

Ribas Associates Program of Studies for Administrators, Teachers, Paraprofessionals, Parents/Guardians

**Most Programs are Available Live In-Person,
Live Via Zoom, or Asynchronously 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 1: Teacher and School Clinical Professional (S.I.S.P.) Workshops and Coaching/Consultation

In addition to workshops and courses we offer coaching and consultation services. Coaching and consultation services are not formal workshops. They are designed to bring groups of teachers and/or administrators together to work on the task noted. The consultant will have a pre-discussion with the district to determine the districts' specific goals for the program. The district will select a group of teachers and/or administrators to work with the consultant on the development and/or implementation of the specified task. The district may also wish to have the consultant return to provide coaching during the implementation phase. In addition to the on-site work time the district may be charged for the consultant's time to plan a program unique to the district addresses the district's specified purpose and/or the district specific materials that will be used during the consulting sessions.

*The programs that fit this definition have the phrase **District Coaching/Consultation Service** after the title.*

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In addition to workshops and courses, we also offer coaching and consultation services. Coaching and consultation services are not formal workshops. They are designed to bring groups of teachers and/or administrators together to work on the task noted. The consultant will have a pre-discussion with the district to determine the districts' specific goals for the program. The district will select a group of teachers and/or administrators to work with the consultant on the development and/or implementation of the specified task. The district may also wish to have the consultant return to provide coaching during the implementation phase. In addition to the on-site work time the district may be charged for the consultant's time to plan a program unique to the district addresses the district's specified purpose and/or the district specific materials that will be used during the consulting sessions.

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*The programs that fit this definition have the phrase **District Coaching/Consultation Service** after the title.*

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Ribas Talks: 60-to-90-minute parent talks on current education topics for Special Education Parent Advisory Committees and PTOs. These talks in education are specifically designed for parents (length decided by the district) are given on the following critical topics:Page 93

1. Executive Functioning: Implications for Special Education and General Education Students
2. Students With Neurological Disorders
3. Student With Emotional Disorders
4. Students With Behavioral Challenges
5. Reaching Students on the Autism Spectrum
6. What is ADHD and ADD?
7. What is Universal Design for Learning (UDL)?
8. Brain 1: The Brain's Parts and Functions as they Relate to Learning
9. Brain 2: How Does Connecting the Learning Lead to Higher Achievement?
10. Brain 3: How Are Boys and Girls the Same/Different?
11. Building Higher Order Thinking by Asking Your Child Higher Order Questions
12. What is Social Emotional Learning?
13. What is Differentiated Instruction?
14. What is Growth Mindset?

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Section 1: Teacher and School Clinical Professional (S.I.S.P.) Workshops and Coaching

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. All Ribas Associates programs can be provided in a train-the-trainer 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:

- The district will purchase the handout packet and, where applicable, the appropriate text.
- The Ribas Associates trainer will provide a PowerPoint presentation of the program to the in-district trainers for use when they begin to train.
- The district will purchase enough copies of the text to ensure 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.
- Districts receive a black and white master of the handout packet they may copy for use by those educators in the district who are trained by the in-district trainers.
- Districts receive a copyright letter permitting them to use the PowerPoint for training educators in the district.
- The district receives a letter of permission to train an unlimited number of district teachers during the current school year. Districts can renew the license in subsequent years for a nominal fee.
- The district receives a copyright permission letter for use of the handout packet and PowerPoint.
- The permissions the district receives are restricted to training educators who are employees of that district.

1-2 Understanding and Addressing Implicit (Unconscious) Bias in Our Schools

“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

The Black Lives Matter movement, recent attacks on Asian Americans, Anti-Semitism, Anti-Muslim bias, and actions against other groups has 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** other forms of implicit bias include: **Socio Economic Status, Culture, Special Needs, Gender, Religion, LGBTQ+, Non-Traditional Families**, and others (e.g., **Sizeism**).

There is no simple solution or list of “strategies” educators can use to eliminate all of these biases as they exist in our schools. Doing so takes a commitment on the part of the district and individual staff members to systemic assessment, planning, and implementation. Our goals for this program are simpler. By the conclusion of this six-hour, online, asynchronous program educators will (**without feelings of guilt**):

1. Examine their own “brain hard wiring” related to the areas of bias noted above,
2. Define the various types of implicit bias that exist in our schools,
3. Define implicit bias, confirmation bias, and other forms of bias,
4. Recognize implicit biases possessed by our students,
5. Implement strategies that begin to raise the awareness of implicit bias and change student and staff thinking and behavior.

1-3 Social-Emotional Learning in the Classroom

The authors have developed a half day overview workshop or a full 12-hour 4 module workshop Based on the CASEL endorsed and nationally best-selling book *Social-Emotional Learning in the Classroom* (Ribas, Brady, and Hardin). Each module takes about 3.5 hours to complete.

Also available are author keynote addresses to the entire district staff.

This program is designed to enable all staff to easily modify their present student interactions, curriculum, and lesson to incorporate the development of all 38 social-emotional learning strategies into their classroom. The program explains how student management, group work, questioning strategies, and classroom meetings or advisories the educators presently use can be **modified** to fully integrate all of the SEL skills.

The modules must be taken in order since each has invaluable information needed for the subsequent module.

Learning Outcomes/Objectives

As a result of the learning experiences in this program, you will know and be able to:

Module 1:

- Explain the research on people's increased success in school and career when social-emotional (SEL) skills are improved
- Explain the five SEL Competencies and the ways in which the five competencies build the 38 habits of successful people (school, career, life)
- Describe the cycle of low motivation and implement strategies for reversing the cycle of low motivation
- Implement the power of "yet", growth mindset, and effective praise with students

Module 2:

- Build physically and emotionally, safe spaces through creative planning of student work spaces, desk and furniture arrangement, and use of proximity
- Develop a safe, academic community through the use of the five social emotional learning (SEL) competencies, accountable group and partner work, self-assessment and accountable talk
- Foster a safe, academic community through use of consistent SEL enhanced rules, routines and expectations
- Develop within students personal and group problem-solving skills

Module 3:

- Engage students by using SEL enhanced strategies for obtaining, maintaining and retaining attention
- Provide students with rigorous, challenging, meaningful and worthwhile academic tasks that integrate SEL skills
- Teach the habits of successful people through self-assessment and goal-setting
- Explain restorative justice, mindfulness, characteristics of effective praise, SEL enhanced classroom management strategies, rewards, consequences and contingency plans
- Run highly effective classroom meetings and/or advisories

Module 4:

- Connect academic learning to social emotional learning skill development
- Create an engaging academic experience through engaging instructional strategies intertwined with SEL skills
- Use the Ribas Associates developed SEL skills protocols for student self-assessment, student work group self-assessment, and the complimentary teacher and paraprofessional student assessment protocols
- Understand how classroom meetings are a means of reinforcing the five SEL competencies

- Understand the components of classroom meetings that include the organizational components leading to success; blending SEL skills with academics and concrete examples of classroom meeting activities

1-4 Teaching Face-to face, Hybrid, and Remote for Maximum Academic and Social-Emotional Learning Growth

For a successful Fall every teacher and paraprofessional need these three competencies.

1. Teaching live students in a physical distancing environment and with masks.
2. Teaching all online if there is a spike in the school causing it to go back to full online teaching.
3. A mix of online and live teaching.

These scenarios certainly have overlapping needs. But they are also each unique and require teachers to be prepared to do all three.

1-5 Differentiated Instruction & Social-Emotional Learning 1

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 2018 to provide teachers with the most current instructional practices in standards-based teaching and differentiated instruction. For each topic identified in the course objectives of the program and the textbook the authors 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. Essays will impart how the concepts in this course can be applied to English Language Learners (ELL) and Special Education Students (SPED).

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.

1-6 Differentiated Instruction & Social-Emotional Learning 2

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. For each topic identified in the course objectives, 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. Essays will impart how the concepts in this course can be applied to English Language Learners (ELL) and Special Education Students (SPED).

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.

1-7 Differentiated Instruction and Social-Emotional Learning 3

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. For each topic identified in the course objectives of this brochure, 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. Essays will impart how the concepts in this course can be applied to English Language Learners (ELL) and Special Education Students (SPED).

Differentiated Instruction (with special sections for English language learners and special education 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 re-teaching, 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 That Contribute to Student Success

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

1. Explain the key aspects of the following theories of intelligence:
 - innate, single-entity intelligence
 - growth mindset, learnable intelligence
 - multiple intelligences
 - attribution of intelligence
2. 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.
3. Increase students' motivation by helping them to equate success with effort and to work to acquire effective strategies.

1-8 Overview of Standards-Based Teaching and Differentiated Instruction

This overview briefly reviews the following key areas related to standards-based teaching and differentiated instruction. It is important to note that this is only an overview of these areas. Teachers and paraprofessionals will need further training and coaching through the district to be able to effectively implement these topics with their students.

The topics in this overview have been aligned with the Massachusetts, Rhode Island, Danielson, and Ribas Associates **educator evaluation** rubric for teachers. It can easily be aligned with the Marzano, Marshall, and other teacher performance rubrics.

Many districts use this overview to generate sufficient interest in the topics in preparation for teachers and paraprofessionals enrolling in the more substantive workshops or courses. Professional development in the areas below can be provided by Ribas Associates for the district as workshop modules, one credit graduate courses, or all the areas can be taught together as a three-credit graduate course. Professional development is available in live, hybrid, or fully online formats.

- The 8 cognitive contexts for learning strategies to differentiate for whole-learners to part-learners.
- Planning and teaching in a standards-based and differentiated instruction environment.
- Managing the differentiated instruction classroom including effective independent partner and group work.
- Questioning strategies to differentiate instruction for general education, special education, and English language learning students.
- Assessing student learning for effective differentiation of instruction.
- Differentiating for content (what is taught), process (how the curriculum is taught), and product (how the learning is assessed).

The overview program is based on the text used by Ribas Associates (*Instructional Practices That Maximize Student Achievement: For Teachers by Teachers*) to teach workshops and courses in standards-based teaching and differentiated instruction. This text

was selected by the MA DESE over all others in a nationwide request for proposals. It is the most current and comprehensive book on these topics on the market.

1-9 Managing the Differentiated Instruction and SEL Classroom

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

- Creating respectful student-teacher and student-student relationships.
- 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.
- Using physical proximity and the physical design of the classroom to improve student behavior.
- Developing student skills to work effectively in groups.

1-10 Mastery-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.

1-11 Designing and Evaluating UbD Curriculum Units and Lesson Plans That Align with District Curriculum-Standards *District Coaching/Consultation Service*

This program is designed to bring groups of district teachers and/or administrators together with one of our former assistant superintendents for teaching and learning to develop curriculum units and lessons. The district chooses a working group to assess, modify, and/or design a specific area of curriculum. Districts may also request the consultant to assess portions of their curriculum for improvement.

1-12 Questioning Strategies for Checking Understanding, Raising Student Thinking Skill Levels and for Differentiation

Effective student questioning is one of the most frequently used instructional strategies. An individual teacher or paraprofessional asks hundreds of questions each day and tens of thousands of questions each school year. A school or district with 200 staff members will ask over five million questions a year. The importance of effective questioning practices is cited in the professional literature on differentiating instruction, universal design for learning, and teaching English language learners. Every teacher performance rubric in the country contains a questioning component within the instructional standards.

Yet, the full range of student questioning strategies is almost never taught in pre-service or in-service training. Entire books have been written on the topic. Regardless, districts almost never provide teachers and paraprofessionals with training for facilitating the intricacies of effective student questioning.

This program is designed to significantly improve the quality of questioning in your entire district in a 2-hour keynote address. It is the most cost-effective way a district can differentiate instruction and raise student achievement across the district.

Questioning Skills for Regular and Special Education Students

After this course, participants will be able to differentiate instruction, increasing the effectiveness of their questioning strategies by:

1. Increasing the number of general education, English language learners, and special education students who ask and answer questions in their classes.
2. Raising the thinking level of the answers teachers and paraprofessionals get from students. Thereby training students to use higher level thinking such as application, evaluation, and synthesis.
3. Clearly defining the instructor's purpose for asking each question and generating the best question to meet that purpose.
4. Pre-assessing student information and skills in preparation for differentiating instruction.
5. Using questions and dipsticking to formatively assess student understanding and differentiate instruction based on that assessment.
6. Raising student confidence levels for mastering complex content and skills.
7. Efficient partner processing, embedding learning using processing partners, and turn-and-talk.
8. Using think-aloud to enable students to analyze and improve their problem-solving skills.

1-13 Eight Brain-Based Teaching Strategies for Developing the Cognitive Context for Learning (a.k.a. Framing the Learning)

The Cognitive Context for Learning Professional Development Day (or early-release day) is arguably the most cost-effective method for improving student achievement available to your district. It is designed to train every teacher in the district to implement eight brain-based 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.

Teachers and administrators learn to implement the eight most commonly used brain-based strategies for developing the cognitive context for learning. By the conclusion of the program, all the teachers and administrators will be able to:

- Explain how differentiating instruction, by creating the cognitive context for learning, results in higher levels of student achievement.
- Describe the eight most commonly used cognitive-context strategies and how to implement them in their classrooms.
- Work together in a planned and systematic way in their school/department to raise student achievement by implementing all eight cognitive-context strategies into every classroom.
- Have implementation plans designed to insure 100% implementation of the strategies in every classroom (administrators).
- Supervise, evaluate, develop, and statistically measure teacher implementation of these strategies (administrators).

Eight Most Commonly Used Cognitive-Context Strategies

These strategies have been known to educators for many years. However, only a small percentage of teachers use them consistently, for two reasons. First, most teachers and administrators lack an understanding of how the brain functions and how to raise student learning by using these strategies. Second, departments lack a systematic approach to assisting teachers in implementing the strategies. This program is designed to address both of these roadblocks to implementing these eight strategies based on the cognitive context for learning:

- Communicating agenda/itinerary
- Communicating mastery objectives
- Using activators
- Using summarizers
- Making connections to previous learning
- Posing essential questions
- Making connections to the real world (a.k.a. real student life)
- Assigning homework at the start of the lesson

1-14 Group and Partner Work: The Keys to Universal Design for Learning, Differentiating Instruction, SEL and 21st Century Skills

One of the cornerstones of the successful implementation of Universal Design for Learning, Differentiated Instruction, and 21st Century Skills is the ability to teach students to work with a high level of independence and production in small groups and with partners. Few teachers above the primary grades receive training in the 11 components of effective group and partner work. Group work in many classrooms consists only of placing students in groups or with partners and giving them a task to complete. Little or no instruction goes into teaching the students how to work effectively. To be effective, teachers and paraprofessionals need to teach students how to successfully implement all of the following 11 components.

1. Effective transitions including whole group to small group to whole group and from one small group activity to another.
2. Optimum group size to match the task.
3. Assigning jobs to ensure the task is completed in an efficient and effective manner.
4. Budgeting instructor time among the groups.
5. Constructing tasks that can be completed with a high level of student and group independence.
6. Setting clear, observable expectations for appropriate behavior.
7. Establishing an order system for students to get assistance from other groups or the instructor.
8. Setting up a system of individual accountability for each group member's contribution and cooperation (self-assessment and teacher assessment).
9. Establishing extension tasks for those groups that complete the overall task.
10. Reporting on progress.
11. Self-assessment and teacher assessment of the task and the process.

21st Century Skills: *Work Effectively in Diverse Teams*

- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

Reprinted from *The Framework for 21st Century Learning*.

1-15 Succeeding with Economically Disadvantaged Students and their Families

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 an 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

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 impoverished communities.
- Explain the effects of poverty on student health.
- Define the aspects of student/family dynamics in poverty. Including the Ribas Associates identification of the following 6 key strategies related to working with students living in poverty:
 - Component 1: Connecting the Curriculum
 - Component 2: Teacher Enthusiasm
 - Component 3: Engaging Teaching
 - Component 4: Differentiating Instruction
 - Component 5: Interpersonal Relationships
 - Component 6: Teacher and Student Beliefs about the nature of intelligence (Growth Mindset) and its connection to student motivation and self-image

1-16 504 Plans; When Do We Use them and How Do We Write Them?

The purpose, construction, and implementation of 504 plans is an area that causes confusion in districts. Just the fact that a 504 plan is a general education and not a special education function is something general educators are unaware of. Even those who understand this are often confused as to what the legal and implementation differences are between a 504 and an IEP. The is program explains the purpose of 504 plans, how they are the same and/or different than an IEP, how to construct a plan, and how to appropriately and effectively implement a plan.

In this workshop educators learn the following

1. When should I use a 504 plan rather than have not plan or and IEP
2. How to create a 504 plan
3. How to effectively implement a 504 plan.

1-17 Creating Quality Classroom Assessments and Using Them to Support Student Achievement- *District Coaching/Consultation Service*

Our former assistant superintendents and directors of teaching and learning have years of experience working with teams of educators developing high quality, teacher made student assessments. This may include pre-assessments, formative assessments, summative assessments, and department common assessments. The district selects the group of educators who will be working together on the development of the assessment(s). The district provides the Ribas Consultant with district's expectations for the assessments and the accompanying curriculum the assessments will address. The Ribas consultant reviews these materials in preparation for facilitating the assessment work by the district's educators. The consultant provides expertise in areas such as matching the curriculum and the assessment, assessing higher order thinking, and creating valid and reliable assessments.

1-18 Pre-assessing, Formatively (in-the-moment), and Summatively Assessing Student Mastery of the Priority Standards in My Curriculum

Essential Questions:

1. How do I pre-assess each student's level of mastery to determine how best to move forward with teaching my curriculum?
2. As I am teaching, how do I use frequent **in-the-moment** and formative assessments to measure each student's mastery for purposes of differentiating instruction?

Part 1: Questioning Skills and In-the-Moment Assessments for Assessing Student Learning and Differentiating Instruction

After this section the participants will be able to:

- increase the number of general education (including students from poverty), English language learners, and special education students who ask and answer questions so teachers can assess *all the students*,
- ask higher order questions that assess conceptual mastery as well as factual mastery,
- ask questions in a way the promote student to student discourse
- use questions and dipsticking to pre-assess and do **in-the-moment** and formative assessment to determine each students' level of mastery of information, skills, and higher order concepts (the five levels of mastery include *introductory, guided practice, immediate mastery, mastery, application mastery*),
- use questions and dipsticking to inform instruction for differentiation and future planning,
- explain the difference between curriculum remediation and curriculum acceleration
- explain to colleagues how these strategies can be employed in ways that increase the level of success of general education (including students from economically challenged homes), special education, and English language learners.

Part II: Assessment of Student Work for Effective Differentiating of the Instruction

After this section, the participants will be able to:

- describe the various purposes for assessment and the difference between assessment *of* learning and assessment *for* learning as it relates to accelerating the learning,
- define the similarities and differences between summative, formative, and in-the-moment assessments,
- define the similarities and differences between product and performance assessments,
- introduction to creating teacher-made product and performance assessments that gauge levels of student mastery on the priority objectives, both formatively and summatively,
- introduction to writing rubrics and criteria sheets (a.k.a. scoring guides) that pre-assess and assess student mastery on those concepts that are difficult to quantify

1-19 Creating Effective Educator Collaboration Teams- District Coaching/Consultation Services

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

- Establish norms for effective group work.
- Create a plan for peer leadership at team meetings.
- Implement the Ribas Associates Observable Behavior for Effective Education Collaboration.
- Use the Ribas Associates Self-Assessment for High Quality Educator Collaboration to self-assess their development as an effective team.

1-20 Developing Team SMART Goals- *District Coaching/Consultation Services*

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

- Establish norms for effective group work.
- Create a plan for peer leadership at team meetings.
- Implement the Ribas Associates Observable Behavior for Effective Education Collaboration.
- Use the Ribas Associates Self-Assessment for High Quality Educator Collaboration to self-assess their development as an effective team.
- Explain the value of collegial collaboration in improving student performance.
- Establish effective team collaborative norms.
- Assess the team effectiveness as a collaborative team and generate a plan for continuous improvement in their collaboration.
- Write team SMART goals.
- Write action plans that require team interaction throughout the evaluation year.

1-21 Developing Effective Data Teams- *District Coaching/Consultation Services*

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

- Establish norms for effective group work.
- Create a plan for peer leadership at team meetings.
- Implement the Ribas Associates Observable Behavior for Effective Education Collaboration.
- Use the Ribas Associates Self-Assessment for High Quality Educator Collaboration to self-assess their development as an effective team.
- Examine and share the results of student assessments with colleagues.
- Generate an action plan for improvement with colleagues.
- Assist colleagues with generating an action plan for improvement.

1-22 Action Research with Colleagues- *District Coaching/Consultation Services*

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

- Establish norms for effective group work.
- Create a plan for peer leadership at team meetings.
- Implement the Ribas Associates Observable Behavior for Effective Education Collaboration.
- Use the Ribas Associates Self-Assessment for High Quality Educator Collaboration to self-assess their development as an effective team.
- Design an action research study to investigate a particular classroom issue or

- question.
- Implement an action research study and analyze the results with members of your professional learning community team.
- Assist colleagues in designing and carrying out an action research study to investigate a particular classroom issue or question.

1-23 Effective Common Planning Time Teams- *District Coaching/Consultation Services*

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

- Establish norms for effective common planning time meetings.
- Create a plan for peer leadership at the planning meetings.
- Implement the Ribas Associates Observable Behavior for Effective Education Collaboration.
- Use the Ribas Associates Self-Assessment for High Quality Educator Collaboration to self-assess their development as an effective team.
- Use your common planning time in a time efficient manner.

1-24 Lesson Study- *District Coaching/Consultation Services*

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

- Establish norms for effective group work.
- Create a plan for peer leadership at team meetings.
- Implement the Ribas Associates Observable Behavior for Effective Education Collaboration.
- Use the Ribas Associates Self-Assessment for High Quality Educator Collaboration to self-assess their development as an effective team.
- Effectively Implement the Ribas Associates Lesson Study Protocol.
- Plan, teach, and assess a differentiated instruction lesson using the lesson study method.

1-25 Examining Student Work- *District Coaching/Consultation Services*

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

- Establish norms for effective group work.
- Create a plan for peer leadership at team meetings.
- Implement the Ribas Associates Observable Behavior for Effective Education Collaboration.
- Use the Ribas Associates Self-Assessment for High Quality Educator Collaboration to self-assess their development as an effective team.
- Examine work produced by your students with your professional learning community team using the Ribas Associates examining student work protocol.
- Generate a plan for improving your teaching based on what is learned through the examination of the student work.

1-26 Professional Literature Study Groups- *District* Coaching/Consultation Services

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

- Establish norms for effective group work.
- Create a plan for peer leadership at team meetings.
- Implement the Ribas Associates Observable Behavior for Effective Education Collaboration.
- Use the Ribas Associates Self-Assessment for High Quality Educator Collaboration to self-assess their development as an effective team.
- Read a professional book or series of professional articles and generate a plan, with the assistance of your professional learning community team, that implements the ideas contained in the professional reading in your classroom.
- Implement those ideas and assess their level of success with your professional learning community team.

1-27 Peer Observation

Learn various techniques for data gathering during a classroom observation. These include two column note-taking, charting on-task and off-task behavior, charting physical proximity, charting calling-on patterns, audio taping, videotaping, and other forms of data gathering.

Obtain during a classroom observation the data a colleague requests about his or her teaching that will better enable the colleague to reflect on and improve teaching performance.

Hold a post observation conference that helps a colleague analyze the data gathered during the observation and generate steps for improving his/her teaching.

Choose the classroom observation data you wish to have a colleague collect and have that colleague complete a peer observation in your classroom.

1-28 Co-Teaching Developing Effective Teams

Successful co-teaching has a positive impact on attitudes of students toward one another and builds positive relationships between co-teachers and their students. However, research has shown that student achievement is not guaranteed with co-teaching despite the substantial investment of resources to support diverse, at-risk populations unless it is done effectively.

This one-day workshop provides leaders and teachers insight into what the essential components are to create a high-performing team that improves student achievement and, at

the same time, results in a positive classroom climate for both students and teachers.

The workshop will include the essential components for developing and sustaining high-performing co-teaching classrooms:

- A step-by-step guide for developing the skills and relationship of the co-teachers:
 - Developing the “value-added” partnership
 - Distributed leadership and how to achieve it
 - Providing “hard data” that co-teaching adds value to gain administrative support
- The 4 Co-Teaching models for content delivery:
 - Supportive Co-Teaching
 - Parallel (Flexible Group) Co-Teaching
 - Complementary Co-Teaching
 - The High-Performing Co-Teaching Team or Duet
- Selecting appropriate models when teachers have limited time to plan:
 - For learning goals and objectives
 - For differentiating instruction by readiness, interest, purposes and products
 - Learning centers
 - Adaptive lessons for small groups, re-teaching, acceleration
 - Developing an assistive toolkit to facilitate each co-teacher
 - How to begin using the models and expand their use
- Effective co-teaching models to use for:
 - At-risk populations
 - Specialists who may be in classes fewer than 5 days a week
 - Interdisciplinary teams
 - Paraprofessionals
- Rubrics to assess the progress of co-team teachers in:
 - Co-planning lessons using a standards-based curriculum
 - Use of the 4 Models
 - Instructional techniques (differentiating instruction, universal design for learning, flexible grouping, etc.)
 - Data collection, organization, analysis, and use
 - Professional development as individuals, as a team, and for their school
 - Developing, expanding, and sustaining the partnership
 - Communication norms and sharing leadership
- Templates for yearly, monthly, weekly, and daily components including:
 - Goal-setting
 - Planning
 - Curriculum development
 - Daily lesson planning
 - Reflective practice

1-29 Bullying Prevention

Schools are concerned about the issue of bullying and how to recognize the signs of both the perpetrators of bullying and the victims. This is not always an easy task, as sometimes, the roles are reversed.

Attendees of this presentation/workshop will be able to explain and implement 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.

1-30 Strategies for Motivating the Low-Motivation Learner that Every Teacher Should Use

This program is designed to train every teacher in the district to implement six components that lead to high motivation for all students. David Perkins, Carol Dweck, Ruby Payne, and Howard Gardner have studied those student groups with a high incidence of low school motivation. They have identified the connection between the beliefs about intelligence held by these students and their level of motivation, and have created strategies designed to reduce the cycle of low motivation. This program is designed to help educators understand the reasons for the cycle of low motivation that inhibits the success of these students. It provides concrete strategies for teachers. The program is designed to insure the implementation of these important strategies in every classroom in the district or school.

These six components have been used by educators who have successfully motivated low-motivation students for many years. 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 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.

In this program, we show teachers how to effectively use the following six components in their classrooms to maximize student motivation and help students develop an intrinsic desire to learn:

- Component 1: Connecting the curriculum
- Component 2: Using teacher enthusiasm
- Component 3: Providing teaching that engages
- Component 4: Differentiating instruction
- Component 5: Maximizing the power of interpersonal relationships
- Component 6: Exploring teacher and student beliefs about the nature of intelligence and its connection to student motivation

1-31 Newly Hired Teacher Seminar

The National Commission on Teaching and America's Future found that *50% of new teachers leave the profession in the first five years*. The commission has identified those factors most often cited by new teachers as their reason for leaving the profession. Mentor for Success is a training program for mentor teachers designed to give mentors the skills to assist newly hired teachers in addressing these factors.

The program includes three six-hour days of training or six three-hour after school's sessions. It is based on the national and international best-selling book *Inducting and Mentoring Teachers New to the District* (Gregory, Marchand, and Ribas).

This program focuses on assisting newly hired teachers to a successful first year in the district. It targets those areas that typically frustrate new teachers in their first year in a new district.

After this workshop, the participants will be able to:

- Explain the role of the mentor teacher.
- Explain how to effectively use their mentor teacher to assist them in their success.
- Create a classroom management plan that ensure an orderly and productive classroom environment.
- Proactively and effectively communicate with parents.
- Plan lessons for maximum student mastery.

1-32 Mentor for Success

Program One: Mentor for Success (3 days)

The National Commission on Teaching and America's Future recently found that *50% of new teachers leave the profession in the first five years*. The commission has identified those factors most often cited by new teachers as their reason for leaving the profession. Mentor for Success is a training program for mentor teachers designed to give mentors the skills to assist newly hired teachers in addressing these factors.

The program includes three six-hour days of training (or six half days). It is based on the national and international best-selling book *Inducting and Mentoring Teachers New to the*

District (Gregory, Marchand, and Ribas). The program teaches mentor teachers the skills they need to assist newly hired teachers, including effective peer conferencing and peer observation. Mentors are also taught how to assist newly hired teachers with the skills of effective standards-based lesson planning (a.k.a. U.B.D. planning), effective parent communication, the nine components of effective classroom management, developing strong collegial relationships, and the importance of mentors maintaining appropriate confidentiality.

By the end of the workshop series, mentors will be able to:

- Assist the newly hired teacher in preparing for the first day and week of school.
- Conference with the newly hired teacher in ways that are clear and concise, yet non-threatening.
- Assist the newly hired teacher to plan his/her teaching in ways that maximize student mastery.
- Assist the newly hired teacher in developing and implementing an effective classroom management plan.
- Assist the newly hired teacher with parent communication skills such as dealing with difficult parent-teacher conferences, giving curriculum night presentations, and engaging the uninvolved parent.
- Observe the newly hired teacher's teaching and gather data that will be helpful to the newly hired teacher in improving his/her teaching.

Districts may also opt for an in-district trainer program that prepares their own mentor leaders to teach the program.

Program Two: Peer Observation & Calibration Training for Mentor Teachers (2 days)

This program includes two six-hour days of training.

Part 1: Focused Observation and Comprehensive Observation

In this part of the program, the mentors learn about the two types of teacher coach classroom observations. The first is a focused observation. During a focused observation, the observer is gathering very specific types of data. Focused observations may be about one or a few specifically identified areas of performance. In focused observations, the specific data to be collected is identified before the observation begins. The second type of observation is a comprehensive observation.

Comprehensive observations gather data on the totality of the lesson. The observer gathers all the data that is available without discriminating as to what is important data and what is not. The subsequent analysis of the data by the mentor and the teacher leads to the identification of the areas of performance for further discussion and examination. The participants learn how to choose the best type of observation for the intended purpose.

Part 2: Developing Common Language

In this part of the program, the participants use the text *Instructional Practices That*

Maximize Student Achievement to develop common language. This common language becomes the basis for the discussion and analysis that takes place in the subsequent steps. They also learn to assess their mentee's level of success using standards that are calibrated with those used by the administrators.

Part 3: Gathering Data Prior to the Observation

The primary objective when observing a mentee is to gather data that will be helpful to the teacher in analyzing his/her classroom practice. To do this best, the mentor needs to have sufficient background information to observe with depth. Mentors obtain this background data through a pre-observation form and a pre-observation conference.

Part 4: Gathering Data During the Observation

The mentors learn techniques for gathering data during a classroom observation. This includes the use of two-column note taking, classroom seating charts, video and audiotaping, and other techniques for gathering data.

Part 5: Video Classroom Observations

Mentors practice their data gathering while watching video observations. After the observations, mentors learn to analyze the data they have gathered and put it into a form that is most useful for the teacher who was observed.

Part 6: Post-Conferencing

Giving the mentee good data and asking good questions during the post-observation discussions is vital to the mentee. Mentors learn how to present the data and ask the types of questions that enable the mentee to analyze his/her performance and together they generate recommendations for improving student achievement.

1-33 Working Effectively with Parents and Guardians

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 and guardians including planning and executing difficult parent conference.
- Effectively deal with aggressive parents and guardians.
- Maximize the engagement of uninvolved parents, guardians and families from poverty in their children's education.
- Conduct successful curriculum night presentations.

1-34 Teaching in the Long Block: Being the Guide on the Side, Not the Sage on the Stage

Materials:

Text: *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers.*

Handouts: Teaching in the Long Block activity notebook.

This workshop focuses on the adaptations required of teachers when using a block schedule with extended blocks. The training is divided into 3 parts:

1. Lesson design
2. Instructional strategies
3. Assessment

The first part, “lesson design,” trains teachers in the three-part-design model that has proven effective for block scheduling. Teachers will also be guided through the process of developing a pacing guide designed to adapt their curriculum to a block schedule.

The second part of the training, “instructional strategies,” exposes teachers to literally dozens of activities suited for the longer block period and directly adaptable to their own classrooms.

The final part of the training, “assessment,” focuses on a number of assessment strategies that become more feasible in a block schedule.

1-35 Developing Growth Mindset and Grit

This program explains the practices used by educators to create a growth mindset among students and educators. It begins with a brief history of our evolution from a belief in fixed entity intelligence to a belief in growth mindset (learnable intelligence) based on the research findings of Carol Dweck, Eleanor Duckworth, and others. This is followed by an explanation of, and practice using, proven strategies for empowering students by developing a growth mindset. By the conclusion of the workshop participants will be able to:

- Explain the importance of a growth mindset how it differs from deficit perspective.
- Explain the components of the growth mindset including attribution theory and learnable intelligence.
- Implement 15 specific classroom strategies that move students to adopt a growth mindset.

Section 2:

Special Education and English language Learning Workshops and Coaching

NEW: Ribas Associates now offers a 4 graduate credit differentiated instruction course with sections that meet the ESE requirements for 15 special education PDPs, 15 Pedagogy PDPs, and 15 English language learning PDPs.

2-1 Overview of Disabling Conditions in the Classroom

This program assists teachers and paraprofessionals with an overview of the most frequent types of disabilities addressed by IEPs and 504s.

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.

2-2 Executive Function: Implications for Teaching and Learning Improving Comprehension Across Content Areas

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, and 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.

2-3 Multi-Tiered Support Systems (MTSS)- District Coaching /Consultation

What is MTSS and How Do We Make it Work

The consultant will assist the district with understanding and implementing the following:

- 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 MTSS.
- Implement the fundamentals of Universal Design in Tiered Instruction.
- Examine how the practice of “Differentiated Instruction” compliments MTSS. Participants will be provided with exemplar lesson plans that utilize differentiated instruction across the curriculum.
- Examine the pros and cons of various uses of MTSS (including both curriculum and behavioral models). Participants will be provided with samples of how RtI has been used to address both learning and behavioral goals and objectives.
- Develop various methods of data collection to effectively implement MTSS. Participants will be provided with methods of collecting data to provide effective documentation for the success of the specific interventions.
- Effective staffing for implementing MTSS 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.

2-4 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 student with this diagnosis.
- Demonstrate strategies that support a student with emotional and/or behavioral challenges in the classroom

2-5 Working with Students with Behavioral Challenges

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.

2-6 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. This workshop will address the following issues for discussion.

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!

2-7 Examining Special Education Student Assessment Data -District Coaching/Consultation Service

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

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

2-8 Succeeding with Economically Disadvantaged Students and Their Families

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 an 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. Cities 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 impoverished communities.
- Explain the effects of poverty on student health.
- Define the aspects of student/family dynamics in poverty. Including the Ribas Associates identification of the following 6 key strategies related to working with students living in poverty:
 - Component 1: Connecting the Curriculum
 - Component 2: Teacher Enthusiasm
 - Component 3: Engaging Teaching
 - Component 4: Differentiating Instruction
 - Component 5: Interpersonal Relationships
 - Component 6: Teacher and Student Beliefs about the nature of intelligence (Growth Mindset) and its connection to student motivation and self-image

2-9 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, and 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.

2-10 The Impact of Trauma on Students, Families, and Staff

How children and adolescents deal with traumatic experiences may vary a great deal. We know from prior research some of the situations that can negatively impact the ability to learn and retain information. More recent information is telling us that those students that we might have categorized as resilient may demonstrate negative reactions to trauma later in life. Events in such as multiple school shootings, war, and other factors such as the residual effects of the pandemic have heightened the impact of trauma for many staff, students, and families. In many cases staff are unprepared to support students with the emotional and academic struggles that result. In addition to school clinical staff (counselors, psychologists, and social workers) it is important that teachers, paraprofessionals, administrators, and other school staff have the skills to understand and support these students. It is also important for them to understand their own concerns resulting from school violence. This workshop provides the most current knowledge and strategies for dealing with trauma.

Participants in this workshop will be able to:

- Explain the most recent research on the impact of trauma on students and staff both emotionally and academically
- Explain what constitutes ‘trauma’ in students, families, and staff
- Use strategies that educators can employ that identify and alleviate the negative effects of exposure to isolated and continuing incidents of trauma
- Explain the ways in which school violence, long term exposure to domestic violence, food and housing insecurity, and other family crises can negatively impact students both emotionally and academically.
- To recognize signs of post- traumatic stress syndrome in children and adolescents and access appropriate resources for those students

2-11 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?

2-12 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 use 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 Deborah Heitner (*Screen wise*)

: *Helping Kids Thrive (and survive) in Their Digital World* and www.RaisingDigitalNatives.com) and Nicholas Kardaras (*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.”

2-13 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 can include school clinical staff and a special educator. Teams gather and the student performance issues are discussed with the idea that the general educator would be given 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 through general education. Our consultants work with teams to help them refocus their mission back to helping students achieve in the general education classroom.

Clinical staff will 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.

2-14 Developing High-Performing Co-Teaching Teams

Successful co-teaching has a powerful and positive impact on students’ 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.

High-Performing Co-Teaching Teams Improve Student Achievement

This 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.

2-15 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 position. 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 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.

Joint Labor Management Paraprofessional Supervision & 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" (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 meetings of the supervision and evaluation development committee.
- Share sample supervision and evaluation systems from other districts.

2-16 Universal Design for Learning in the Diverse Classroom *District Coaching and Consultation*

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 (UDL)**. UDL is a research-based set of principles and techniques that addresses learner diversity as we plan instructional activities, rather than retro-fitting 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 (UDL).
- 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?*

2-17 English Language Learning for Teachers and Administrators (five 3 hour sessions)

1. ELL Session One: Overview of the English Language Learner Experience

While many educators have had the personal experience of learning a second language at some point in their academic careers, few have been called upon to actually develop proficiency, or even more challenging, to try to learn something new using only a language that is very new to them (second language proficiency). Acquiring English language proficiency (ELP) is the daunting task set before our English Language Learners. 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 those efforts.
- Distinguish a learner's 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. ELL Session Two: Questioning & Assessment for Non-English-Speaking Students

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.

3. ELL Session Three: 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.

4. ELL Session Four: 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 and applying 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 Tier 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.

5. ELL Session Five: 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 of 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.

2-18 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" (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

2-19 Co-Teaching Program Evaluation

The length duration of this program 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:
 1. Collaborative relationship: both co-teachers have equal voice in the planning, teaching, and grading. Their roles and responsibilities are clear.
 2. 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.
 3. Parity for co-teachers: both teachers share the classroom space, all students, and decisions equally.
 4. They have and use a plan to resolve conflict. When there are differences of opinion, the issue is directly confronted as soon as possible.
 5. Time for collaboration is provided.
 6. 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.
 7. Heterogeneous groups: the classroom has a balance of all levels of achievement; it is not a "low level" class.
 8. Appropriate space and materials are provided.

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.

2-20 SEI Administrator Endorsement Course

See the description in “Section 6 Administrator Courses, Workshops and Consulting” on pages 75-101.

2-21 SEI Teacher Endorsement Course

See the description in “Section 4: Teacher Graduate Courses”.

2-22 504 Plans; When Do We Use them and How Do We Write Them?

See the description in “Section 1”

Section 3: Paraprofessional Training

Most of these programs are available in-person, synchronously online or via Zoom, or asynchronously online.

3-1 Understanding and Addressing Implicit (Unconscious) Bias in Our Schools

“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*

The Black Lives Matter movement has 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*** other forms of implicit bias include: ***Socio Economic Status, Culture, Special Needs, Gender, Religion, LGBTQ, Non-Traditional Families***, and others (e.g., *Sizeism*).

3-2 How Do We Write 504 Plans and When Do We Use Them?

The purpose, construction, and implementation of 504 plans is an area that causes confusion in districts. Just the fact that a 504 plan is a general education and not a special education function is something many general educators (professional and paraprofessional) are unaware of. Even those who understand this distinction are often confused as to what legal requirements may relate to a 504 plan. This may include the implementation differences are between a 504 and an IEP. Or, even if a 504 plan is needed to meet a students’ needs.

This is program explains the purpose of 504 plans, how they are the same and/or different than an IEP, when to use a 504 plan, how to construct a plan, and how to appropriately and effectively implement a plan.

In this workshop educators learn the following:

1. When should I use a 504 plan rather than have no plan or and IEP?

2. How do I create a 504 plan?
3. How do I effectively implement a 504 plan?

3-3 Social-Emotional Learning in the Classroom 2

(Based on the best-selling book *Social-Emotional Learning in the Classroom: Ribas, Brady, & Harding- Sold on ribasassociates.com and the CASEL website)*

A Program for Paraprofessionals and Assistant Teachers

Based on the CASEL endorsed and nationally best-selling book *Social-Emotional Learning in the Classroom* (Ribas, Brady, and Hardin).

Each module takes about 3.5 hours to complete.

This program is designed to enable paraprofessionals and assistant teachers to easily modify their present student interactions to incorporate the development of all 38 social-emotional learning strategies into their classroom. The program explains how student management, group work, and questioning strategies the educators presently use can be **modified** to fully integrate all of the SEL skills.

The modules must be taken in order since each has invaluable information needed for the subsequent module.

Learning Outcomes/Objectives

As a result of the learning experiences in this program, you will know and be able to:

Module I:

- Explain the research on people's increased success in school and career when social-emotional (SEL) skills are improved
- Explain the five SEL Competencies and the ways in which the five competencies build the 38 habits of successful people (school, career, life)
- Describe the cycle of low motivation and implement strategies for reversing the cycle of low motivation
- Implement the power of "yet", growth mindset, and effective praise with students

Module 2:

- Build physically and emotionally, safe spaces through creative planning of student work spaces, desk and furniture arrangement, and use of proximity
- Develop a safe, academic community through the use of the five social emotional learning (SEL) competencies, accountable group and partner work, self-assessment and accountable talk
- Foster a safe, academic community through use of consistent SEL enhanced rules, routines and expectations
- Develop within students personal and group problem-solving skills

Module 3:

- Engage students by using SEL enhanced strategies for obtaining, maintaining and retaining attention
- Provide students with rigorous, challenging, meaningful and worthwhile academic tasks that integrate SEL skills
- Teach the habits of successful people through self-assessment and goal-setting
- Explain restorative justice, mindfulness, characteristics of effective praise, SEL enhanced classroom management strategies, rewards, consequences and contingency plans

Module 4:

- Connect academic learning to social emotional learning skill development
- Create an engaging academic experience through engaging instructional strategies intertwined with SEL skills
- Use the Ribas Associates developed SEL skills protocols for student self-assessment, student work group self-assessment, and the complimentary teacher and paraprofessional student assessment protocols
- Understand how classroom meetings are a means of reinforcing the five SEL competencies
- Understand the components of classroom meetings that include the organizational components leading to success; blending SEL skills with academics and concrete examples of classroom meeting activities

3-4 The Impact of Trauma on Students, Staff, and Families

How children and adolescents deal with traumatic experiences may vary a great deal. We know from prior research some of the situations that can negatively impact the ability to learn and retain information. More recent information is telling us that those students that we might have categorized as resilient may demonstrate negative reactions to trauma later in life. Now, in light of school and community shootings, the residual effectiveness of Corona Virus, and war we are learning first-hand how the changes of daily life has impacted both how we live, learn and teach. This program will highlight some of this new research and you will hear from a variety of voices: teachers, parents and students on how they are navigating this uncharted territory. How

do we continue to educate our students and operate within the new order of safety concerns?

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.

3-5 Effective Management of Individuals and Groups (half 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.
- Develop and implement a system of rewards and consequences for reinforcing respectful, on-task behavior for the students with whom they work.

3-6 Understanding the Standards-Based and DI Classroom: Levels of Mastery and Planning for Mastery (half day)

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.
- Interpret objectives for classes or units written in language that describes what the students will know and be able to do after the teaching is finished.
- Choose activities that maximize student mastery of the objectives.
- Explain the components of lesson planning in a standards-based classroom.

3-7 Effective Questioning Strategies for Checking for Understanding and Developing Higher Order Thinking Skills (half day)

After this workshop, the participants will be able 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 that develop the higher order thinking skills of students.

3-8 Assessing Student Learning (half day)

Prerequisite:

3-7 *Effective Questioning Strategies and Checking for Understanding (half-day)* (this page, 45)

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 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.

3-9 Differentiating Instruction (1 day)

Prerequisites:

3-4 *Understanding the Standards-Based and DI Classroom: Levels of Mastery* - on page 45

3-5 *Effective Questioning Strategies and Checking for Understanding* - on page 45

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.

3-10 Understanding Intelligence and Motivation (half day) **(a.k.a. Motivating the Low Motivation Learner)**

After this workshop, the participants will be able to:

- Explain the key aspects of the following theories of intelligence: innate, single-entity intelligence, growth mindset, grit 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.
- Implement teaching strategies that impact all 7 areas of effective motivation.

3-11 Overview of Disabling Conditions in the Classroom

(1 full day or 2 half days)

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 paraprofessional is essential to providing services to a child with disabilities.

3-12 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 student with this diagnosis.
- Demonstrate strategies that support a student with emotional and/or behavioral challenges in the classroom.

3-13 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.

3-14 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.

3-15 Succeeding with Economically Disadvantaged Students and their Families

“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 an 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) “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.

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 impoverished communities
- Explain the effects of poverty on student health.
- Define the aspects of impoverishment and student/family dynamics: 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

3-16 Growth Mindset

This program explains the practices used by educators to create a growth mindset among students and educators. It begins with a brief history of our evolution from a belief in fixed entity intelligence to a belief in learnable intelligence based on the research findings of Carol Dweck and others. This is followed by an explanation of, and practice using, proven strategies for empowering students by developing a growth mindset. By the conclusion of the workshop participants will be able to:

- Explain the importance of a growth mindset.
- Explain the components of the growth mindset including attribution theory and learnable intelligence.
- Implement specific classroom strategies that move students to adopt a growth mindset.

3-17 English Language Learning Programs

See the ELL section 2-17 on pages 38-41 for descriptions of the following. Each is a 3-hour session.

1. ELL Session One: Overview of the English Language Learner Experience
2. ELL Session Two: Questioning and Assessment for Non-English-Speaking Students
3. ELL Session Three: Teacher Language and the Social-Emotional Domain
4. ELL Session Four: Special Education and English Language Learners
5. ELL Session Five: Where Culture and Language Intersect

3-18 Addressing Dyslexia in our Classrooms a workshop for Teachers, School Clinicians, Administrators, and Paraprofessionals

“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?
- 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?
- What are the social emotional challenges that may accompany this disability?

3-19 Working with Students with Behavioral Challenges

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 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 to improve student behavior.
- Developing student skills to work effectively in groups.

3-20 Make Your Paraprofessional a “Co-Educator” and Raise Student Achievement (2 Day Program)

See program 2-19 in the special education section of this program of studies.: *Make Your Paraprofessional a “Co-Educator” and Raise Student Achievement* This can be done just for paraprofessionals or with teams of paraprofessionals and the teachers with whom they work.

3-21 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 used for most positions or modified for a specific position. 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:

- Empowering teachers with 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.

3-22 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 position. 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, evaluation system, job descriptions, to 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. 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 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.

Section 4: Teacher Graduate Courses

4-1 Differentiated Instruction and Standards-Based Teaching: Current Research and Practice 3 Graduate Credits

This program is fully aligned with the DESE Teacher Performance Rubric.

The program can be taken as a full 3 credit graduate course or as daily workshop modules. This program is available on-site, hybrid, or completely online!

This program provides teachers with the most current instructional practices in standards-based teaching and differentiated instruction. The authors of this course and textbook, and their team of 35 consulting educators, have included a comprehensive review of the most recent literature and 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.

Alignment with the Teacher Performance Rubric: upon release of the teacher performance rubric the authors of the text and the program aligned the 33 performance indicators in the teacher rubric with the specific observable behavior's teachers learn in this course. All participants receive a copy of the document that shows how each teacher performance in the program aligns with the rubric indicators. Teachers are able to use this document to:

1. Accurately and specifically self-assess their performance on the rubric elements.
2. Write specific educator plans with measurable SMART goals that are aligned with the rubric elements.
3. Gather evidence related to their performance in the rubric elements.

This program was selected over all other courses by the DESE for use in the Massachusetts Focus Academy Program.

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.

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, summative and formative assessments.
- Define the similarities and differences between product assessments and performance assessments.
- Create teacher-made product assessments 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.

Differentiated Instruction (with special sections for English language learners and special education 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 re-teaching, practice, and extension as needed.
- Manage differentiated activities in single lessons.
- Differentiate their teaching by content, process, and product.
- Differentiate 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 That Contribute to Student Success

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

- Explain the key aspects of the following theories of intelligence.
 - Innate, single-entity intelligence.
 - Learnable intelligence.
 - Multiple intelligences.
 - 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.

Special Education Students:

Each of the above sections contain essays that describe how the concepts in that part of the course can be applied to special education students.

4-2 Differentiated Instruction, Standards-Based Teaching, and English Language Learning: Current Research and Practice 4 Graduate Credits

This course includes all of the components above plus 15 hours of training in effective instructional practices for English Language Learners.

4-3 Sheltered English Immersion (SEI) Course for Teachers-3 Graduate Credits

This course fulfills the MA ESE and U.S. Department of Justice Requirements for obtaining competency in teacher English language learners.

A. COURSE DESCRIPTION:

The purpose of this course is to prepare teachers with the knowledge and skills to effectively shelter content instruction so our growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

B. LEARNING OUTCOMES / OBJECTIVES:

The purpose of this course is to prepare the Commonwealth's teachers with the knowledge and skills to effectively shelter content instruction so our growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

The course has three overarching goals:

1. To help teachers effectively carry out their responsibility for the teaching and learning of ELLs, as well as to understand the social and cultural issues that contribute to an impact the schooling of ELLs.
2. To expand teacher knowledge of how language functions within academic content teaching and learning, and how children and adolescents acquire a second language.
3. To provide teachers with practical, research-based protocols, methods, and strategies to integrate subject-area content, language, and literacy development — per the expectations of the World Class Instructional Design and Assessment (WIDA) English Language Development Standards (ELDS) — and thus, to support ELL student success with all state academic standards.

The Nature of the Course

The SEI Teacher Endorsement course focuses on current theories and evidence-based instructional practices related to the teaching of ELLs. This course is designed to promote continuous improvement in educator practice and to build teacher confidence and familiarity with research-proven practices for working with ELLs. Throughout the course, effective research-based strategies will be modeled. Teachers will have opportunities to practice the modeled strategies, to analyze their practice, to provide and receive feedback, and to reflect

on their experiences. Through this cycle of reflective practice, teachers will gain new skills, knowledge, and dispositions for the education of English language learners.

Assignments are designed to reinforce key concepts and practices and will include a reflection drawing on classroom data and information, classroom tryouts of modeled strategies that teachers will assess using a tool provided for that purpose as well as the development, implementation, and presentation of instructional segments. Throughout, participants will be asked to reflect upon the impact of the course material and activities on their practice.

The SEI Endorsement course:

- Systematically strengthens participant capacity to provide SEI through cycles of modeling, practice, and feedback built upon current research on effective practice.
- Is integrated with and supported by three other major initiatives in the Commonwealth: the implementation of the 2011 standards for ELA and math (incorporating the Common Core State Standards), the implementation of WIDA standards for all educators, and the new Educator Evaluation system.
- Is built upon the concept that addressing the needs of ELLs, individual and collective ownership, collaborative practice between educators, and a whole-school approach are critical. The new SEI endorsement for teachers is connected to the SEI Administrator Endorsement, and supported by policies that require continuous educator growth over time.
- Is facilitated by approved instructors who have been vetted through a comprehensive application and interview process, have participated in a rigorous training program, and will be subject to ongoing performance evaluation.
- Is delivered in cohorts across the state. The cohorts will provide opportunities for online and in-district collaboration, peer support, and sharing of ideas and materials.

4-4 Mentoring for Success: A Course for Teacher and Clinical Staff Mentors-3 Graduate Credits

This course is designed to increase your competency in the areas of the educator evaluation teacher and clinical staff (a.k.a. S.I.S.P) performance rubrics related to professional collaboration and modeling.

Below and continued on next page is a list of the competencies included in the course.

Impact of Mentors and an Induction Program

By the conclusion of the course the mentors will be able to:

- Explain why a well-trained mentor is important to the success of the mentee.
- Explain the components of a comprehensive induction plan for teachers.
- Assist the mentee in preparing for the first day and first week of school to insure a positive foundation for the remainder of the school year.
- Anticipate and remediate those road blocks to the mentee's success that typically occur at various points during the school year.

Conferencing to Create Change

After this section of the course, the mentors will be able to assist mentees by planning and effectively executing:

- Initial meeting conferences.
- Feedback conferences with constructive and useful feedback.
- Three-way conferences with the mentees and other staff members.
- Pre-observation conferences.
- Post-observation conferences.

Assisting Mentees with Classroom Management for Effective Standards Based Teaching and Differentiating Instruction

- Develop and implement classroom rules and routines that maximize the level of respectful, on-task behavior.
- Develop and implement a system of rewards and consequences for reinforcing respectful, on-task behavior.
- Obtain the attention of students at the start of lessons, after group and partner activities, after interruptions, and after student attention has deteriorated.
- Create student-teacher and student-student relationships.
- Use physical proximity and the physical design of the classroom to improve student behavior.

Assisting Mentees with Mastery-Based (Standards-Based) Planning

After this section of the course, the mentors in training will be able to assist mentees with:

- Writing objectives for classes or units in language that describes what the students will know and be able to do after the teaching is finished.
- Writing objectives for classes or units in language that enables them to readily assess whether or not the objectives have been mastered.
- Choosing assessments that measure student mastery of the objectives.
- Choosing activities that maximize student mastery of the objectives.

Assisting Mentees with Working Effectively with Parents

After this section of the course, the mentors in training will be able to assist mentees with:

- Using pro-active communication to establish positive relationships with parents.
- Conferencing effectively with parents.
- Dealing effectively with concerned parents.
- Maximizing the engagement of uninvolved parents in their children's education.
- Conducting successful curriculum night presentations.

Lesson Observation and Analysis

After this section of the course, the mentors will be able to:

- Conduct lesson observations with minimal stress and threat to the mentee.
- Gather observable data that can be used to effectively discuss and improve the mentees teaching.
- Consolidate the work of mentors and mentees in way that maximizes their time when they have to meet.
- Make a list of other resources that will facilitate higher success for the mentee.

4-5 Social-Emotional Learning and Special Education: Helping Students and Families- 3 Graduate Credits

COURSE DESCRIPTION:

This course is designed to provide participants with the skills to increase the number of students who succeed in their classes by developing a school wide environment that supports the social-emotional learning and other special needs of a diverse student population. It builds the capacity for school clinical staff, teachers, administrators, and teaching assistants to collectively create an environment that addresses the needs of students on IEPs, students on 504 plans, and other students who have social, emotional, or academic skills deficits. We will explore the importance of SEL in both the school and home environment. The course will also address the impact of our current challenges by investigating the impact of trauma on teaching, living and learning in the era of Covid #19. It will also address issues relating to implicit and unconscious bias and how awareness of these areas can contribute to development of SEL skills.

How This Course Addresses Tiered Instruction:

“School-wide Behavior/Social Rules, Supports, Expectations” All students have access to non-academic and academic supports that focus on the optimization of positive and productive functioning. Proactive and predictable classroom routines and a positive school climate are essential to the successful implementation of the tiered system of support. Classroom and school-wide expectations for all students must be clearly defined, communicated, and visually displayed in classrooms and throughout the school. The school climate should support positive relationships with adults/teachers/mentors to provide additional support and encouragement.” (From MA ESE)

Research-based academic interventions and assessment practices; all of the strategies taught in this course are substantiated by significant research and practice. A comprehensive bibliography listing the research and other resources is incorporated into this syllabus in later pages.

Research-based behavioral interventions and supports; the part of the course that addresses the creation of effective classroom organization by identifying and reinforcing social emotional skills includes the management of all students who are academically and/or behaviorally challenged. General educators and special educators and educators of children who are second language learners are provided with activities and suggestions on conversations and communication strategies to enable these students to receive their learning in the general education SEL classroom. Related service providers including school nurses, counselors, PT, OT and Speech and Language Professionals and Behaviorists will be provided with readings that target their particular area of expertise.

Final Project for SEL/SPED Course: In addition to participation in zoom sessions, students will be required to complete the assigned readings, and successfully complete the independent modules with quizzes and response questions. During our final zoom session, participants will demonstrate their final project (details included in Moodle).

The final project requires that participants will create a workshop that could be presented to either professional colleagues or to a parent/guardian group. It could also be a workshop designed specifically for the student population you work with. It should include the following information.

- Who is the target audience?
- How will you present the information about the different aspects of SEL? (In other words, how would you give a brief overview of Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making to this audience?)
- If you are creating this workshop for a parent/guardian group, and you wish to specifically target a group like parents of kids on the autism spectrum or other learning challenges, how would you alter or add to the workshop for this group?
- Include some strategies and resources that you would share with the group. For example, if you are creating a workshop for your professional colleagues you will need to include some articles, video clips and books that they could use with their own students. If your workshop is geared towards the parent/guardian group, you would probably include different resources more appropriate for their interests. If you are creating a workshop geared towards students, make sure it is age appropriate for your group and include appropriate accommodations.
- You MAY work with up to but no more than three classmates on this project and you must be able to demonstrate some kind of visible document, ppt or pamphlet that will be shared at the last zoom session. Each person or small group will be allowed 12-15 minutes max to present this to the class.
- Your final score will be based upon the following criteria:
 - a) You have demonstrated how you have provided an overview of the five SEL skills
 - b) If you are presenting as part of a small group, you must document each person's role in the final presentation of the presentation
 - c) You have included resources that are appropriate for the target audience (books, articles, video clips, etc.)
 - d) You may include references found in *Social Emotional Learning in the Classroom* and *Social Emotional Learning in the Home* as part of your resource list among others you select.

The class will provide feedback and comments (only helpful and positive) that each group will receive to review upon completion of their presentation.

Essential Questions: How can we as educators create and sustain clinical service sessions and classroom teaching that make social-emotional learning and effective response to special needs an integral part of every interaction with students?

How can we as educators and related service professionals provide a better understanding of the connection between social emotional learning and the unique challenges of students with special needs?

How can we as educators and related service professionals provide additional support for families in their efforts to address SEL in the Home for a diverse population of students?

Matriculation for Graduate Credit

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

TEXTS:

- Ribas, W., Brady, D., and Hardin, J. *Social-Emotional Learning in the Classroom: Practical Guide for Integrating All SEL Skills into Instruction and Classroom Management*
- Ribas, W., Brady, D., Hardin, J., Gumlaw, E. *Social-Emotional Learning in the Home: A Practical Guide for Integrating the Development of Social-Emotional Skills in Your Parenting.*
- Fitchburg State University Teacher Preparation Programs. (2018). *Conceptual framework*. Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/offices/academic-offices/education-unit/conceptual-framework/>
- Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>
- Assigned articles are embedded within each module of the course and will be required reading and written reflection/ discussion on each

LEARNING OUTCOMES/OVERALL OBJECTIVES:

Overall Objective 1 of the course provides the participants with an understanding of the nine components of social-emotional learning. Participants learn about the varied needs of students and determine the best strategies to provide support to students taking into account learning style, English language proficiency, special needs, cultural influences, gender, effects of poverty and brain development.

Overall Objective 2 looks at the strategies that teachers and clinical service providers need to incorporate into their daily interactions to support students. As social- emotional learning becomes an integral part of every interaction, educators will learn skills that will help students develop self-management, self-awareness, responsible decision making, and relationship and social awareness.

Overall Objective 3 of the course addresses effective assessment of student learning of social-emotional and academic skills. Teachers will learn to reflect and analyze their own behavior in the classroom and how the use of growth mindset strategies can make positive modifications to educator and student belief systems.

Overall Objective 4 of the course teaches participants to incorporate effective practices in large group, small group, and individual work to support the development of students' social-emotional skills and academic skills.

Overall Objective 5 of the course will examine the components of effective student management to support the development of social-emotional learning skills and to set up a classroom structure that will enhance a student's personal and interpersonal awareness and behavior.

Overall Objective 6 of the course will teach participants how to create a system of rewards, consequences and learning experiences based upon SEL and PBS practices for reinforcing respectful on-task behavior, and the development of students' social-emotional skills. In addition, participants will learn to use the best SEL and PBS practices to respond to difficult-to-manage behaviors and develop an individual contingency plan to support the growth of a student whose inappropriate behavior hampers learning.

4-6 Social-Emotional Learning in the Classroom: A Practical Guide for Integrating SEL Skills into Instruction and Classroom Management 1 Graduate Credit

This course is designed to provide teachers with the skills to increase the number of students who succeed by developing a classroom environment that supports the social-emotional learning needs of a diverse student population. The course is divided into the following parts.

Addressing Tier One Instruction:

“School-wide behavior/social rules, supports, expectations. All students have access to non-academic supports that focus on the optimization of positive and productive functioning. Proactive and predictable classroom routines and a positive school climate are essential to the successful implementation of the tiered system of support. Classroom and school-wide expectations for all students must be clearly defined, communicated, and visually displayed in classrooms and throughout the school. The school climate should support positive relationships with adults/teachers/mentors to provide additional support and encouragement.” <http://www.mass.gov/edu/docs/ese/accountability/mtss/blueprint-chapter-3a.pdf>

Research-based academic interventions and assessment practices; all of the strategies taught in this course are substantiated by significant research and practice. Research-based behavioral interventions and supports; the part of the course that addresses the creation of effective classroom organization by identifying and reinforcing social emotional skills includes the management of all students who are academically and/or behaviorally challenged. General educators and special educators and educators of children who are second language learners are provided with activities and suggestions for conversations and communication strategies to enable these students to receive their learning in the general education SEL classroom.

Essential Question: How can we as educators create and sustain classrooms that make social-emotional learning an integral part of every interaction with students by managing academic, personal, and interpersonal activities in a way that develops self-management,

self-awareness, responsible decision making, relationship and social awareness skills?

- Part I: Provides participants with an understanding of the nine components of social-emotional learning. Participants learn about the varied needs of students and determine the best strategies to provide support to students, taking into account learning style, English language proficiency, special needs, cultural influences, gender, effects of poverty, and brain development.
- Part II: Social-emotional learning strategies teachers need to incorporate into a differentiated instruction classroom. As social-emotional learning becomes an integral part of every interaction, teachers learn skills that help students develop self-management, self-awareness, responsible decision making, and relationship and social awareness.
- Part III: Addresses effective assessment of student learning of social-emotional skills. Teachers will learn to reflect and analyze their own behavior in the classroom and how the use of growth mindset strategies can make positive modifications to educator and student belief systems.
- Part IV: Teaching participants to incorporate effective practices in whole class and group work to support the development of student social-emotional skills.
- Part V: Examining the nine components of effective classroom management to support the development of social-emotional learning skills and to set up a classroom structure that will enhance student personal and interpersonal awareness and behavior.
- Part VI: Creating a system of rewards, consequences and learning experiences based upon SEL theories for reinforcing respectful on-task behavior, and the development of student social-emotional skills. In addition, participants will learn to use the best SEL practices to respond to difficult-to-manage behaviors and develop an individual contingency plan to support the growth of a student whose inappropriate behavior hampers learning.

4-7 Succeeding with Students with Special Needs- 1 Graduate Credit

Part 1: Overview of Disabling Conditions in the Classroom

After this part of the course, 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, while not overly assisting, a student with special needs

Part 2: Executive Function: Strategies 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 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.

After taking this part of the course participants will be able to:

- Recognize executive function difficulties in the classroom
- Identify strategies and skills for organizing and managing time, materials, work area, and 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

Part 3: Working in Classrooms With Students With Neurological and Emotional Disorders

After this part of the course, 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 student with this diagnosis
- Demonstrate strategies that support a student with emotional and/or behavioral challenges in the classroom

Part 4: Working With Students with Behavioral Issues

After this part of the course, 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 the attention of students 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

Part 5: Teaching and Reaching Your Students on the Autism Spectrum

Latest Statistics from the CDC retrieved 6/17/15:

- About 1 in 68 children aged 8 years old (or 14.7 per 1,000) 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 part of the course 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 other methods recognized in the field.
- What are the post-secondary options for children with ASD? —
Yes, attending college is now an option for many!

4-8 Succeeding English Language Learners- 1 Graduate Credit

Please note this is not the SEI endorsement course some evaluators are required to take. If you need that program, you can contact us at afaherty@ribasassociates.com for information on where and when we are holding our SEI endorsement courses.

Part 1: Overview of the English Language Learner

While many educators have had the personal experience of learning a second language at some point in their academic careers, few have been called upon to actually develop proficiency, or even more challenging, to try to learn something new using only a language that is very new to them (second language proficiency). 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 into 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 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.

Part 2: Questioning and Assessment for Non-English-Speaking Students

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.

Part 3: Teacher Language and Social Emotional Learning

Considerable research has been devoted to the role that a student's 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.

Part 4: 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 and applying 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.

Part 5: 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 for 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.

4-9 Impact of Trauma on Students and Families... and Part 2: Succeeding With Students and Families from Economically Disadvantaged Households- 1 Graduate Credit

PART 1 Impact of Trauma on Students and Families This program will explore the ways in which students and educators are impacted by trauma. It includes traumas caused by the pandemic related actions, school and community shootings, war, verbal and physical abuse, gang violence, death of a loved one, bullying, racial or ethnic targeting (e.g., Islamophobia, Asian Pacific Islander and recent immigrants), and other traumatic events in the lives of students and their families. Although many of us have been educated on the impact of trauma on learning, we have not really grasped the long-term impact all these triggers may have on our students and ourselves.

Topics examined in this program

- Overview of the impact of all aspects of trauma on learning.
- What are observable signs that a student is dealing with trauma?
- The ways in which ‘resilient’ students may demonstrate more signs of trauma later in life with more serious outcomes.
- The ways in which the list of types of traumas above impact students and their families.
- The ways in which educators who are coping with their own traumatic can be supported by administrators, supervising teachers, and colleagues.

PART 2 Succeeding with Students and Families from Low Socio-Economic Households:

There is now a large body of research that shows students from low-income families can achieve in school and career at the same levels as students from high income families. Many have learning gaps resulting from their home experiences when compared to their higher SES (socio-economic status) classmates. However, high quality instruction and overcoming unconscious bias (that often misplaces them on IEPs) results in eliminating the gap caused by family income status.

Component 1: Connecting the curriculum to student lives, prior learning, future learning

Component 2: Interpersonal Relationships and Social-Emotional Learning

Component 3: Growth Mindset

Component 4: Differentiating Instruction

Component 5: Educator Enthusiasm

Component 6: Engaging Teaching: Effort and Relationships

Component 7: Parent/Guardian Involvement

4-10 Identifying and Addressing Implicit Bias in Staff and Students and Addressing Dyslexia in our Schools- 1 Graduate Credit

Part 1: Implicit Bias in Our Schools "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* (or an *aversion to*) a person, or a group of people". Perception Institute retrieved July 14, 2020

Achievement gaps for African-American and Latino students, recent attacks on Asian and Pacific Islander Americans, Muslims have re-awakened the country and the world to the problem of both conscious and unconscious (implicit) bias. As we are exploring these events 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**, other forms of implicit bias include: **Socio Economic Status, Culture, Special Needs, Gender, Religion (e.g., Islamophobia, Anti-Semitism), LGBTQ, Non-Traditional Families, Recent African and Hispanic Immigrants**, and others (e.g., **Sizeism**)

By the conclusion of this two-part course, participants will be able to:

1. Examine their own "brain hard wiring" related to the areas of bias noted above.
2. Define various types of implicit bias that exist in our schools.
3. Define implicit bias, confirmation bias, and other forms of bias.
4. Recognize implicit biases possessed by our students and ourselves as educators.
5. Implement strategies that begin to raise the awareness of implicit bias and change student and staff thinking and behavior.

Part 2 - "Addressing Dyslexia in our Schools"

"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."

Participants who take this workshop will be able to answer the following questions:

- What is the true definition of dyslexia?
- What is the prevalence of dyslexia as a category under a specific learning disability??
- How does dyslexia impact learning at the pre-K, 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 and how is that done?
- What are the social emotional challenges that may accompany this disability?

4-11 Differentiated Instruction & Social-Emotional Learning 1-1

Graduate Credit

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 2018 to provide teachers with the most current instructional practices in standards-based teaching and differentiated instruction. For each topic identified in the course objectives of the program and the textbook the authors 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. Essays will impart how the concepts in this course can be applied to English Language Learners (ELL) and Special Education Students (SPED).

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.

4-12 Differentiated Instruction & Social-Emotional Learning 2- 1

Graduate Credit

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. For each topic identified in the course objectives, 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. Essays will impart how the concepts in this course can be applied to English Language Learners (ELL) and Special Education Students (SPED).

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.

4-13 Differentiated Instruction and Social-Emotional Learning 3 -1

Graduate Credit

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. For each topic identified in the course objectives of this brochure, 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. Essays will impart how the concepts in this course can be applied to English Language Learners (ELL) and Special Education Students (SPED).

Differentiated Instruction (with special sections for English language learners and special education 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 re-teaching, 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 That Contribute to Student Success

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

4. Explain the key aspects of the following theories of intelligence:
 - innate, single-entity intelligence
 - growth mindset, learnable intelligence
 - multiple intelligences
 - attribution of intelligence
5. 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.
6. Increase students' motivation by helping them to equate success with effort and to work to acquire effective strategies.

Section 5:

Keynote Addresses: For All the District's Professional and Paraprofessional Staff

5-1 Keynote Program Descriptions

The Address

The keynote addresses are designed to provide every teacher, administrator, and paraprofessional with a common knowledge on the topic that is chosen. For one low cost every educator in the district learns proven skills for improving student achievement.

Administrator Preparation

The program begins with a Zoom program overview for all the administrative staff and teacher leaders. At the workshop, the administrators and teacher leaders receive instructions on the strategies and watch a preview of the keynote presentation that will be given to all teachers. This preview program is designed to ensure that administrators and teacher leaders are able to assist teachers and paraprofessionals with the implementation of the strategies in each and every classroom. The Ribas Associates consultant provides the leadership group with a menu of options for working with all the district's teachers and paraprofessionals during subsequent professional-development time to further implement the components in their classroom. Each administrator and teacher leader may then be assigned a group of staff member with whom to work with after the keynote address. For leadership groups in excess of 25 participants, it is recommended that that district break them into more than one group for this preview. For districts with more than one group there is an additional cost.

Professional Development Day

The Ribas Associates consultant gives a 1.5-hour keynote address to all the teachers and administrators in the district. The address explains the strategies in the topic area. After the address, the teachers and paraprofessionals work with their assigned administrators on one or more of the menus of options in preparation to use the components in their classrooms. This can be conducted on a full-day professional development day in which the teachers and paraprofessionals have 3 or more hours to work in their groups, or the program can be held on an early-release day with subsequent time designated for teacher and paraprofessional implementation work.

Follow-Up Day for Administrators (Optional)

At this workshop, the Ribas Associates consultant teaches administrators how to create building/department implementation plans. The plans describe, step by step, the way in which each administrator will insure the implementation of these components in every classroom in his or her school or department. Administrators also learn how to remediate

those teachers and paraprofessionals who are “low implementers.” The administrators begin developing their plans at the workshop with the support and assistance of the Ribas Associates consultant. The Ribas Associates consultant also teaches the administrators to assess the level of implementation of the components in their school or department and how to modify their implementation action plans to insure continuous increased implementation.

5-2 Keynote Address: Social-Emotional Learning

(Based on the book of the same name)

The address answers the questions:

- What does the shift toward social-emotional learning look like?
- What are the 5 categories and 44 skills?
- How can SEL be easily and effectively integrated throughout the school day for general and special education students to practice and apply the skills?
- How does the development of social-emotional learning skills raise student achievement?

5-3 Keynote Address: Questioning Strategies for Use by Every Teacher and Paraprofessional

Effective student questioning is one of the most frequently used instructional strategies. An individual teacher or paraprofessional asks hundreds of questions each day and tens of thousands of questions each school year. A school or district with 200 staff members will ask over five million questions a year. The importance of effective questioning practices is cited in the professional literature on differentiating instruction, Universal Design for Learning, and teaching English language learners.

Yet, the full range of student questioning strategies is almost never taught in pre-service or in-service training. Whole books have been written on the topic, yet districts almost never provide teachers and paraprofessionals with training on the intricacies of effective student questioning. Every teacher performance rubric in the country contains a questioning component within the instructional standards.

This program is designed to significantly improve the quality of questioning in your entire district in a 2-hour keynote address. It is the most cost-effective way a district can differentiate instruction and raise student achievement across the district.

Questioning Skills for Regular and Special Education Students

After this section of the course, the participants will be able to differentiate instruction by increasing the effectiveness of their questioning strategies by:

- Increasing the number of general educations, English language learners and special

education students who ask and answer questions in their classes.

- Raising the thinking level of the answers teachers and paraprofessionals receive from students thereby training students to use higher level thinking such as application, evaluation, and synthesis.
- Clearly defining the instructor's purpose for asking each question and generating the best question to meet that purpose.
- Pre-assessing student information and skills in preparation for differentiating instruction.
- Using questions and dipsticking to formatively assess student understanding and differentiate instruction based on that assessment.
- Raising student confidence levels for mastering complex content and skills.
- Efficient partner processing and embedding learning using processing partners and turn-and-talk.
- Using think-aloud to enable students to analyze and improve their problem-solving skills.

5-4 Keynote Address: Eight Brain-Based Teaching Strategies for Developing the Cognitive Context for Learning that Every Teacher Should Use

The Cognitive Context for Learning professional development day (or early-release day) is arguably the most cost-effective method for improving student achievement available to your district. It is designed to train every teacher in the district to implement eight brain-based 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.

Teachers and administrators learn to implement the eight most commonly used brain-based strategies for developing the cognitive context for learning. By the conclusion of the program, all the teachers and administrators will be able to:

1. Explain how differentiating instruction, by creating the cognitive context for learning, results in higher levels of student achievement.
2. Describe the eight most commonly used cognitive-context strategies and how to implement them in their classrooms.
3. Work together in a planned and systematic way in their school/department to raise student achievement by implementing all eight cognitive-context strategies into every classroom.
4. Administrators will have implementation plans designed to insure 100% implementation of the strategies in every classroom.
5. Administrators will be able to supervise, evaluate, develop, and statistically measure teacher implementation of these strategies.

Eight Most Commonly Used Cognitive-Context Strategies

These strategies have been known to educators for many years. However, only a small percentage of teachers use them consistently, for two reasons. First, most teachers and administrators lack an understanding of how the brain functions and how to raise student learning by using these strategies. Second, many buildings and departments lack a systematic approach to assisting teachers in implementing the strategies. This program is designed to address both of these roadblocks to implementing these eight strategies based on the cognitive context for learning:

1. Communicating agenda/itinerary
2. Communicating mastery objectives
3. Using activators
4. Using summarizers
5. Making connections to previous learning
6. Posing essential questions
7. Making connections to the real world/students in real life
8. Assigning homework at the start of the lesson

5-5 Keynote Address: Strategies for Motivating the Low-Motivation Learner

- The Motivating the Low-Motivation Learner professional development day (or early-release day) is arguably the most cost-effective (about \$16 a teacher) method for improving student achievement available to your district. It is designed to train every teacher in the district to implement six components 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, Carol Dweck, Ruby Payne, and Howard Gardner have studied those student groups with a high incidence of low school motivation. They have identified the connection between the beliefs about intelligence held by these students and their level of motivation, and have created strategies designed to reduce the cycle of low motivation. This program is designed to help educators understand the reasons for the cycle of low motivation that inhibits the success of these students. It provides concrete strategies for teachers. The program is designed to insure the implementation of these important strategies in every classroom in the district or school.
- These six components have been used by educators who have successfully motivated low-motivation students for many years. 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 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.

- In this program, we show teachers how to effectively use the following six components in their classrooms to maximize student motivation and help students develop an intrinsic desire to learn:
 - Component 1: Connecting the curriculum
 - Component 2: Using teacher enthusiasm
 - Component 3: Providing teaching that engages
 - Component 4: Differentiating instruction
 - Component 5: Maximizing the power of interpersonal relationships
 - Component 6: Exploring teacher and student beliefs about the nature of intelligence and its connection to student motivation

5-6 Keynote Address: Strategies for Succeeding With Economically Disadvantaged Students and Their Families

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 ...,“it cost twice as much to educate a special education student as it did a “regular” student.” The report also found that, “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 learning disabled is because their behaviors, learning styles, and attending patterns – which differ from those exhibited by middle-and upper-class white students-(this) influences their inappropriate referral to special education”

(Howard, Grogan, Dresser, and Dunklee, 2013, pg 2)

The program will provide an overview to every teacher, administrator, and paraprofessional in the district of the strategies that increase the performance of economically challenged students.

David Perkins, Eric Jensen, Carol Dweck, Ruby Payne, Bill Ribas, Howard Gardner and others have studied students who come from economically disadvantaged 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 keynote have been used by educators to motivate these students to 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.

5-7 Keynote Address: Growth Mindset

The program explains the practices used by educators to create a growth mindset among students and educators. It begins with a brief history of our evolution from a belief in fixed entity intelligence to a belief in learnable intelligence based on the research findings of Carol Dweck and others. This is followed by an explanation of, and practice using, proven strategies for empowering students by developing a growth mindset. By the conclusion of the workshop participants will be able to:

- Explain the importance of a growth mindset.
- Explain the components of the growth mindset including attribution theory and learnable intelligence.
- Implement specific classroom strategies that move students to adopt a growth mindset.

Section 6: Administrator Workshops, Courses, and Consulting

6-1 Teacher and School Clinical Staff (SISP) Supervision, Evaluation and Development: Assess, Develop, and Document Performance, Including Observation (short and long), Multiple Data Sources Analysis, Teacher and School Clinician Interviews (a.k.a. conferences), and Calibrating Ratings

A course or workshop series that integrates all of the required and recommended training administrators need for effectively implementing the ESE teacher evaluation model.

This course can be offered as 6 days live, 4 days live, hybrid (3 days live and 3 days online), or all online. Districts may run their own class or sign their administrators up for our multi-district online class.

Program Description:

This program was developed to include all the components of evaluator training recommended by the Massachusetts Department of Elementary and Secondary Education. It aligns with ESE's 6 required modules for implementation.

These skills are taught for evaluating both **teachers and specialized instructional support personnel** (SISP) such as guidance counselors, psychologists, nurses, O.T.s, and P.T.s. Lectures, discussions, in-class exercises including role-play in supervisory situations, case studies and practical experience through critiquing actual videotaped classroom lessons and teacher interview will be an integral part of this course. The materials used in this course are the most current on the market.

By the conclusion of the program the supervisor/evaluator will be able to:

1. Explain why teacher evaluation is an essential component of teacher professional development designed to improve student achievement.
2. Use common evaluator terminology across the district for communicating with teachers, specialized educational support personnel, and other evaluators.
3. Gather the data needed to make objective and consistent (inter-rater reliability) judgments about a teacher's performance during short and long observations.
4. Gather multiple sources of data (including student assessment data) other than classroom observation to assess teacher and specialized instructional support personnel performance.

5. Make objective and calibrated (with inter-rater reliability within and across schools) judgments supported by evidence.
6. Convert that data into standard, judgment, evidence, impact statement, and recommendation (S.J.E.I.R.) observation write-ups at an introductory mastery level.
7. Document and communicate with teachers' judgments about teacher performance using the district's contracted teacher evaluation forms.
8. Use the online paragraph bank to increase inter-rater reliability and save time when documenting teacher performance at the guided practice level.
9. Use the connection document of observable behaviors and the teacher and SISP rubric to identify the specific observable behaviors related to all four standards.
10. Describe the competencies a teacher needs for the effective implementation of the district teacher evaluation system.
11. Plan and execute effective teacher conferences/interviews that both gather evidence and provide clear and succinct performance feedback.
12. Save evaluators time by using the Ribas Associates online resources that include paragraphs banks, SMART Goals, and sample teacher plans.

MATERIALS USED IN THIS COURSE

1. Ribas, W., *Teacher Supervision and Evaluation of Teachers, School Clinicians, and Administrators*. The Educational, Procedural, Social and Emotional Standards and Processes in Supervision and Evaluation. Includes an appendix of almost 300 pre-written specific feedback paragraphs for teachers and school clinicians.
2. Ribas, W., Brady, D, Tamerat, J, Deane, J., Greer, V and Billings, C: *Instructional Practices That Maximize Student Achievement: For Teachers by Teachers*. This text was aligned with the performance rubrics use in MA, RI, Danielson, Marzano, and other teacher performance rubrics. It includes new sections about working effectively with special education and English language learners.
3. Ribas, W., Handout packet for *Teacher Evaluation That Works I*. With 220 pages of supporting materials
4. Free: Ribas Associates observable behavior connection document. This document aligns the teacher performance rubric elements with the observable behaviors that represent those elements.

6-2 Supervising and Evaluating the Unsatisfactory, Needs Improvement, and Low Proficient Teacher and/or School Clinician Course or Workshop Series

This program can be offered as 4 to 6 days live, hybrid (3 days live or 3 days online), or all online. Districts may run their own program or sign their administrators up for our multi-district online class or hybrid classes.

BACKGROUND

NO MATTER WHAT YOUR CONTRACT LANGUAGE STATES REGARDING A TEACHER'S TIME ON AN IMPROVEMENT PLAN - YOU STILL ARE NOT ABLE TO REMOVE A PTS TEACHER WHO FAILS TO MEET THE REQUIREMENTS OF THE PLAN IF YOU HAVE NOT PROVIDED ADEQUATE DUE PROCESS AS TAUGHT IN THIS PROGRAM

Longitudinal research by Dr. William Sanders, based on value-added testing, published by the National Education Association, has found that:

“When children, beginning in third grade, were placed with three high-performing teachers in a row (top 20%), they scored, on average, at the 96th percentile on Tennessee’s statewide mathematics assessment at the end of fifth grade. When children with comparable achievement histories, starting in third grade, were placed with three low-performing teachers in a row (bottom 20%), their average score on the same mathematics assessment was at the 44th percentile.”

Sanders, W. and Rivers, J., *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement* (Research Progress Report) Knoxville TN: U of TN Value-Added Research and Assessment.

Fortunately, only about 2% of the professional teachers in most districts perform at the “unsatisfactory” level. A slightly greater percentage of teachers are at the “needs improvement” level and in danger of dipping into an “unsatisfactory” rating. Other staff members are at the bottom of the proficient level and in danger of falling into needs improvement. The overall percentage of low-performing teachers or school clinicians is relatively small. However, have you ever considered the financial, educational, and morale costs to your district of having even one PTS unsatisfactory teacher – a person you cannot supervise and evaluate to a level at which he/she meets the district standard (or a teacher who is perennially rated needs improvement).

- Students in your district lose valuable learning time if they must spend a year in a classroom with sub-standard teaching.
- Parents and community members lose confidence and withdraw their support when they believe your district lacks the quality-control procedures to ensure a satisfactory opportunity for the children in every classroom.
- The morale of hard-working and high-performing teachers is undermined when they see poor performance allowed because the district is unable to require satisfactory performance through effective supervision and evaluation. In some cases, they see poor performance “rewarded” with smaller class loads, teaching assistants added to the class, and/or transfers for low-performing teachers to less visible and less demanding jobs.
- Your district must cope with poor performance or pay large sums to buy out or hide teachers if you are unable to improve them (or remove them, if necessary).
- Spend \$50,000 to \$75,000 in dismissal litigation.

This *Supervising and Evaluating the Unsatisfactory, Needs Improvement, and Low Proficient Teacher or School Clinician* course or workshop series is designed to help districts avoid the above-mentioned issues. Administrators learn the skills to improve these teachers (or remove them, if they fail to improve). Ribas Associates spent 22 years working with teachers, Teachers Association officers, principals, superintendents, and others developing this training and writing the book, *Low Performing Educators: The Educational, Legal, and Social-Emotional Components*. In the past 10 years Ribas Associates consultants have trained and coached administrators on over 1,200 evaluations of tenured (PTS) teachers who did not meet the district standard or barely met the standard. *More than 65% of those educators improved enough to meet or exceed the standard and continued in the profession. Unfortunately, the others failed to improve and are no longer in the profession.*

THE PROGRAM

Research indicates that few administrators address low performance among tenured or professional status teachers because they lack the training and coaching needed to perform this difficult task. This program is structured to provide the specific skills needed to work effectively with these teachers and school clinicians and show districts how to provide ongoing coaching for these administrators. As a result of the program, evaluators will be able to complete a procedurally correct evaluation of an “unsatisfactory”, “needs improvement”, or “barely proficient” teacher or school clinician by:

1. Following the district’s contracted procedures, rubrics, and forms.
2. Obeying pertinent state laws and regulations.
3. Writing an effective improvement plan for an “unsatisfactory” teacher or a school clinician and the directed growth plan (a.k.a. enhanced goals) plan for a “needs improvement” teacher or school clinician.
4. Observe, verify, document, and record direct and indirect data accumulated both within and outside (e.g., student assessment data, parent and student complaints, student failure rates, student work, and discipline referral rates) of the classroom and clinical work setting that measures the teacher’s or specialized instructional support educator’s level of success in meeting the requirements of the improvement or directed growth plan.
5. Effectively triangulate the data collected to ensure accurate judgments.
6. Effectively document - in the evaluator record of evidence, formative evaluation, and summative evaluation forms - the progress (or lack thereof) of the teacher or school clinician in meeting the requirements of the directed growth or improvement plan.
7. Effectively and consistently implement the procedures and appropriate rubrics in your district’s supervision and evaluation system, teacher’s contract, and state regulations.
8. Explain the impact of the law and how to work within the law during low-performing teacher or specialized instructional support educator evaluations, including the concepts of *due process, just cause, duty of fair representation, harassment, Americans With Disabilities Act, Weingarten Right, rules of evidence, insubordination, conduct unbecoming a teacher, incompetency, incapacity, and failure to meet the district performance standards.*
9. Implement and document the steps of progressive discipline, if needed, including:
 - Conducting and documenting investigations
 - Writing reprimands

- Writing expectation clarification memos
- 10. Work effectively with the local Teachers Association as it represents the teacher or specialized instructional support educator throughout the process.
- 11. Conference with a teacher or specialized instructional support educator about low performance and/or misconduct using strategies designed to maximize the level of educator change.

THE MATERIALS USED IN THIS COURSE

1. Ribas, W., *Low Performing Educators: The Educational, Legal, and Social-Emotional Components. Essential Skills for Teacher, School Clinician, and Administrator Supervision*. The book includes almost 300 pre-written feedback paragraphs for teachers and school clinicians.
2. Ribas, W., Brady, D, Tamerat, J., Deane, J., Greer, V., and Billings, C.: *Instructional Practices That Maximize Student Achievement: For Teachers by Teachers*.
3. Ribas, W., handout notebook with over 200 pages of supporting materials

6-3 Sheltered English Instruction (SEI) Course for Administrators

(This course fulfills and MA ESE and U.S. Department of Justice requirements of the education of English Language Learners)

A. COURSE DESCRIPTION:

The purpose of this course is to provide school administrators with the knowledge and skills necessary to be effective reviewers and instructional leaders of educators who teach English language learners so that our growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

B. LEARNING OUTCOMES / OBJECTIVES:

The purpose of this course is to prepare school administrators with the knowledge and skills necessary to be effective reviewers and instructional leaders of educators who teach English language learners so that our growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

Knowledge Standards:

1. Understanding of diversity and background of English language learner populations, including family systems, neighborhoods, and communities, and their impact on teaching and learning.

2. Building a culture of equity and inclusiveness for linguistically and culturally diverse populations.
3. Implementation of strategies for coordinating instruction for English language learners (SEI and English language development).
4. Demonstrates an understanding of the use of best practices for sheltering content for, and teaching academic language to, English language learners in the classroom.
5. Understands and appreciates the challenges that English language learners face in the mastery of academic language and assures that educators are equipped to shelter content and scaffold instruction to promote the academic achievement of English language learners.

The course has four overarching goals:

1. To enhance administrative leadership capacity so an administrator may effectively carry out their responsibility for:
 - a. Building school cultures of equity and inclusiveness.
 - b. Developing and enhancing appropriate programs and services for all English language learners.
 - c. Ensuring a collaborative vision in which all members of the school community share the responsibility for the achievement of English language learners.
2. To expand administrative understanding of how language affects English language and content learning, and how children and adolescents learn language in academic settings.
3. To build administrative knowledge about:
 - a. The English language learner student body within their schools; the heterogeneity of their English language learners.
 - b. Laws and regulations affecting the education of English language learners.
 - c. Effective program models that engage English language learners in acquiring English while they learn academic content.
 - d. Research-based instructional practice that teachers employ to integrate subject area content, language, and literacy development — per the expectations of the Massachusetts English Language Development (ELD) World Class Instructional Design and Assessment (WIDA) standards — and thus to support ELL student success with *Curriculum Frameworks for English Language Arts and Literacy and Mathematics* and other content standards.
4. To equip administrators to integrate the various initiatives throughout the Commonwealth as they relate to English language learners, including the Educator Evaluation system

6-4 Teacher Evaluation Video Calibration Training for the Administrative Staff

One supervision and evaluation issue that is commonly found in school districts is the lack of consistent implementation of judgments across the district related to teacher performance. Some administrators hold the teachers they evaluate to standards that are below that which is required in other schools limiting the level of improvement in student achievement. Some administrators hold teachers to unreasonably high standards creating an inordinate amount of stress and discontent among the faculty. Inconsistent application can lead to grievances and/or challenges to decisions to non-renew non-tenured teachers.

Calibration training sets a consistent standard across the district and ensures that all administrators apply the same standard during their supervision and evaluation. The training results in an increased level of inter-rater reliability within and across the district's schools. Specific teacher behaviors that represent "exemplary" performance on the elements of the teacher evaluation rubric are established district-wide.

Phase 1

1. Increase inter-rater reliability by calibrating teacher evaluation ratings within and across schools on selected in elements in all four standards.
2. Write clear and consistent feedback to teachers using the standard/benchmark, judgment, evidence, impact statement, recommendation method on the walkthrough form, formative assessment form, formative evaluation form, and summative evaluation form.

Phase 2

1. Conduct effective teacher interviews and conferences related to teacher performance that yield additional evidence related to teacher performance on elements in all four standards.
2. Gather evidence through an observation and interview and calibrate all the elements in all four standards based on the Gloucester specific connection document.
3. Provide the district with in-district capacity to maintain and increase calibration in the future.

Text books designed to calibrate the rating of instruction and providing consistent evidence-based feedback to support those ratings:

1. *Instructional Practices That Maximize Student Achievement For Teachers, By Teachers*
2. *Supervision and Evaluation of Teachers, School, Clinicians, and Administrators*

6-5 Teacher and School Clinical Staff Evaluation Live Lesson Calibration and Coaching Observations

One supervision and evaluation issue that is commonly found in school districts is the lack of consistent implementation of judgments across the district related to teacher performance. Some administrators hold the teachers or school clinicians they evaluate to standards that are below that which is required in other schools limiting the level of improvement in student achievement. Some administrators hold teachers to unreasonably high standards creating an inordinate amount of stress and discontent among the faculty. Inconsistent application can lead to grievances and/or challenges to decisions to non-renew non-tenured teachers.

Calibration will be significantly more difficult to create when districts move to the four level rating systems and rubrics required in the new regulations.

Coaching and calibration observations sets a consistent standard across the district and ensures that all administrators apply the same standard during their supervision and evaluation. The coaching results in an increased level of inter-rater reliability within and across the district's schools. Specific teacher behaviors that represent "exemplary" performance on the elements of the teacher evaluation rubric are established district-wide.

Step 1: The consultant works with the senior administrators creating a schedule for coaching and calibration observations. He or she also works with the senior administration to modify the "model connection document" to match the district's teacher performance rubric. Administrators are placed in cohort groups of three administrators. All supervisors in the district will be involved in at least one calibration observation.

Step 2: High performing teachers are selected for these observations. High performers are the best teachers for calibration observations because they demonstrate more of the observable behaviors that are represented in the teacher performance rubric than lower performing teachers. A calibration observation is scheduled in each selected teacher's class. The teacher is asked to provide the lesson plan for the lesson that will be observed. The administrator who is assigned to evaluate this teacher has a pre-conference with the teacher prior to the observation.

Step 3: Each group of three administrators meets with the consultant just prior to the observation for about 30 minutes. At that meeting the observers review the teacher's lesson plan, any other information that may have been provided during the post conference and the teacher performance rubric and corresponding observable behaviors. The three administrators and the consultant then observe the lesson. If it is an extended block lesson, they will stay for approximately 30-35 minutes.

Step 4: Each observation will be followed by a 90-minute analysis session. During the analysis session the administrator independently analyzes the data gathered during the lesson. The administrators independently rate the teacher performance on the district rubric. The ratings are then discussed and a calibrated rating is set based on the observable behaviors that are expected for the elements in the rubric. Each administrator then writes one paragraph of positive feedback and one paragraph that recommends areas for improvement.

The consultant can complete two observations and analysis sessions each day with a total of six evaluators.

6-6 Coaching and Support Seminars for Difficult and Low Performing Evaluations

The longitudinal research (over 20 years) on value-added growth testing indicates that the bottom 20 percent of the teachers in a district negatively impact student achievement. Using the student performance data and the two instruments noted above, Ribas Associates assists administrators in identifying those bottom 20 percent performers. These performers are categorized as *low proficient*, *needs improvement*, or *unsatisfactory*.

The “needs improvement”, “unsatisfactory”, or low proficient PTS (tenured) teachers and school clinicians are placed on directed growth improvement plans or directed growth plans, as noted in the regulations. The low-proficient teachers are placed on enhanced self-directed growth plans that include more comprehensive goals and action plans than those of the other teachers and school clinicians on self-directed growth plans. The action plans in these enhanced self-directed growth plans include a higher levels of progress monitoring than is required of other teachers and school clinicians. The evaluators of these teachers and school clinicians receive case coaching from one of our experts in educator evaluation at least five times during the year and as needed (e.g., review of observation and other feedback documents).

Ribas Associates coaches are former union leaders, principals, and assistant superintendents for HR. They have successfully coached hundreds of administrators on over 1,250 cases.

6-7 Quality and Consistency Audit of the Educator Evaluations Completed in the District

With the onset of the evaluation system, school districts have had to invest significant funds into training evaluators to conduct effective evaluations. Few districts are now prepared to assess the work of those evaluators to determine the quality of the evaluations completed by those evaluators. Research indicates that lack of a robust audit of the evaluators’ work will result in the gradual decline back to previously ineffective or less effective practices. Lack of contract compliance, inconsistent ratings among evaluators, grade inflation, and unduly harsh evaluations are just some of the issues that can arise. These issues often result in teacher frustration and may lead to litigation based on the inconsistent application of ratings.

This audit is designed to maintain the quality control and consistency of the supervision, evaluation, and development program over the long term. An important part of this process is setting up an assessment program of the evaluators’ work using what is known as an evaluator audit. In brief, the audit evaluates the “output” produced by the evaluators

against exemplars and performances criteria. These exemplars and performance criteria are typically derived from previous training. Ribas Associates has sample exemplars and criteria districts may use for the audit. Some districts used audit data as evidence in the evaluation of administrators. The audit reports provide concise information about the quality of the written products of the administrator's evaluation of teachers.

A stratified, randomly selected group of supervisors and evaluators are chosen each year for this assessment. The assessor(s) conducting the file cabinet assessment confers with the administrators selected for assessment to gather a list of high performing, average performing, and low performing teachers from the administrator's caseload. The assessor chooses one teacher to assess from each category. Each document (e.g., classroom observation reports, formative evaluation reports, and summative evaluation reports) is read and assessed against the criteria sheet developed for that document. A numeric rating and evaluative comments are provided to the administrator for each of the criteria.

Each assessed evaluator receives a report indicating his or her level of performance on each of the criteria for effective observation feedback, artifact review feedback, formative assessments, formative evaluations, summative evaluations, directed growth plans and improvement plans. The superintendent receives a composite report of the performance of all assessed administrators. The evaluator of each assessed administrator receives a report that is part of the evidence used in that administrator's evaluation.

All supervisors and evaluators are assessed over a period of three to four years.

Targeted Training and Coaching

Districts will, typically, then provide targeted training and/or coaching for those administrators identified in the audit with areas for improvement. This "differentiated" professional development insures that people are only required to participate in individual or small group training and coaching specifically designed for their need. This reduces the amount of time that administrators need to be away from their buildings or departments for unnecessary training.

Districts may choose to have the Ribas Associate consultant complete the audit or have a Ribas Associates consultant train an in-district auditor.

6-8 Creating PTS/Tenure Review Panels: Ensuring High Quality and Consistent PTS/Tenure Decisions Across the District

One of the most important decisions made by Principals and/or other administrators involves the granting of Professional Teacher Status (PTS)/Tenure to teachers, clinicians and other professional staff. Compounding the difficulty of these determinations is the fact that, in most school systems, the criteria for these decisions vary across schools and departments.

The PTS/Tenure Review Panel is designed to create consistency in making these decisions across the district. They provide evaluators with an opportunity to discuss their pre-professional status (non-tenure) educators with a panel of colleagues (central office, principals, and department leaders), and to receive feedback on their preliminary determinations. Furthermore, this model assists school leaders in inverting the three-year Tenure/PTS recommendation/decision from a default of “You will likely receive professional teacher status/tenure unless you have demonstrated poor performance,” to one of “You will achieve professional teacher status/tenure if you have proven yourself to be an exceptional teacher or school clinician.”

6-9 Operating Effective Labor-Management Committees

District Coaching/Consultation Service

Labor-management committees are designed to address contract and other labor-management issues in a collaborative problem-solving setting. Effective labor-management committees can save districts and their unions:

*Tens of thousands of dollars in legal costs for dispute resolution,
resulting from protracted disputes that undermine
educator morale and student learning.*

Very few school districts have labor-management committees that *effectively and efficiently* address ***complex and controversial*** labor-management issues. Establishing effective and efficient committees typically requires training for the participants from trainers experienced in the process. Ribas Associates has the skilled trainers/facilitators and protocols needed to insure optimum operation of your district’s labor management committee. The Ribas Associates trainers/facilitators each have over 35 years of experience in labor-management relations. They have significant experience both as labor leaders and as management leaders. Their labor experience includes terms as union presidents and vice presidents, grievance chairs, building representatives, and negotiations chairs. Their management experience includes district and building administrators and assistant Superintendents for Human Resources. They each have years of experience establishing *effective* labor management committees. With their expertise and proven committee operation protocols they can help your district set up a labor-management committee or significantly raise the level of success of your present committee.

Our program is designed to build internal capacity. Our involvement is short and low cost. Once the committee is trained, and co-chair leadership capacity is established, your district committee can move forward without the cost of the consultant. If districts choose, they may continue to contract with the consultant for ongoing facilitation.

6-10 Dyslexia: Assessing Your District's Effective Implementation of the Massachusetts Guidelines for Dyslexia (for Districts Outside MA our Consultants can Help You Set Up an Effective District-wide Program of Identifying and Addressing Dyslexia) *District Coaching/Consultation Service*

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.

Massachusetts and states have created comprehensive guidelines for implementing programs to:

1. Effectively assess for and identify students with dyslexia
2. Avoid misdiagnosis of dyslexia
3. Train teachers and school clinical staff in the most effectively general education and special education strategies for assisting students with dyslexia. (Districts interested in having us train in-district trainers or train their staff directly may see our training programs in section 2-11 of the program of studies)

Our consultants are former administrators who have been both general education administrators and special education administrators. This dual set of skills makes them uniquely qualified to assess your district's programs for effectively addressing dyslexia. They are able to assess your present programs and provide a report indicating areas of strength and next steps to developing a comprehensive district-wide program that meets the *Massachusetts DESE Dyslexia Guidelines*, guidelines set out by your state, or absent state guidelines, develop a comprehensive district-wide program based on the most current research and practice.

6-11 Rent an Assistant Superintendent

Assistant Superintendent for Teaching and Learning

An assistant superintendent for curriculum and instruction plays a vital role in improving student achievement. Tasks such as curriculum development, curriculum mapping, aligning curriculum with state standards, developing common classroom assessments, analyzing assessment data, creating valid and reliable district assessments, creating induction programs for newly hired teachers, creating mentor teacher programs, creating professional development programs, and other such functions are typically lacking in districts that do not have a director or assistant superintendent for curriculum and instruction.

However, the cost of such a position when health insurance and other benefits are included can be well over \$140,000. This program is designed to provide districts with the

opportunity to hire an assistant superintendent for curriculum and instruction on an as needed basis to perform specific tasks. Our experienced “assistant superintendents” have all served as either directors or assistant superintendents for curriculum and instruction. Packages begin as low as \$18,000 for 80 hours work.

Our experienced curriculum and instruction administrators can also serve as mentors to your inexperienced assistant superintendents or directors of curriculum and instruction.

Assistant Superintendent for Human Resources

The human resource functions can take up large amounts of a superintendent’s time. Hiring staff, induction programs, grievance administration, investigation of employee misconduct allegations, contract negotiations, benefits management, teacher supervision and evaluation, and other such functions often “can’t be put off.” Because of the urgent nature of these functions, they pull superintendents away from other district priorities. Districts without such expertise can experience large costs related to poor negotiated labor agreements and grievances related to poorly done staff supervision.

However, the cost of such as position when health insurance and other benefits are included can be well over \$140,000. This program is designed to provide districts with the opportunity to hire an assistant superintendent for curriculum and instruction on an as needed basis. Our experienced “assistant superintendents” have all served as either directors or assistant superintendents for human resources.

Packages begin as low as \$14,000 for 80 hours work.

Our experienced human resources administrators can also serve as mentors to your inexperienced assistant superintendents or directors of human resources.

6-12 Inducting and Mentoring Administrators New to the District-District Coaching and Consultation Service

Ribas Associates is a national leader in the induction and mentoring of administrators new to a district or recently promoted to an administrative position. Our consultants who provide these programs are former administrators who served in positions as assistant principals, principals, curriculum coordinators, directors of student services, assistant superintendents, and superintendents. The services we provide include:

1. Consultation to district induction and mentoring coordination staff, assisting them with developing an induction and mentoring plan that aligns with the state program guidelines and regulations.

2. Training for new administrators in the following areas:
 - a) Recruiting and hiring teachers, school clinical professionals, and paraprofessionals. This includes essential skills such as interviewing and reference checking.
 - b) Providing building and district orientation programs for new staff.
 - c) Training and supervising mentors of teachers and school clinical staff.
 - d) Setting up effective building and department induction programs for new staff.
 - e) Observing, assessing, and documenting teacher and school clinical staff performance.
 - f) Supervising and evaluating low proficient, needs improvement, and unsatisfactory teachers and school clinical staff.
 - g) Developing district and building budgets for maximum impact.
 - h) Developing a collaborative school culture.
 - i) Closing achievement gaps.
 - j) Working effectively with educator associations/unions.
 - k) Contract and impact bargaining.
 - l) Establishing and leading joint labor management committees.
 - m) Creating building, department, and district professional development plans.
3. Districts may also contract with Ribas Associates to provide high quality Ribas Associates mentors for assistant principals, principals, curriculum coordinators, directors of student services, school business managers, human resources directors, assistant superintendents, and superintendents.

6-13 Training for Administrator Evaluators for Evaluating Principals, Assistant Principals, Dept. Heads, Curriculum Coordinators, Dir. of Guidance, and Other Building Level Department Administrators

This training is designed for two full days, but can also be presented in four ½ day sessions.

Now that school districts in Massachusetts have implemented the teacher evaluation section of the Educator Evaluation System, they are turning their attention to revising their administrator evaluation systems to align this area of practice with the new regulations. In this training, evaluators will learn the specifics of the ESE requirements for administrator evaluation, as well as conducting a review of the differences between their own district language and rubrics and the ESE model. During the training, evaluators will begin building their own Connection Document identifying the observable evidence for specific Indicators and Elements within the Administrator Rubric.

By the end of the training participants will be able to:

1. Describe the 5 steps in the Administrator Evaluation Cycle.
2. Identify types of evidence that may be used in completing the self-assessment.

3. Identify the three types of SMART Goals required and write a sample of each.
4. Describe basic similarities and differences between the new Teacher Evaluation System and the new Administrator Evaluation System.
5. Compare the model Administrator Evaluation with your local evaluation system.
6. Identify and list types, data, artifacts, and other evidence that demonstrates performance in relation to the standards, progress in attaining goals, and impact on student learning.
7. Identify and list specific data, artifacts, and evidence that informs at least two indicators in each of the four standards for a specific administrator.
8. Identify and list specific questions about the school-level administrator evaluation system that have not yet been answered.

6-14 Managing a School or District Crisis and Communicating With the Community and the Press

District Coaching and Consultation Service

Responding to a crisis can make the strongest of us a little weak in the knees. Why? Because a crisis is by definition is an unexpected and detrimental situation or event, and we are often caught off guard. Since your job is to respond to the crisis, diffuse negative attention, and keep the community informed, our consultants can help you respond effectively in the first 24 hours. He can help you draft a press release, prepare for a media interview, and work with your school personnel, school committee, town officials and parent organizations. He will help you resolve issues and maintain community trust through your actions.

In this workshop, participants will discuss actual school district crises and learn how school leaders effectively handle the internal and public dimensions of the problem.

The components of the program will include:

- Organization vulnerabilities that could lead to a crisis.
- Crisis preparedness: communication plans, emergency response policies, and disaster plans.
- Organization vulnerabilities that could lead to a crisis.
- When does a problem become a crisis?
- Building a Crisis Management Plan.
- Forming and leading crisis management teams (CMTs).
- Organizational policy development.
- Managing the press.
- Communicating with faculty members and city/town officials.
- Common mistakes made by school leaders.
- Discussing case studies.
- Crisis simulations.

6-15 Consultation Services for Superintendents, HR Directors, and Principals

Our consultants are available for hourly consulting services, ideal for when you need help from a highly experienced superintendent or assistant superintendents for teaching and learning and/or human resources. Consulting services can range from a minimum of four hours to a longer-term relationship.

6-16 Supervising Difficult Employees *District Coaching and Consultation Service*

Effectively supervising a difficult employee is often the greatest challenge for school administrators. With more than 35 years of personnel and superintendent experience, our former superintendents can help you develop an effective intervention plan by analyzing the educator's problems from multiple perspectives: educational, legal, school culture, and political. While some administrators may choose to avoid or delay action, such responses could make matters worse educationally, politically, and legally. Our consultants will work with you, other administrators, the union, and the employee to fairly address concerns and often find ways to resolve issues.

6-17 Working Effectively with Your Union *District Coaching and Consultation Service*

Is your working relationship with union leaders based on mutual respect, trust, cooperation, fairness, and commitment to the interests of both students and employees? If not, and you are looking for improvement, our former superintendents and assistant superintendents for human resources can help you. Each has a proven record working with superintendents, union leaders, and school committees to improve labor-management relationships and effectiveness. Many have served as former union officers prior to moving into administration. They are able to:

1. Help you refine your labor-management communication skills
2. Set up labor management committees for resolving issues as they arise,
3. Facilitate the resolution of difficult issues between you and your union,
4. Facilitate collaborative bargaining of new contracts and revisions within the present contract.

6-18 Working Effectively with a Difficult School Board *District Coaching and Consultation Service*

While most board members are dedicated to doing what is best for children, it takes only one or two difficult members to stall progress. Some members want to be superintendents, others want to micromanage, and some fail to see the big picture. As recently retired school superintendents, who had successful long-term tenures in their district, our consultants can help you improve overall superintendent and board relationships by identifying strategies to

deal with difficult members or work with the entire committee to forge more effective relationships.

6-19 Audit Assessment of Educator S.M.A.R.T. Goals-*District Coaching/Consultation Service*

Districts have invested significant funds into training educators in the use of S.M.A.R.T. Goals. Few districts are now prepared to assess those goals and their action plans to determine the carryover of the training into actual goal plans that are aligned with student performance, educator performance rubrics, school and district initiatives, and are measurable. Research indicates that the lack of a robust audit of the goals and action plans will result in the gradual decline back to previously ineffective or less effective practices. An important step in the process of sustainability and improvement is setting up an assessment program that audits the quality of educator's S.M.A.R.T. Goals. **Ribas Associates can conduct the assessment with our consultants or train district staff to conduct the assessment.**

The S.M.A.R.T. Goal assessment provides written feedback for evaluators and educators regarding the structure and depth of their Student Learning and Professional Practice S.M.A.R.T. Goals. The goals are assessed using a set of criteria for high quality S.M.A.R.T. Goals developed by Ribas Associates.

Each goal is reviewed in terms of:

- Its alignment to the components of the S.M.A.R.T criteria.
- The content of the goal in terms of rigor, depth, and potential to increase student achievement.
- The actions set up for reaching the goals.

This **cost-effective** approach has districts randomly select educators for review. The educator's goals are assessed and the educator receives a written report based on the criteria. The report includes areas of strength and recommendations for improvement. The district receives a composite report of the ratings for the goals for all the educators assessed.

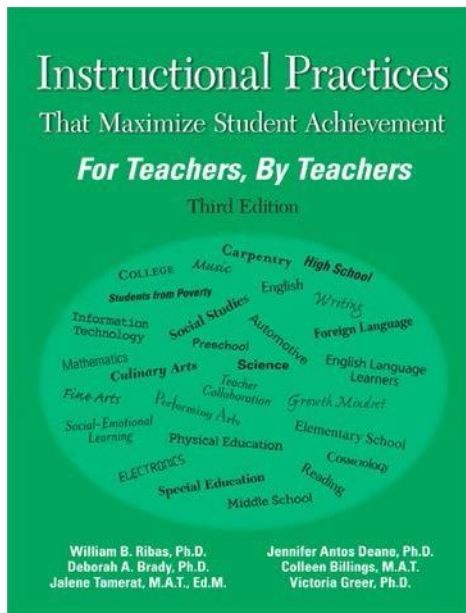
The S.M.A.R.T. Goals audit may be completed independently or as part of the file cabinet audit of the work of evaluators.

Section 7: Programs for Special Education PACS and other Parent Groups

Ribas Talks: 60-to-90-minute parent talks on current education topics for Special Education Parent Advisory Committees and PTOs. These talks in education are specifically designed for parents (length decided by the district) are given on the following critical topics. Talks may be done in-person or via Zoom.....Page

Topics

1. Executive Functioning: Implications for Special Education and General Education Students
2. Students With Neurological Disorders
3. Student With Emotional Disorders
4. Students With Behavioral Challenges
5. What is Dyslexia
6. Reaching Students on the Autism Spectrum
7. What is ADHD and ADD?
8. Brain 1: The Brain's Parts and Functions as they Relate to Learning
9. Brain 2: How Does Connecting the Learning Lead to Higher Achievement?
10. Brain 3: How Are Boys and Girls the Same/Different?
11. Building Higher Order Thinking by Asking Your Child Higher Order Questions
12. What is Social Emotional Learning?
13. What is Differentiated Instruction?
14. 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 than the Skillful Teacher!**

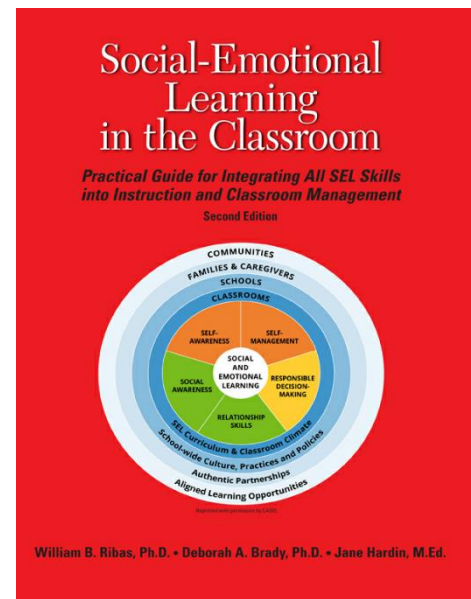
The most current and comprehensive information for teachers and administrators on effective instructional strategies that align with all teacher performance rubrics (e.g., MA ESE, Danielson, Marzano, Marshall, RIDE, and all others). These are the strategies proven to promote the highest levels of student 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.



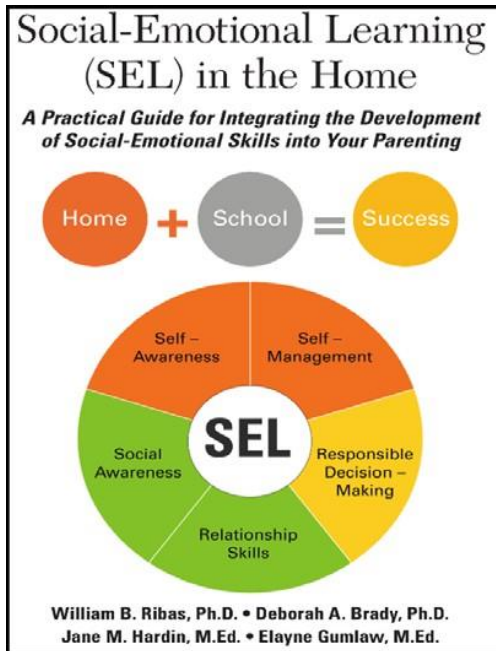
Social Emotional Learning in the Home

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.

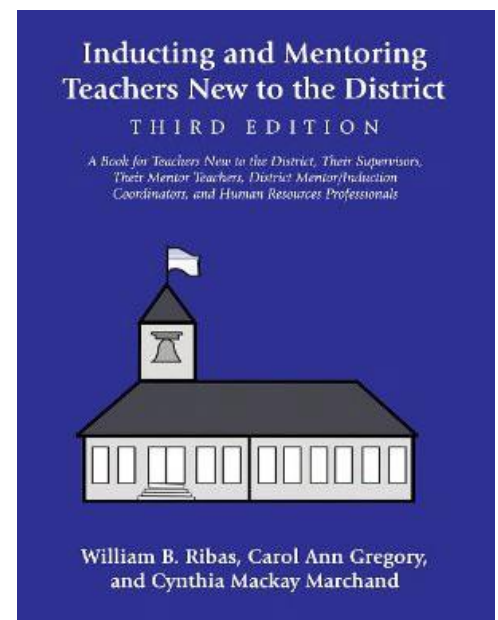


Inducting and Mentoring Teachers New to the District

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

Ribas Publications \$69.95

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).



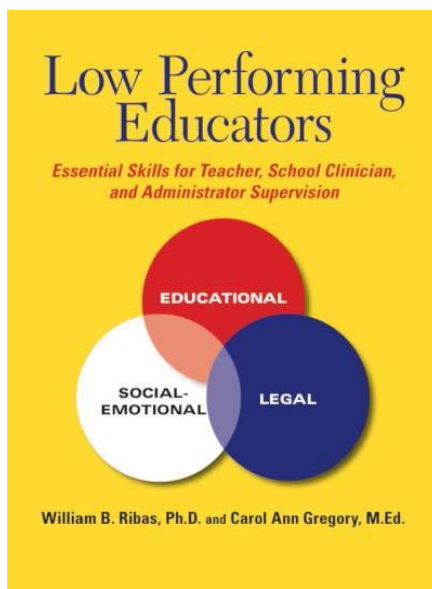
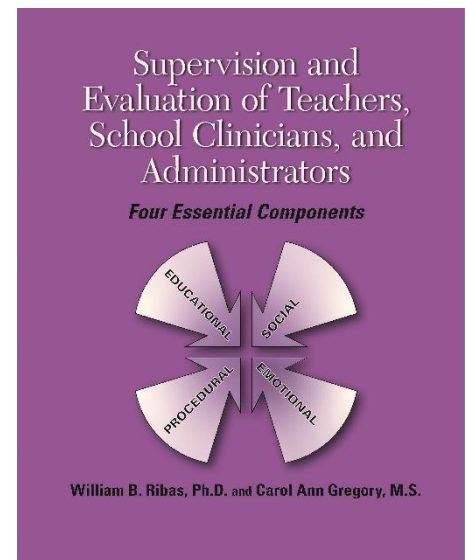
Supervision and Evaluation of Teachers, School Clinicians, and Administrators

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.



Ribas Associates and Publications, Inc.

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info@ribasassociates.com

Book Title	For	Cost	Qty	Total					
Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers, Third edition 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							
	over 100	\$70.95							
Supervision and Evaluation of Teachers, School Clinicians, and Administrators: Educational, Social, Emotional, and Procedural Components By William B. Ribas, Ph.D. and Carol Ann Gregory, M.S.	under 30	\$82.95							
	30 to 49	\$78.95							
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Inducting and Mentoring Teachers New to the District By William B. Ribas, Ph.D., Carol Gregory, Cindy Marchand	under 30	\$69.95							
	30 to 49	\$63.95							
	50 to 100	\$61.95							
	over 100	\$59.95							
Social Emotional Learning in the Classroom: A Practical Guide for Teachers -With New Section on Adult SEL Skills 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 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							
Subtotal									
Shipping/handling, 12% (if ordering less than 30 books)									
Shipping/handling, 10% (if ordering 30-49 books)									
Shipping/handling, 8% (if ordering 50-100 books)									
Shipping/handling, 5 % (if ordering 100+ books)									
MA sales tax, 6.25% (or include your tax-exempt number)									
Total									
District Name:									
Contact Person:			Telephone:						
Email address:									
Mailing Address:									
Purchase Order No.:									
Signature:									

Why Use Ribas Associates?

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.

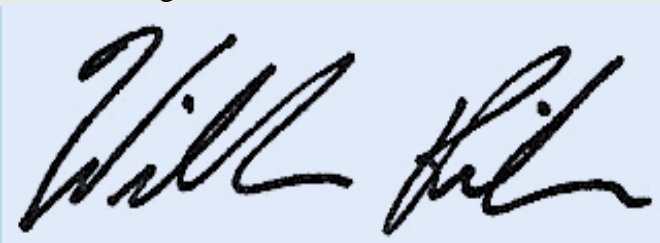
Since 2002, Ribas Associates and Publications has been assisting preK-12 school leaders and the educators in their districts. Our programs assist educators with their mission to raise student achievement by improving the effectiveness of teaching, learning, and support services. Since 2002 Ribas Associates 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 every participant evaluation written about every program. I personally evaluate and provide feedback to all of our trainers, consultants, and authors. We are large enough to address almost any need yet small enough for me to personally ensure the quality of our serviced and publications.
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 ensure 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 23 years.

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,

A handwritten signature in black ink, appearing to read "Will Ribas", is displayed on a light blue rectangular background.

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

Embedded Professional Development that Results in Permanent, Positive Change