

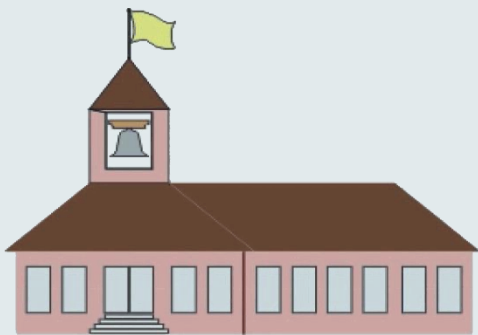
Ribas Associates

Special Education, ELL, & 504s

Program of Studies for Teachers, School
Clinicians, Paraprofessionals,
Parents/Guardians, Administrators

Many of the programs described within are also
available via Zoom and 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: Special Education and ELL Workshops, Courses, and Coaching for Teachers and School Clinical Professionals (S.I.S.P.)

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 coaching/consultation. 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 that 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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Section 3: Programs for Special Education PACS and Other Parent/Guardian Groups

Ribas Talks: 60-to-120-minute parent talks on current education topics for Special Education Parent Advisory Committees and PTOs. These talks (length decided by the district) are given on critical topics in education. They may be giving in person or via Zoom.

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

1-1-Train-the-Trainer Program for Preparing In-District Trainers to Teach the Programs Listed in this Program of Studies.

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 and/or handouts to ensure that each in-district trainer, and the appropriate administrator who supervises the in-district trainers, has a copy of the materials for use in their work assisting teachers during and after the training of the in-district trainers.
- 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 PowerPoints and/or handouts for training educators in the district.
- The district receives a letter of permission to train an unlimited number of district educators.
- The permissions the district receives are restricted to training educators who are employees of that district.

1-2 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.

1-3 Executive Functioning: 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, 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.

1-4 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.

1-5 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

1-6 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.

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

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

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

1-8 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.

1-9 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

1-10 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.

1-11 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

1-12 Addressing Dyslexia in our Classrooms a workshop for Teachers, School Clinicians, Administrators, and Paraprofessionals (1 six-hour day or 2 three-hour half days)

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

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

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

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

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

1-13 504 Plans: When Do We Use and Them How Do We Write and Assess 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. Review any assessment data related to a student to determine the student's area of need
2. When should I use a 504 plan rather than have not plan or and IEP
3. How to create a 504 plan
4. How to effectively implement a 504 plan.
5. How do assess student progress on the goals in the 504 plan

1-14 Developing High-Performing Teacher Support (a.k.a. Child Study) Teams-District Coaching/Consultation Services

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.

1-15 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.

1-16 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. Expanded requests by the superintendent and union may exceed the 32 hours and will be bill per hour for the extra time. **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.
- 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 (or your designees) would take over the committee as co-chairs.

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 educators' 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.

1-17 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?*

1-18 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.

1-19 Co-Teaching Program Evaluation- *District* *Coaching/Consulting Service*

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.

1-20 Sheltered English Immersion (SEI) Administrator Endorsement Course

1-21 Sheltered English Immersion (SEI) Teacher Endorsement Course for Non-Vocational Educators

1-22 Sheltered English Immersion (SEI) Teacher Endorsement Course for Vocational Educators

1-23 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!

1-24 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 aflaherty@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.

1-25 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

1-26 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?

1-27 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.

1-28 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.

1-29 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:

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.

1-30 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 behaviors’ 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.

1-31 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.

1-32 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.

Section 2: Paraprofessional Training

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

It is recommended that the first workshops be given as a pre-requisite to other workshops.

2-1 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.

2-2 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.

2-3 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***).

2-4 Executive Functioning: 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.

2-5 Social-Emotional Learning in the Classroom 2

(Based on the best-selling book of the same name)

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 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

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

2-6 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.

2-7 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.

2-8 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.

2-9 504 Plans: Understanding and Implementing 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?

2-10 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.

2-11 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.

2-12 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.

2-13 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.

2-14 Bullying Prevention

Attendees of this presentation/workshop will be made familiar with the following:

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

2-15 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

2-16 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.

2-17 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

2-18 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?

2-19 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.

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

See program 1-10 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.

2-21 Using Paraprofessional Performance Rubrics to Improve Para Performance- District Consultation Service

(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.

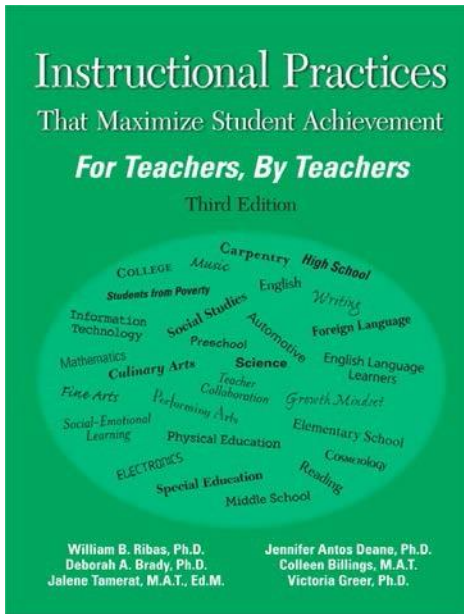
2-22 Paraprofessional Supervision and Evaluation System Development Support- *District Consultation* Service

Section 3: 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 (length decided by the district) are given on critical topics in education. The talks are specifically designed for parents.

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. 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?



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 \$89.95

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

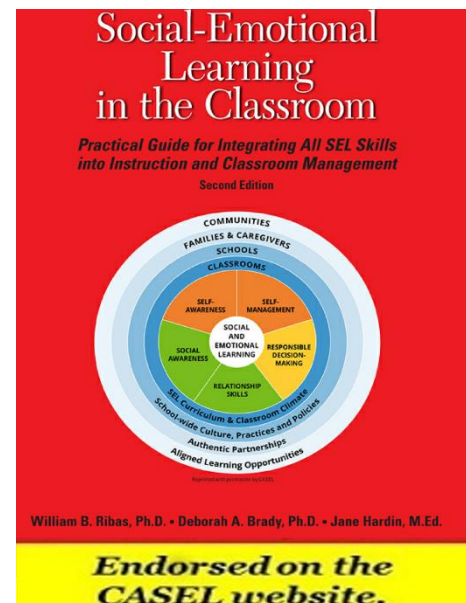
The most current and comprehensive information for teachers and administrators on effective instructional strategies that align with all teacher performance rubrics (e.g., MA ESE, Danielson, Marzano, Marshall, RIDE, and all others). These are the strategies proven to promote the highest levels of student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

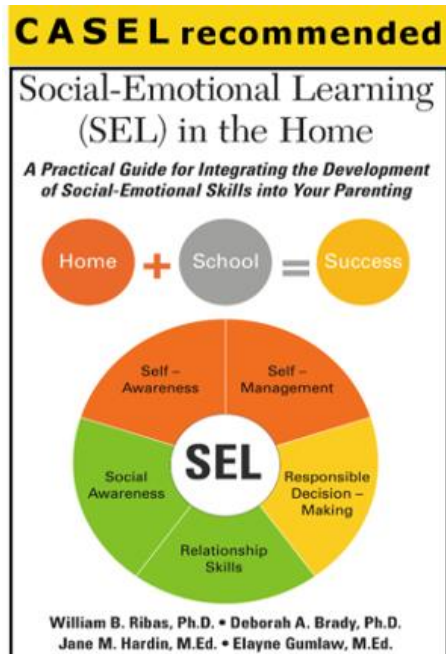
Social-Emotional Learning in the Classroom

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:

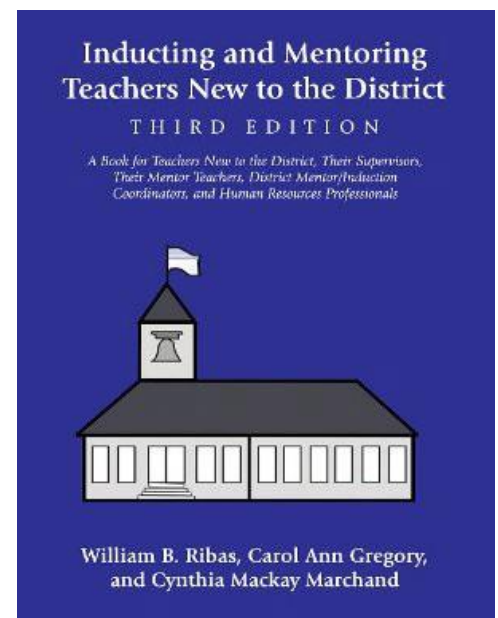
1. An understanding of the five categories of SEL and the specific intrapersonal and interpersonal skills related to each.
2. The motivation to work on skill development at home by explaining the positive school and life impacts for students who develop these skills.
3. Concrete examples of how parents/guardians 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).



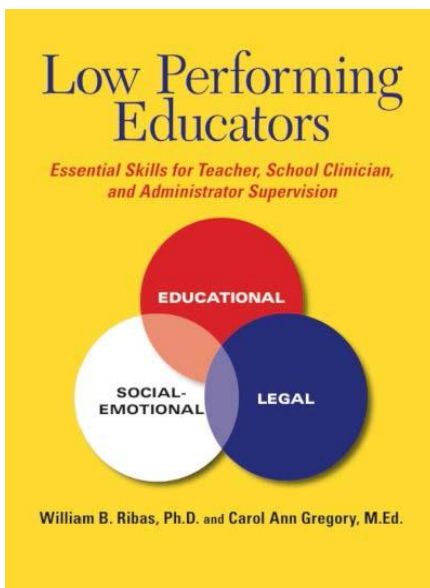
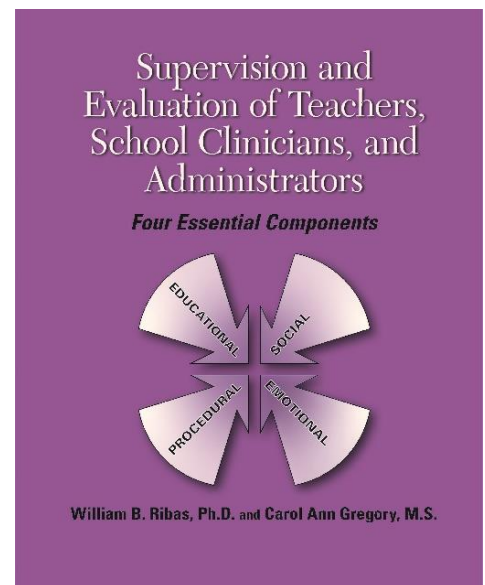
Supervision and Evaluation of Teachers, School Clinicians, and Administrators

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

Ribas Publications \$89.95

The authors have careers spanning more than 36-years focused on educator evaluation and have applied those concepts in more than 200 school districts in a dozen 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 \$89.95

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.



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Book Title	For	Cost	Qty	Total
<i>Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers</i> 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	\$89.95		
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A handwritten signature in black ink on a light blue background. The signature is written in a cursive style and appears to read "Will Hill".

Will Hill

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 service.
2. **Expert Practitioners:** All of our professional development trainers, consultants, and authors have over 20 years of experience as school practitioners. We have 20 trainers, consultants, and authors with a wide array of expertise. We can address almost any area of need in a school district.
3. **Thought Leadership:** Our trainers, authors, and consultants have practical backgrounds which are supported by a comprehensive knowledge of the latest findings in educational research. Each year we review hundreds of books, articles, and research studies and update our programs.
4. **State and District Specific Content:** All of our programs are delivered with corresponding district initiatives and state requirements embedded into the programs. For example, our leadership programs always use the district's supervision and evaluation system, contract language, and initiatives in curriculum and instruction. All of our teacher training is aligned with performance rubrics, state testing systems, and curriculum frameworks.
5. **Educator Supervision, Evaluation, and Development:** Our educator evaluation consultants are unique in that they have served as union officers, principals, directors of human resources, assistant superintendents, and superintendents. All are knowledgeable of, and experienced with, best practice, policies, regulations, and laws that govern educator evaluation.
6. **Program Integration:** With over 130 programs you can turn to us for nearly all of your needs and 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 17 years.