, M.Ed.

Ribas Publications $82.95

The authors of this book each have careers spanning more than 36 years, focused on educator evaluation and the unique challenges of evaluating low performing educators. They have been teachers at the elementary, middle and high school levels. Each has over 10 years of experience as a union leader in the roles of building representative, negotiations chair person, grievance chair person, association vice president, and association president. They have held the administrative roles of vice-principal, principal, director of student services, director of human resources, and assistant superintendent. Together the authors have evaluated or consulted on the evaluation of over 1,500 educators rated needs improvement or satisfactory. ***These are evaluations of job performance***. They have also worked with many other cases of progressive discipline. ***The authors have developed a program that is unique in its track record of success.*** It provides evaluators with the educational, *social, emotional,* and legal competencies that are needed to hold educators to high performance **and** treat them with dignity and respect. The book is filled with easy to learn skills and easy to adapt document samples.

School Systems That Learn: Improving Professional Practice, Overcoming Limitations, and Diffusing Innovation

By: Paul B. Ash and John D'Auria, $35.00

Picture this: teachers sharing insights and challenges. Principals leading with trust. Central office leaders inspiring and supporting principals. A synergistic learning system that results in all students succeeding.
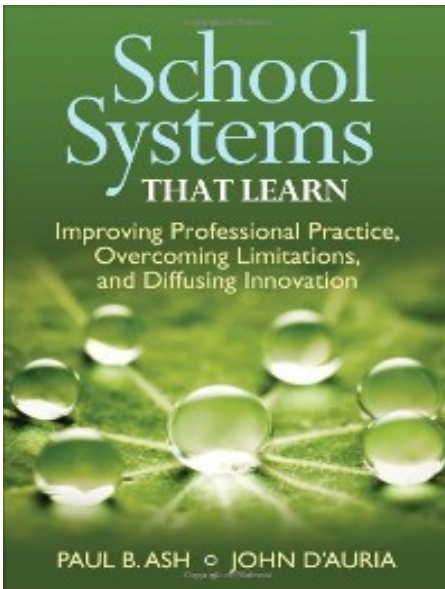
This practitioners guide to creating a system-wide learning organization focuses on professional learning as the stimulus to improving student achievement. Experienced superintendents Paul B. Ash and John D'Auria provide a blueprint to:

- Improve schools through system-wide professional learning.
- Increase student achievement by installing a deep-rooted culture of curiosity.
- Bolster faculty and staff morale with trust-building initiatives.
- Align professional development with student-centered district standards.
- *School Systems That Learn* shows how professional development in a K-12 district can create synergy between educators and students that result in growth and achievement for all!

Ribas Associates and Publications, Inc.

Phone: 781-551-9120 Fax: 781-349-8160

596 Pleasant Street, Norwood, MA

info@ribasassociates.com

Book Title	For	Cost	Qty	Total
Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers, Third edition (2017) By William Ribas, Ph.D., Deborah A. Brady, Ph.D., Jalene Tamerat, M.A.T., Ed.M., Jennifer Antos Deane Ph.D., Colleen Billings M.A.T., Victoria Greer Ph.D.	under 30	$82.95		
	30 to 49	$78.95		
	50 to 100	$76.95		
	over 100	$70.95		
Low Performing Educators: Essential Skills for Teacher, School Clinician, and Administrator Supervision, First edition (2019) By William B. Ribas, Ph.D. and Carol Ann Gregory, M.Ed.	under 30	$82.95		
	30 to 49	$78.95		
	50 to 100	$76.95		
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Supervision and Evaluation of Teachers, School Clinicians, and Administrators: Educational, Social, Emotional, and Procedural Components (2019) - to be released July 2019 By William B. Ribas, Ph.D. and Carol Ann Gregory, M.S.	under 30	$82.95		
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	over 100	$70.95		
Inducting and Mentoring Teachers New to the District (2014) By William B. Ribas, Ph.D., Carol Gregory, Cindy Marchand	under 30	$62.95		
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Social Emotional Learning in the Classroom: A Practical Guide for Teachers (2022) By William Ribas, Ph.D., Deborah A. Brady, Ph.D.	under 30	$36.95		
	30 to 49	$34.95		
	50 to 100	$32.95		
	101 to 199	$30.95		
	over 200	$27.95		
Social Emotional Learning in the Home (2018) A Practical Guide for Integrating SEL Skills into Your Parenting By William Ribas, Ph.D., Deborah A. Brady, Ph.D., Jane Hardin, M. Ed., Elayne Gumlaw, M.Ed.	under 30	$33.95		
	30 to 49	$31.95		
	50 to 100	$29.95		
School Systems That Learn by Paul B. Ash, Ph. D.	No discount for bulk orders	$35.00		
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Shipping/handling, 10% (if ordering 30-49 books)				
Shipping/handling, 8% (if ordering 50-100 books)				
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MA sales tax, 6.25% (or include your tax exempt number)				
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Please don't hesitate to contact me if you have any questions or we can be of service to your district in any way. I can be reached at my email wribas@ribasassociates.com or by phone at 781-551-9120.

Warmest regards,

William Ribas, Ph.D., President, Ribas Associates and Publications, Inc.

"Ribas Associates has worked with our district for eleven years. They have assisted us with all aspects of developing and implementing an effective educator evaluation system and with other teacher, administrator and paraprofessional development. This has included training and coaching our entire teaching, paraprofessional and administrative staff."

- Richard Rege, Superintendent, Chicopee, MA

"Consultants from Ribas Associates and Publications have been working closely with teachers and administrators in Malden and Saugus since 2012. The engagement with Ribas Associates has resulted in the following that have <u>resulted in higher student achievement</u>:

- Teachers have learned to create comprehensive self-assessments and professional development plans that improve their effectiveness.
- Teachers have been trained in the most current research and practice in standards based teaching, differentiated instruction, and classroom assessment.
- Evaluators have learned to do in-depth lesson observations and provide effective verbal and written feedback that has increased teacher effectiveness.
- Evaluators have learned to use artifacts, student assessment data, and 20 other evidence points to assess and improve teacher performance.
- Under the facilitation of a Ribas Associates interest-based bargaining expert, the union and administration have agreed upon a comprehensive system of educator development and evaluation."

Dr. David DeRuosi, Superintendent, Saugus, MA

Why Use Ribas Associates?

Dear Educator,

We know you have options for your professional development and consulting services. We work hard to be worthy of the confidence you place in us when you select one of our services. I strongly believe we are the best option for any school district for a number of reasons.

Since 2002, Ribas Associates and Publications has been assisting preK-12 school leaders and the educators in their districts. Our programs assist educators with their mission to raise student achievement by improving the effectiveness of teaching, learning, and support services. Since 2002 Ribas Associates has expanded its work to over 100 school districts. We provide consultation services and training for superintendents, senior administrative staff members, school administrators, curriculum administrators, department administrators, and paraprofessionals in general education and special education. We publish high quality books for educators that are written 100% by practitioners for practitioners. Our books take the best of current research and meld it with real school examples that educators can immediately implement in their work.

Our growth as a company is the result of the high quality of service we provide to districts. Most our clients come from "word of mouth" referrals. Our clients tend to continue with us year after year because we offer our clients the following.

1. **Quality Control:** As president of the company I read <u>every participant evaluation written about every program</u>. I personally evaluate and provide feedback to all of our trainers, consultants, and authors. We are large enough to address almost any need yet <u>small enough for me to personally insure</u> the quality of service.

2. **Expert Practitioners:** All of our professional development trainers, consultants, and authors have over 20 years of experience as school practitioners. We have 20 trainers, consultants, and authors with a wide array of expertise. We can address almost any area of need in a school district.

3. **Thought Leadership:** Our trainers, authors, and consultants have practical backgrounds which are supported by a comprehensive knowledge of the latest findings in educational research. Each year we review hundreds of books, articles, and research studies and update our programs.

4. **State and District Specific Content:** All of our programs are delivered with corresponding district initiatives and state requirements embedded into the programs. For example, our leadership programs always use the district's supervision and evaluation system, contract language, and initiatives in curriculum and instruction. All of our teacher training is aligned with performance rubrics, state testing systems, and curriculum frameworks.

5. **Educator Supervision, Evaluation, and Development:** Our educator evaluation consultants are unique in that they have served as union officers, principals, directors of human resources, assistant superintendents, and superintendents. All are knowledgeable of, and experienced with, best practice, policies, regulations, and laws that govern educator evaluation.

6. **Program Integration:** With over 130 programs you can turn to us for nearly all of your needs and insure that each program is not only integrated with your district initiatives but also with one another.

7. **A Track Record of Success:** We have been successfully serving school districts for over 17 years.