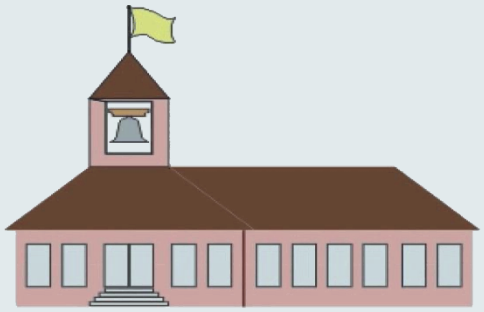
December 2025

Ribas Associates
Special Education, MTSS, UDL, ELL, 504S And SEL (DRAFT)
Program of Studies for Teachers, School Clinicians, Paraprofessionals, Parents/Guardians, Administrators

All of the programs described are available to present live in your district or via Zoom. Many of the programs described are also available 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

CONTENTS:

Section 1: Special Education, MTSS, UDL, ELL, 504s, and SEL Workshops, Courses and Coaching for Teachers, School Clinical Professionals (S.I.S.P.), and District Consultation Services.

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Section 1:
Special Education, MTSS, 504s, and English Language/ Multi-Lingual Learning Workshops and Coaching

***NEW**: Ribas Associates now offers a 4 graduate credit course with sections that meet the ESE requirements for 15 special education/differentiated instruction PDPs and 15 EL/ML learning PDPs, and 15 PDPs in Pedagogy. It also includes Social Emotional Learning, Deeper Learning, and Student Discourse PDPs that can be used toward the elective portion of license renewal.* **See Section 4 for a description of this course.**

The following five programs may be combined into a 5-module program taught in-person in the district, via Zoom, or asynchronously online. Participants who take the five-module program receive a Certificate of Mastery in the Area of Special Education. One graduate credit is available for purchase from our university partners.

1-1 Overview of Special Education "Disabilities" 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.

1-2 Executive Functioning Strategies for General and Special Education

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.

Each of the following three programs may be taken individually once *Overview of Special Education "Disabilities" in the Classroom* has been completed as a pre-requisite

1-3 Working in Classrooms with Students with Neurological and Emotional Challenges

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

1-4 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 interventions 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 with partners and in groups.

1-5 Teaching and Reaching Your Students on the Autism Spectrum

Latest Statistics from the CDC:

- 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!

The following 2 programs may be taken individually or combined into a 4 module program taught live in the district, via Zoom, or asynchronously online. Participants who take the four-module program receive a Certificate of Mastery in the Area of Special Education. It also may be taken for 15 PDPs and 1 1 graduate credit for participants with degrees.

1-6 The Impact of Trauma on Student Learning

Participants in this workshop will be able to:

- Explain the most recent research on the impact of trauma on student learning.
- Explain what constitutes 'trauma" in students and families.
- Use strategies that educators and school administrators can employ that identify and alleviate the negative effects of exposure to isolated incidents of trauma.
- Explain the ways in which school violence or long-term exposure to domestic violence can negatively impact student learning.
- Explain how food or housing insecurity can contribute to trauma.

- To recognize signs of post-traumatic stress syndrome in children and adolescents and access appropriate resources for those students.

1-7 Addressing Dyslexia in our Classrooms

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

"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 (Dyslexia Guidelines)."

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?

1-8 Consultation Services- Examining Special Education Student Assessment Data

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 Writing Clear, Concise, Regulatory Accurate IEPs Using the MA IEP 2.0 Process 12 Hours

The district will provide the consultant with a sample of 10 IEPs and the testing reports related to those cases. The consultant will review and assess those materials in her office. She will prepare recommendations related to each. The consultant will then prepare a customized half day workshop for the psychologists, team chairs, and others who write IEPs based on what she learned from the review of the documents. The ultimate objective is to help ensure accurate an efficient implementation of the Massachusetts IEP 2.0 program.

1-10 Succeeding with Economically Disadvantaged Students and Families Half day program

Dr. Ribas has had a lifelong interest in the education of economically challenged students. His own experience includes growing up in a neighborhood and attending a K-7 elementary school next door to a public housing complex and mobile home park. Over 70% of the students were from economically disadvantaged families. This and the experiences of his Ribas Associates Colleagues working with students from economically disadvantaged communities prompted them to develop a program targeted to the success of these students.

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

A consistently higher percentage of children diagnosed as LD come from economically challenged households (*Child Trends Data Book*). "It's possible that the increase in the percentage of economically challenged 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)

"Often, economically challenged students are more likely to have fewer or no stable adult role models, so teachers and assistant 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. Oxytocin increases trust in humans. *Nature*, 435(2), 673-676.

A longitudinal study analyzing MRI scans of 389 typically developing children and adolescents at 6 U.S. sites found that children from economically challenged families showed systematic structural differences in brain development, specifically in the hippocampus, and the frontal, and temporal lobes.

By the conclusion of this workshop, participants will be able to:

- Explain the effects of poor nutrition and other factors on student cognition including the summer slide and other issues prevalent in economically challenged communities
- Explain the effects of poverty on student health

- Define the aspects of student/family dynamics of economically challenged students and key strategies that benefit these student. The strategies include the Ribas Associates Identification of the following 6 key strategies related to working with students living in economically challenged homes. -
    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-Imag

1-11 Consultation Service-Developing High-Performing Teacher Support (a.k.a. Child Study) Teams-

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

1-12 Co-Teaching: Developing Effective Teams Workshop Part 1

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

This 12-hour workshop provides leaders and teachers insight into what the essential components are to create a high-performing team that improves student achievement and, at the same time, results in a positive classroom climate for both students and teachers. **District who provides the workshop may also want to have the instructor come in and provide coaching and implementation observations as described in Part 2 below.**

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

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

1-13 Co-Teaching Implementation and Sustainability Observation and Coaching- Part 2

As stated above, research has shown that student achievement is not guaranteed with co-teaching despite the substantial investment of resources to support diverse, at-risk populations **unless it is done effectively.** The longitudinal research indicates that the level of effective implementation in the classroom of what educators learn in a workshop can be as low as 15% without coaching and other sustainability activities. The most effective means for increasing effectiveness and sustaining that effectiveness is creating a schedule of observation and coaching for the co-teaching team. This may be done by the administrator

who oversees the implementation of co-teaching in the district. Or, the district may contract with the co-teaching workshop trainer to do the observation and coaching.

1-14 Consultation Services- Paraprofessional Supervision and Evaluation System Development Support

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

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

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

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

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

- ❒ 8 hours for our consultant to review your present supervision and evaluation system and job descriptions, and customize a pre-assessment and the committee work based those documents. The union would survey their people and you would meet with the administrators to survey them.
- ❒ 8 hours would be used for the consultant to meet with the superintendent, union president, and another union person selected by the union president and complete steps 1 and 2 in the description for the Joint Labor Management Paraprofessional Supervision and Evaluation System description that is below. The consultant would also show you and the union president how to survey teachers and administrators to get some baseline data that the committee will need prior to starting their work.
- ❒ 16 hours would be used for Step 3 (preparation and execution of the first committee meeting). After the first meeting you and the union president would take over the committee.

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

Joint Labor Management Paraprofessional Supervision & Evaluation System description

Step 1: The process will begin with an initial meeting of the consultant, the superintendent (or

his/her designee), and the president of the union (or his/her designee). At this meeting, the consultant will review and discuss the following:

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

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

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

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

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

1-15 Consultation Services MTSS, UDL, and Tiered Instruction Review that Can Result in Workshops Given by the Ribas Consultant or District Personnel

What is MTSS and Tiered Instruction and How Do We Make it Work

After this workshop, participants will be able to:

- Identify the difference in Level 1, Level 2 and Level 3-Tiered Instruction. Participants will be provided with sample case studies of schools that have effectively implemented 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 MTSS 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.

1-16 MTSS Differentiated/Tiered Instruction, ONE 12 hours

This program contains 15 PDPs that meet the requirement for 15 PDPs in special education or differentiated instruction. Participants have the option, if they wish, to purchase 1 graduate credit from our University partner. The strategies are fully aligned with the MA DESE, Danielson, Rhode Island, and other Teacher Performance Rubrics.

This program was redesigned and released in 2024 to provide teachers with the most current instructional practices in standards-based teaching, differentiated, and UDL instruction. For each topic identified in the 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 UDL** 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/ Multi-Lingual Learners (EL/ML) and Special Education Students (SPED).

Managing the Differentiated/UDL and SEL 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, within the context of developing student SEL skills.***
- Developing and implementing a system of rewards and behavior modification for reinforcing respectful, on-task behavior.
- Developing group and partner work that enhances student discourse
- 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 on task behavior and their SEL skills.

Creating the Cognitive Context for Learning for Deeper Learning that Maximizes 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, lead to deeper learning.***
- Use agendas to tell students what they will do during lessons to maintain higher levels of focus.
- Use mastery objectives and essential questions to create contexts that lead to deeper learning 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 the depth and retention of the knowledge and skills

taught in lessons.

Mastery-Based, UDL Planning and Teaching for Deeper Learning
After this section of the program, the participants will be able to:

- ***Write and effectively communicate content and language objectives for classes or units in language that describes what the students will know and be able to do after the teaching is finished.***
- Create and effectively implement content and language objectives for classes or units in language that enable them to readily assess whether or not the objectives have been mastered.
- Choose pre-assessments, formative/in-the moment assessment, and summative assessments that measure student mastery of the objectives.
- Choose activities that maximize student mastery of the objectives.

1-17 MTSS Differentiated/UDL Instruction, TWO 12 hours

This program contains 15 PDPs that meet the requirement for 15 PDPs in special education or differentiated instruction. Participants have the option, if they wish, to purchase 1 graduate credit from our University partner. The strategies are fully aligned with the MA DESE, Danielson, Rhode Island, and other Teacher Performance Rubrics.

This program was redesigned and released in 2024 to provide teachers with the most current instructional practices in deeper learning and differentiated instruction. For each topic identified in the objectives, the authors of the program 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/ Multi-Lingual (EL/ML) Learners 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/in-the-moment 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 Deeper Learning in Higher Order Thinking
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/in-the moment assessment to formatively assess student understanding.
    - Use questions and dipsticking to deepen learning and develop higher order thinking.

1-18 MTSS Differentiated/UDL Instruction- Program THREE 12 hours

This program contains 15 PDPs that meet the requirement for 15 PDPs in special education or differentiated instruction. Participants have the option, if they wish, to purchase 1 graduate credit from our University partner. The strategies are fully aligned with the MA DESE, Danielson, Rhode Island, and other Teacher Performance Rubrics.

This program was redesigned and released in 2024 to provide teachers with the most current instructional practices in deeper learning 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 **deeper learning 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/Multi-Lingual (EL/ML) Learners Learners and Special Education Students.

Differentiated/UDL 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 and developing student discourse.
- Plan lessons that can flexibly provide re-teaching, practice, and extension as needed to promote deeper learning.
- Manage differentiated/ tiered activities in single lessons.
- Differentiate and Tier their teaching by content taught, teaching strategies, and assessment (a.k.a. content, process, product).
- Differentiated instruction to meet the needs of English language learners, special education students, economically disadvantaged students.

Working Effectively with Parents/Care Givers
After this section of the course, the participants will be able to:

- Use pro-active communication to establish positive relationships with parents/care givers.
- Conference effectively with parents/care givers.
- Effectively deal with aggressive parents/care givers.
- Maximize the engagement of uninvolved parents/care givers in their children's education.
- Conduct successful curriculum night presentations for parents/care givers.

Theories and Practices of Motivation and Brain-Based Teaching That Contribute that Lead to Deeper Learning and Higher Engagement

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

1. Explain the key aspects of the following types 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 working to acquire effective strategies.

English Language/Multi-Lingual Learning for Teachers and Administrators (five 3-hour sessions)

The following five programs may be taken individually or combined into a 5-module program taught live in the district, via Zoom, or asynchronously online. Participants who take the five-module program receive a Certificate of Mastery in the Area of EL/ML Learners. Participants may also purchase 1 graduate credit from our partner universities.

1-19 Overview of the EL/ML 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.

Each of the following four programs may be taken individually after *Overview of EL/ML Learner Experience* has been completed as a pre-requisite

1-20 EL/ML 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 EL/ML students better demonstrate what they know and are able to do.
- Develop ways to differentiate instruction for EL/ML students on the basis of formal and informal assessments.

1-21 EL/ML 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 EL/ML 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.

1-22 EL/ML 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, EL/ML and formerly EL/ML) 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 EL/ML 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.

1-21 EL/ML 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 EL/ML 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.

1-23 Consultation Service- Joint Labor Management Paraprofessional Supervision & Evaluation System Description

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

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

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

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

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

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

1-24 Consultation Service Co-Teaching Implementation Evaluation

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

After this program evaluation, the participants will have:

- The results of a school-by-school program evaluation based upon both leadership and teacher interviews and on a survey of the essential components for a co-teaching team to improve student achievement, provide a positive classroom climate for the students

and co-teachers and para-educators

- Recommendations based upon interviews, observations, and research for the classroom, the partnership of co-teachers, and the district, including:
    1. Collaborative relationship: both co-teachers have equal voice in the planning, teaching, and grading. Their roles and responsibilities are clear.
    2. The expertise of co-teachers is fully used: both co-teachers are seen as experts in the classroom. Content expertise and learning support expertise are provided for every child.
    3. Parity for co-teachers: both teachers share the classroom space, all students, and decisions equally.
    4. They have and use a plan to resolve conflict. When there are differences of opinion, the issue is directly confronted as soon as possible.
    5. Time for collaboration is provided.
    6. The climate supports co-teaching practices: it is clear that the co-teaching model is considered an important support both for students with needs and for general education students.
    7. Heterogeneous groups: the classroom has a balance of all levels of achievement; it is not a "low level" class.
    8. Appropriate space and materials are provided.

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

Section 2:
Paraprofessionals/Assistant Teachers

Ask us about our **low cost in-district trainer programs** that allow districts to train teachers or high performing paraprofessionals all of your paraprofessionals/ assistant teachers at minimal cost.

If the district chooses to have Ribas Associates trainers do the training we offer three options:

1. Live in the district- All programs
2. Live via Zoom- All programs
3. Asynchronously online- Most programs- Districts need to contract for a minimum of two modules to do an asynchronous online program unless they are training more than 50 paraprofessionals in the online group. [1]

- All the modules are developed for 3 hour trainings. However, they can be modified if the district's PD block is shorter or longer.
- All the programs below are also approved for PDPs/CEUs for those paraprofessional/assistant teachers who are licensed.
- The SEL, Special Education, and EL/ML programs may be taken for one undergraduate credit for non-degree participants and one graduate credit for degreed participants.

2-1 Developing Academic Independence and Eliminate Learned Helplessness (3 hour or 6 hour)

The work of paraprofessionals/instructional assistants has become an essential tool for closing learning gaps among those learners who struggle most. However, in most districts these educators receive limited or no training in how best to assist students. As a result, the paraprofessional or instructional assistant is often doing too much of the work for the student. This can stop the student's growth as an independent learner and cause what is known as "learned helplessness."

This program is designed to teach paraprofessionals and instructional assistants:

1. To understand why it is better for students for the paraprofessional (Para) or instructional assistant (IA) to teach the skills needed for more independent learning,
2. To understand how doing "too much" for the student causes dependence rather than independence,
3. To develop independence when students are working one on one with a paraprofessional (Para) or instructional assistant (IA),

[1] This is because the cost for AWS cloud space, set up, and trainer compensation makes doing a single module with less than 50 people cost prohibitive for the district.

4. To reduce the amount of one-on-one teaching by the Para/IA and move toward more adult monitoring of students' work within large and small groups. Intervention takes place when the student asks or the Para/IA is able to see the student is frustrated and "shutting down,"
5. Understanding and avoiding implicit biases among some Paras/IAs that may cause them to underestimate students' ability to work on academics with a high level of independence,
6. To develop academic independence by creating a growth mindset and eliminating the Pygmalion Effect of low expectations for struggling students,
7. Teaching the Para/IA how to structure small group work in a way that develops a high level of independent work by the group and equal participation by all the group members,
8. Asking the student questions in a way that forces the student to think on their own and causes them to provide more complex answers rather than one or two word answers,
9. The SEL skills of self-awareness and self-management that are so vital to being able to push through initial student feelings of frustration and persevere on the task before asking for help.

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

After this workshop, the participants will be able to

- explain how educators develop and implement classroom rules and routines that maximize the level of respectful, on-task behavior
- use positive attention moves to obtain and regain student attention
- develop and implement a system of rewards and interventions for reinforcing respectful, on-task behavior for the students with whom they work
- develop respectful student-student and teacher- student relationships

2-3 Understanding the Standards-Based and DI Classroom: Levels of Mastery and Planning for Mastery (1/2 day)

After this workshop, the participants will be able to plan their work with students using the backward-design (standards-based) method to

- understand the levels of mastery students move through before mastering content and skills
- write objectives for lessons in language that describes what the students will know and be able to do after the teaching is finished
- write objectives for individual students and groups in language that enables them to readily assess whether or not the objectives have been mastered
- choose activities that maximize student mastery of the objectives
- explain the components of lesson planning in a standards-based classroom

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

After this workshop, the participants will be able to plan their work with students using the backward-design (standards-based) method to

- explain how to implement and the importance of an effective use of wait time I and II
- use questioning strategies to increase the number of students who participate
- respond to incorrect answers in ways that do not discourage students
- use questions the develop students' higher order thinking skills

2-5 Assessing Student Learning (1/2 day) Prerequisite: Questioning/Checking Understanding

After this workshop, the participants will be able to

- raise the thinking level of the answers they get from students
- use dipsticking to formatively assess student understanding
- use dipsticking to inform their instruction
- create educator-made pre-assessments, product assessments, and performance assessments that gauge levels of student mastery on the stated objectives, both formatively and summatively
- develop rubrics and criteria sheets that assess student products and performances on those concepts that are difficult to quantify for assessment
- explain the components of student assessment in a standards-based classroom

2-6 Understanding Intelligence and Motivation (a.k.a. Motivating the Low Motivation Learner) (1/2 day)

After this workshop, the participants will be able to

- explain the key aspects of the following theories of intelligence: innate, single-entity intelligence, learnable intelligence, multiple intelligences and attribution of intelligence
- implement classroom strategies that move students toward the belief that success is due more to effort and acquired strategies than to innate ability and luck
- increase students' motivation by helping students to equate success with effort and to work to acquire effective strategies

The following five programs may be combined into a 5 module program taught in the district, via Zoom, or asynchronously online. Participants who take the five module program receive a Certificate of Mastery in the Area of Special Education. One undergraduate or graduate credit is available for purchase from our university partners.

2-7 Overview of Learning "Disabilities" in the Classroom (half day)

After this workshop, the participants will be able to:

- Identify the Federal and State Disability Categories
- Explain the difference between providing a modification and an accommodation
- Identify the components of an IEP
- Discuss the various roles of the paraprofessional in a public school setting and the legal limitations of the para role
- Explain the importance of confidentiality
- Practice effective strategies for communicating with both general and special education teachers and team building
- Practice the art of helping, but not over assisting a student with special needs
- Demonstrate how the role of the para professional is essential to providing services to a child with on an IEP or 504 plan

2-8 Executive Functioning: Implications for Teaching and Learning (half day or full day)

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

The following three modules have the module Overview of Learning "Disabilities" in the Classroom as a Pre-requisite.

2-9 Working in Classrooms with Students with Neurological and Emotional Disorders (half day)

After this workshop, participants will be able to

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

2-10 Working with Students with Behavioral Challenges (half day)

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

- Implementing individual contingency plans for students with behavioral challenges
- Implementing rules and routines that maximize the level of respectful, on-task behavior of all students
- Implementing a system of rewards and interventions 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-educator and student-student relationships
- Using physical proximity and the physical design of the workspace to improve student behavior

2-11 Teaching and Reaching Your Students on the Autism Spectrum

Statistics from the CDC:

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

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

- Why is this diagnosis so prevalent?
- What is the Latest Research on Early Diagnosis?
- What do I need to know about working with learners with social pragmatic deficits?
- How do I help students with social deficits learn to understand body language and personal space?
- What does it mean to be tactile defensive?
- How do I structure my learning 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?"
- What are the 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!

The following 2 programs may be combined into a 4 module program taught live in the district, via Zoom, or asynchronously online. Participants who take the four-module program receive a Certificate of Mastery in the Area of Special Education. It also may be taken for 15 PDPs and 1 undergraduate credit for participants without degrees or 1 graduate credit for participants with degrees.

2-12The Impact of Trauma on Student Learning (half day and full day formats}

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.

2-13 Addressing Dyslexia in our Classrooms (one six hour or two three-hour programs)

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

"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.

"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 (Dyslexia Guidelines)."

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

- What is the recognized definition of dyslexia according to the 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 challenges?

2-14 Succeeding With Economically Disadvantaged Students (half day)

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

A consistently higher percentage of children diagnosed as LD came from low SES households (*Child Trends Data Book*). "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)

"Often, low SES students have fewer or no stable adult role models, so teachers and assistant teachers need to embrace the "parent" (matriarch or patriarch) role in school. Treating your class as a family can reduce discipline issues and improve learning. For example, social bonding and trust help mitigate the adverse effects of chronic stress by prompting the brain to release oxytocin, a neuropeptide that suppresses the "classic" stress hormones, such as cortisol." Kosfeld, M., Heinrichs, M., Zak, P.J., Fischbacher, U. and Fehr, E. (2005) Oxytocin increases trust in humans. *Nature*, 435(2), 673-676.

A longitudinal study analyzing MRI scans of 389 typically developing children and adolescents at 6 U.S. sites found that children from economically challenged families showed systematic structural differences in brain development, specifically in the hippocampus, and the frontal, and temporal lobes.

By the conclusion of this workshop, participants will be able to:

- Explain the effects of poor nutrition and other factors on student cognition including the summer slide and other issues prevalent in economically challenged communities
- Explain the effects of poverty on student health
- Define the aspects of student/family dynamics of economically challenged students and key strategies that benefit these student. The strategies include the Ribas Associates Identification of the following 6 key strategies related to working with students living in economically challenged homes. -

7. Component 1: Connecting the Curriculum
8. Component 2: Teacher Enthusiasm
9. Component 3: Engaging Teaching
10. Component 4: Differentiating Instruction
11. Component 5: Interpersonal Relationships
12. Component 6: Teacher and Student Beliefs about the Nature of Intelligence and its Connection to Student Motivation and Self-Image

2-15 Growth Mindset

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

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

2-6 Creating and Supporting a Culturally "Literate" Classroom/School

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

After this workshop, participants will be able to implement the indicators of a culturally sensitive classroom including:

- identifying one's own conscious and subconscious cultural biases
- explaining the definition of micro aggressions and how to help educators enable students to identify and challenge cultural stereotypes and bias
- learning a variety of strategies from literature to activities and games that can assist in building a more tolerant and equitable classroom culture.

The following five programs may be combined into a 5 module program taught in the district, via Zoom, or asynchronously online. Participants who take the five module program receive a Certificate of Mastery in the Area of EL/ML Learners. Participants may also purchase 1 undergraduate or graduate credit from our partner universities.

English Language Learning/Multi-Lingual Programs:

2-17 Overview of the EL/ML Learner Experience(half day)

Acquiring English language proficiency (ELP) is the daunting task set before our EL/ML Learners. Moreover, research has shown that it takes considerably more time on task than we realize for an individual to gain true academic and conversational fluency in a second language. Tapping the personal and professional experiences of the participants, this session provides an orientation to the challenges of students attempting to learn in a language that is new to them. While all learners must work to acquire new understanding and skills, second language speakers must also process the language in which the work is being done. Using video, simulation and active learning practices, participants in this session will explore unexpected ways in which children struggle, compensatory strategies they often employ in an effort to fit in, and initial ways in which teachers and administrators can begin to support these learners in their struggle.

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

- Empathize with the experience of non-English speakers as they are tasked with navigating a world where they do not fully comprehend the language.
- Identify ways in which non-English speaking students may mask a lack of comprehension.
- Identify strategies non-English speakers use to support their understanding and begin to plan with language objectives and strategies paraprofessionals and assistant 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 EL/ML and FLEP students.

Each of the following four programs may be taken individually *Overview of EL/ML Learner Experience* has been completed as a pre-requisite

2-18 Questioning and Assessment for Non-English Speakers (half day)

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 EL/ML students better demonstrate what they know and are able to do.
- Develop ways to differentiate instruction for EL/ML students on the basis of formal and informal assessments.

2-19 Teacher Language and the Social-Emotional Domain(half day)

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 EL/ML students, this affective domain is impacted by language and culture.

In this session, the participants will be able to:

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

2-20 Special Education and EL/ML Learners (half day)

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

2-21 Where Culture and Language Intersect (half day)

Cultural differences- those easily identified by nationality or language and more significantly the subtle

differences of family- compound the learning challenges ELL students. This final session continues the conversation as we focus on general issues differences in school readiness, school versus home norms and expectations, unexpected pitfalls of student cultural backgrounds, and ways in which language exacerbate those differences.

In this session, the participants will:

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

2-22 Understanding and Addressing Implicit (Unconscious) Bias in Our Schools (half day)

"Thoughts and feelings are implicit if we are unaware of them or mistaken about their nature.

We have a bias when, rather than being *neutral* , we have *a preference for* (*or an aversion to*) a person or a group of people." *Perception Institute retrieved July 14, 2020*

Recent events in the news re-awakened the country and the world to the problem of both conscious and unconscious (implicit) bias. As we are exploring biases in our society, we are becoming more aware of other groups who are actively experiencing bias in our communities and even in our schools. This includes bias based on ***Gender Socio-Economic Status, Culture, Skin Color, Special Needs, Sizeism, Non-Traditional Families***, ***Anti-Semitism, Islamophobia***, ***Other Religions*** **and other areas of bias**.

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

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

2-23 Consultant Services Using Paraprofessional Performance Rubrics to Improve Para/At Performance

(The duration of the program is customized based on the district's level of need)

Ribas Associates has created a paraprofessional development and evaluation system. This system includes performance rubrics for paraprofessionals in the areas of classroom support, Title I math, Title I ELA, Special Education, EL/ML, and general rubric that can be or use for most positions or modified for a specific positions. It also includes a self-evaluation form, annual evaluation form, and sample evaluative narrative feedback paragraphs. This program was developed after review of over a dozen paraprofessional evaluation performance criteria and a review of the literature on paraprofessional growth, development, and evaluation. It incorporates the best of those systems. Some of the ways in which districts use this resource are:

- teaching teachers effective paraprofessional practice so they can increase the effectiveness of paraprofessionals in their classrooms
- developing effective paraprofessional evaluation systems
- creating effective paraprofessional professional development and evaluation systems

2-24 Make Your Paraprofessional a "Co-Educator" (2 Day Program) and Raise Student Achievement

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 with all students.

Day 1: The strategies include:

- Alternatives to the typical one teach/one observe model
- Streamlining planning for your para-educator when there is little to no time
- Developing a sequence of responsibilities and trainings with your para-educator
    - Attendance, makeup work, homework
    - Student management, rewards and interventions
    - Collecting and organizing student work
    - Running small groups and stations
    - Re-teaching
    - Behavior plans
    - IEP expectations
    - Software and programs that para-educators can support

Day 2: The strategies include:

- Developing content skills
- Mastery objectives for content and skills
- "Just right" support- avoid causing learned helplessness
- Social-Emotional awareness
- School-based support for your work: A list of expectations to discuss with administration
    - Contracts
    - School-based support for paraprofessional standards and norms
    - Special education expectations for paraprofessionals
    - Consistency in expectations
- Developing your action plan
    - Setting priorities

    - Setting goals
- Rubric/Checklist to assess progress

2-25 Social Emotional Learning in the Classroom ONE Half day

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

Based on the CASEL endorsed and nationally best-selling book *Social-Emotional Learning in the Classroom* (Ribas, Brady, and Hardin). The module takes about 3- 3.5 hours to complete.

This program is designed to enable paraprofessionals and assistant teachers understand the five areas of social-emotional learning and the corresponding 38 SEL behaviors of successful people. 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.

Learning Outcomes/Objectives

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

- 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

2-26 Social-Emotional Learning in the Classroom TWO-12-14 hours training

(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). The single module above and can be taught without purchasing the book. Districts that wish this program TWO will need to purchase the book for the program participants.

The 4-module program may be taught in-person in the district, via Zoom, or asynchronously online. Participants who take the four-module program receive a Certificate of Mastery in the Area of Social Emotional Learning. One undergraduate or graduate credit is available for purchase from our university partners.

Each module takes about 3-3.5 hours to complete for a total of 12-14 hours

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, interventions 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 or advisory meetings that include the organizational components leading to success; blending SEL skills with academics and concrete examples of classroom meeting activities

2-27 Consulting Service: Paraprofessional Supervision and Evaluation System Development Support

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

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

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

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

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

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

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

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

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

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. Building Higher Order Thinking by Asking Your Child Higher Order Questions
9. What is Social Emotional Learning?
10. What is MTSS/Differentiated Instruction?
11. What is Growth Mindset?

Section 4: Special Education Department Reviews/Audits

Many districts have not had an outside review to determine if the present special education structure is the most effective for students and cost effective for the district. Districts are also looking at a more difficult budget environment. Some of the "budget stressors" are increasing special education costs that can be caused by a variety of factors.

1. Insufficient general education options for meeting the needs of struggling students such as 504s and Tiered Systems of Supports,

2. "Legacy" costs caused by the increase in special education students due to the pandemic and post pandemic student gaps,

3. Increased out of district placements that can be reexamined by reviewing present models of staffing,

4. Lack of knowledge of innovative solutions used in similar districts for closing achievement gaps for struggling students with other than putting them on and IEP.

These factors may lead to the total percentage of students on IEPs, the level of service in the IEPs, and the number of students in out of district placements having increased.

Reviews are also extremely valuable if you have a new special education or student services director starting coming to the district. Asking the new director to do a review and recommend changes can significantly impede their entry as they also develop relationships with special and general education staff.

Most special education departments are doing the best they know how. However, it might be time to have an outside look at your special education services with "a fresh set of eyes?"

We have developed a process to review district special education programs:

1. to determine whether or not some of and IEPs need to be re-evaluated for service level and/or movement from out of district to in-district service,

2. to determine if there are other special/general education programs and/or staffing areas that can be re-evaluated for quality and optimization of funding and student success.

Some of the questions districts are seeking to answer in reviews include the following. This is not an all-inclusive list. **During our review district specific questions are developed with the district as a first step of your personalized review.**

- What are the general education interventions currently in place in your district by grade span?
- Where are your inflection points with regard to inordinate requests for additional supports through the IEP process?
- What shifts is the district experiencing with respect to the student population that may be over burdening special education services?
- What do the 504 numbers currently look like in your district?
- What does the MTSS system look like in your district?
- What ramifications would building in-district special education and general education programs have for staffing that could lead to students on IEPs who could be serviced through general education using 504s or other general education services?
- What ramifications would building in-district special education programs have for support staff and specialists?
- What is the viability of building programs/services in your district that reduces out of district placement and/or include tuition students from other districts?
- What does the special education administration structure currently look like and can it be more efficient?
- What other instructional strategies/systems, both general and special education, are used to provide responsive and remedial instruction? Can we optimize their efficiency?

All of our reviewers are former or current directors or assistant superintendents for student services and superintendents

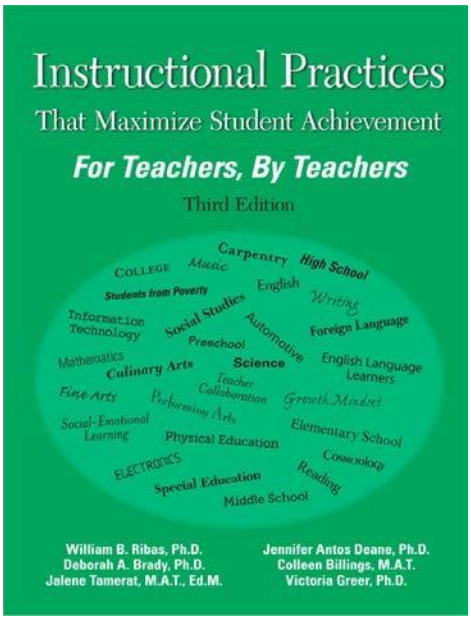
Section: 5
Ribas Associates' Published Books for Teachers, School Clinicians, Administrators and Parents/Care Givers

All Ribas Associates and Publications, Inc books are written by practitioners working daily in schools. The area addressed in each book is designed to provide "boots on the ground" strategies for those who directly impact the school and home lives of students. Ribas Associates is a training and consulting company first. We spend over 500 days a year working directly with educators and parents/caregivers on the areas noted in each of the books. The books of many of our competitors are written solely by academics. They depend on the research and practical descriptions provided by others. Ribas Associates authors combine the latest research with actual in the school house practices that have proven successful. The research informs the practices we espouse and our practical work in schools refines that research into easy to implement practices for administrators, teachers, school clinicians and parents/care givers.

Co-Teaching Handbook: Developing High Performing Teams
$20.95

By: Deborah Brady, Ph.D. & William Ribas Ph.D.

Ribas Associates is one of the leading providers of training and coaching in co-teaching. This handbook is designed for use with teams that can include general educator and special educator, general educator and English language learning educator, teacher and paraprofessional, two general educators, or any other co-educator configuration. It is filled with easy-to-use templates and strategies.



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 $94.95

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

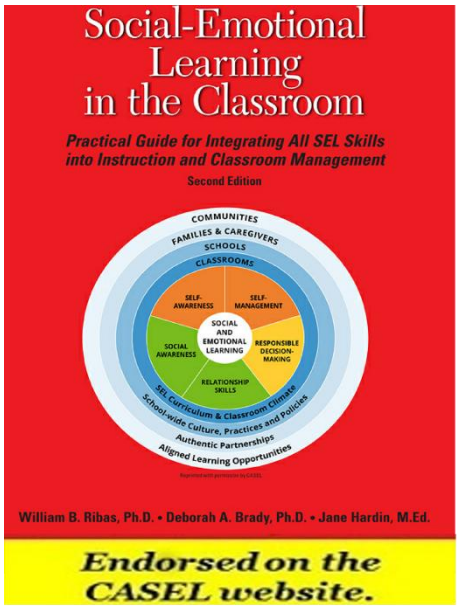
The most current and comprehensive information for teachers and administrators on effective instructional strategies that align with all teacher performance rubrics (e.g. MA ESE, Danielson, Marzano, Marshall, RIDE, and all others). These are the strategies proven to promote the highest levels of student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

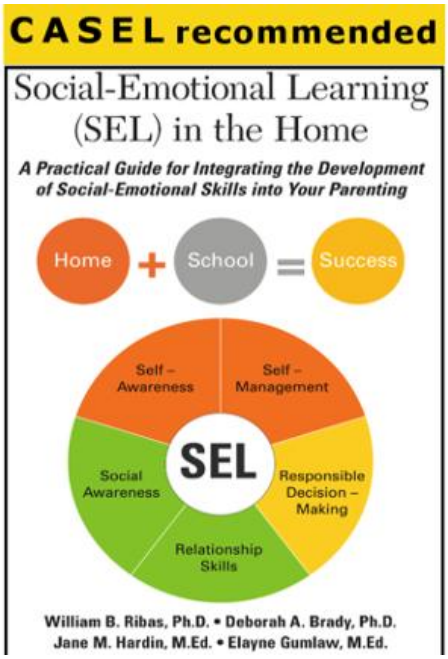
Social-Emotional Learning in the Classroom

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

Ribas Publications $36.95

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





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

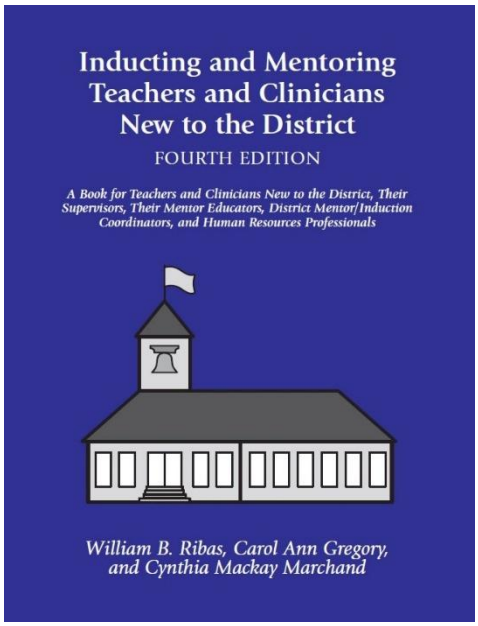
The research on the positive effect of developing student social-emotional skills is indisputable. School districts all over the country are ramping up their ability to develop these skills in their classrooms. However, little is being done to help parents/guardians understand the skills and how they 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 $83.95

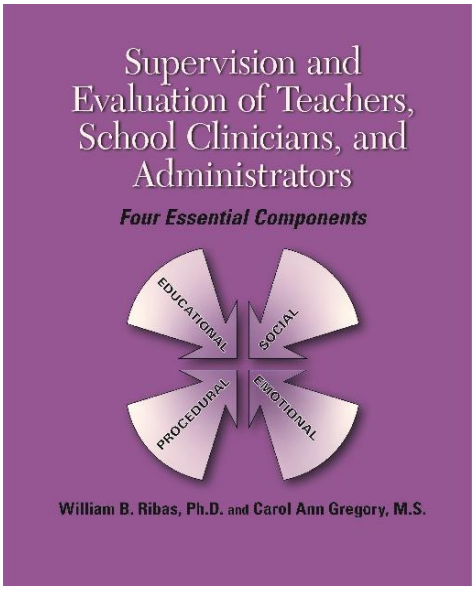


Inducting and Mentoring Teachers New to the District is the one book your newly hired teachers, mentors, principals and induction coordinators need for the effective hiring and induction of teachers new to your district. Thousands of newly hired teachers, mentor teachers, superintendents, human resources 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

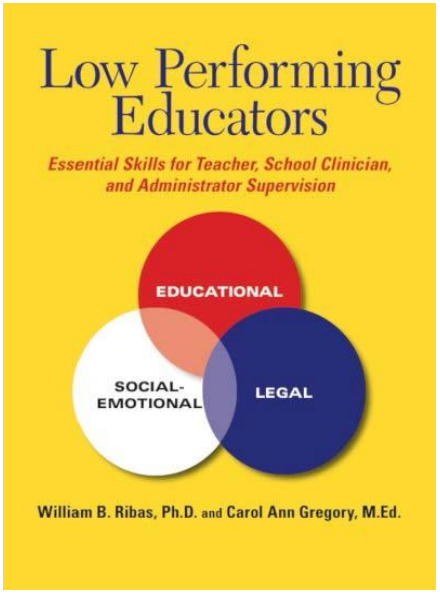
By: William B. Ribas, Ph.D. and Carol Ann Gregory, M.S.

Ribas Publications $94.95



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 $94.95

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.

781-349-8160 ribasassociates.com wribas@ribasassociates.com

Book Title	For	Cost	Qty	Total
Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers, Third edition By William Ribas, Ph.D., Deborah A. Brady, Ph.D., Jalene Tamerat, M.A.T., Ed.M., Jennifer Antos Deane Ph.D., Colleen Billings M.A.T., Victoria Greer Ph.D.	under 30	$94.95		
	30 to 49	$89.95		
	50 to 100	$85.95		
	over 100	$81.95		
Low Performing Educators: Essential Skills for Teacher, School Clinician, and Administrator Supervision, First edition By William B. Ribas, Ph.D. and Carol Ann Gregory, M.Ed.	under 30	$94.95		
	30 to 49	$89.95		
	50 to 100	$85.95		
	over 100	$81.95		
Supervision and Evaluation of Teachers, School Clinicians, and Administrators: Educational, Social, Emotional, and Procedural Components - By William B. Ribas, Ph.D. and Carol Ann Gregory, M.S.	under 30	$94.95		
	30 to 49	$89.95		
	50 to 100	$85.95		
	over 100	$81.95		
Inducting and Mentoring Teachers New to the District By William B. Ribas, Ph.D., Carol Gregory, Cindy Marchand	under 30	$83.95		
	30 to 49	$79.95		
	50 to 100	$75.95		
	over 100	$71.95		
Social Emotional Learning in the Classroom: A Practical Guide for Teachers By William Ribas, Ph.D., Deborah A. Brady, Ph.D.	under 30	$38.95		
	30 to 49	$36.95		
	50 to 100	$34.95		
	101 to 199	$32.95		
	over 200	$28.95		
Social Emotional Learning in the Home A Practical Guide for Integrating SEL Skills into Your Parenting By William Ribas, Ph.D., Deborah A. Brady, Ph.D., Jane Hardin, M. Ed., Elayne Gumlaw, M.Ed.	under 30	$35.95		
	30 to 49	$31.95		
	50 to 100	$29.95		
	Over 100	$27.95		
Co-Teaching Handbook: Developing High Performing Teams *Call for a price for over 100 copies*	Under 30	$20.95		
	30 to 100	$18.95		
	50-100	$16.95		
Subtotal				
Shipping/handling, 12% if ordering less than 30 books)				
Shipping/handling, 10% (if ordering 30-49 books)				
Shipping/handling, 8% (if ordering 50-100 books)				
Shipping/handling, 5 % (if ordering 100+ books)				
MA sales tax, 6.25% (or include your tax-exempt number)				
Total				

District Name:	
Contact Person:	Telephone:
Email address:	
Mailing Address:	
Purchase Order No.:	Signature:

Why Use Ribas Associates?

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

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

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

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