



RIASP / RIILA PROFESSIONAL LEARNING PROGRAMS 2019-2020

Social Emotional Learning- Working With Parents to Develop SEL Skills in the Home

Parents play a vital role in developing SEL skills but typically have little or no knowledge of these skills. Participants in this workshop will be presented with strategies they can share with parents and guardians for developing the five social-emotional learning skills and their associated skills of successful people as part of their parenting. These easy to use parenting strategies come from Jane's new book *Social-Emotional Learning in the Home*. Some areas addressed in this workshop include: resolve conflicts between parent/guardian and child, between siblings, and with friends ways to initiate difficult conversations between parent/guardian and child including asking questions that develop higher-order thinking and deep conversations about SEL skills the stages children and adolescents follow from initial exposure to an SEL skill to its mastery. the research on school and career success that points to the significant positive impacts of social- emotional learning skills

Audience: PreK to 12 Teachers, School Clinicians, Administrators & Parent Leaders

Presenter: Jane Hardin Co-author of *SEL in the Classroom* and *SEL in the Home*.

Member & Member Guest \$230 Non Member \$250

Participants all receive a copy of Jane's parent book.

Dates: October 22, 2019

Jane M. Hardin, M.Ed. Jane is the head of Ribas Associates Department of Special Education. She is the mother of three young adults. She has been both a general education and special education teacher. During her time as a resource room teacher, her program was selected as an exemplary model by the National Council for Exceptional Children. For the 22 years, Jane was a member of the Simmons College (Boston, MA) Faculty. She serves on the Massachusetts Council for Exceptional Children and the Massachusetts Architectural Access Board. Jane is also an author of the books (*Social-Emotional Learning in the Classroom*) and (*Social-Emotional Learning in the Home 2018*). She holds a bachelor's degree in general education and a master's degree in Special Education, with advanced training in differentiated instruction and language disabilities. Her areas of training and consultation include classroom and behavior management, students with ASD, teaching students with emotional and behavioral issues, parenting for SEL, how anxiety and trauma impact the learning process, and the social and emotional needs of all students and its impact on student achievement.

How to Build High Performance Teams, and Advance Innovation and Collaboration to the Next Level to Increase Student Learning – Two-day program

High performance teams can solve complex problems at a much deeper level than individuals working alone, or typical teams in schools. In this workshop, participants will learn about the latest research on high performance teams and what distinguishes them from most school or district teams. Dr. Ash will discuss the five characteristics of extraordinary teams from all other teams (high genuine vulnerability trust, willingness to engage in conflict, team commitment, mutual accountability, and focusing on results). As school leaders, participants will also learn how to design a ‘backbone committee’ that will ensure your school has sufficient support to both lead complex change and overcome potential faculty and parent obstacles.

Presenter: Dr. Paul Ash

Audience: K-12 Educators, Administrators

Member Fee & Member Guest \$395 Non Member Fee \$425 (fee includes two days and Dr. Ash’s book)

Participants all receive a copy of Dr. Ash’s book.

Dates: October 24th and January 9th

Paul Ash, Ph.D. Dr. Paul Ash recently retired as the Superintendent of Schools in Lexington, Massachusetts after ten years. During his 42-year career, Paul has held a wide range of school leadership roles: Superintendent of Schools, Westwood, MA; Assistant Superintendent for Personnel, Finance, and Administration, Wellesley, MA; Chair of the Legislation Committee, Massachusetts Association of School Superintendents, President and Negotiations Chair, Dover-Sherborn Teachers Association, Dover, MA; President of the Massachusetts Association of School Personnel Administrators, and Member of the Newton School Committee, Newton, MA. Paul is a recognized expert at the state and national level on closing achievement gaps for minority, special education, and low-income student three podcasts, human resources/labor relations, financial operations, and professional development.

In 2010, the national newspaper Education Week highlighted Lexington’s professional development program as one of six national models on how professional learning can be used to improve student learning and teacher innovation. In 2015, his leadership in the area of professional development was further highlighted by the Massachusetts Department of Elementary and Secondary Education
<http://www.doe.mass.edu/pd/casestudies/LPS-study.pdf>

Paul is the co-author of the highly acclaimed book *School Systems That Learn: Improving Professional Practice, Overcoming Obstacles, and Diffusing Innovation*. The book focuses on how any school district can raise academic achievement for all students by creating an adult learning organization based on trust, collaboration in all directions, capacity building and leadership at all levels.

Rigorous Discourse - Two- day program

Essential Questions: What is Rigor? What does it look like? What does it sound like? What are the structures in schools that support rigor? What are the essential elements of school culture necessary to reach for rigor? How do we effectively engage all students with instruction, content, and each other? What are academic conversations? What do they look like How do we give feedback to students about the clarity and quality of their thinking and sharing? What talk moves need to be taught, modeled, and practiced in classrooms to build in rigor? What resources are available for implementing this initiative within your classroom or school?

In this two day workshop we will:

- Build clarity among participants about what rigor is and what it looks like in classrooms.
- Explore the structures, cultures and instruction that support rigor.
- Understand the initiate, respond, evaluate instructional pattern, and its limitations in building rigor.
- Unpack resources for supporting Evidenced-based Rigorous Discourse.

Mary O'Brien Merrigan, PhD Mary brings more than 25 years of experience in public education to Teachers 21. She provides instructional coaching support to classroom teachers focused on best practice and RTI data collection and analysis. Mary holds a deep commitment to embedded, adult learning goals for teachers in all aspects of her coaching and consultancy endeavors, drawing heavily from her doctoral study insights involving professional learning communities. She has earned great praise for her efforts in training mentors, helping develop professional learning communities, working with teacher teams, and coaching administrators to support implementation of rigorous instructional initiatives. Mary earned her Bachelor of Arts in Elementary Education from UMASS/Amherst, her Master's Degree in School Administration from Bridgewater State College, and her Doctorate in Educational Studies from Lesley University.

Audience: K-12 Educators, Administrators

Member Fee & Member Guest \$395 Non Member Fee \$425 (fee includes two days)

Dates: November 1, 2019 and January 27, 2020

English Language Learning: A Two Day Series Audience: All PreK-12 Educators

Day 1: ELL Session Two: Questioning & Assessment for Non-English Speaking Students: Too often, teacher questions and assessment tools measure something other than the goals for which they were intended. Even the simplest question, if not phrased carefully, can prove incomprehensible to a student who otherwise understands the material being discussed. This session focuses on the role of teacher-language, practice and expectations and how these factors can impact second language learners in their classes. We will explore through the lens of non-English speakers the strategies and materials often used in the classroom. In the process, educators will be called upon to share their current learning goals, instructional practices and favorite tools in light of this new perspective.

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

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

Day 2: ELL Session Four: Special Education and English Language Learners

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

In this session, participants will be able to:

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

Member Fee & Member Guest \$395 (includes two days and book)

Non Member Fee \$425 (includes two days and book)

Dates: *November 5, 2019 and February 25, 2020*

Instructor: Dr. Cindy Crimmin Cindy Crimmin, Ph.D Cindy Crimmin has served in both public and private schools. Beginning as a bilingual Ell and Science teacher in the Boston Public Schools at the middle school level, she has taught Spanish at all levels from early elementary to high school Advanced Placement and was a teacher of English language learners. Her strong interest in curricular design and in improving teaching and learning across the grades prompted her to complete a Ph. D. in Educational Administration at Boston College. That experience led her into administration, where she worked in curriculum leadership at the central office and served as an elementary principal in Watertown and Weston. In each role, Cindy always saw herself primarily as a teacher. She is an ESE approved Sheltered English Immersion (SEI) instructor for both the teacher and administrator licensure programs.

Effective Conferencing with Low Performing Educators

Participants will review specific supervisory styles and their uses, as well as the components of effective conferences with teachers who struggle, then use that information to participate in authentic conferencing scenarios designed to help participants practice their skills with their colleagues in small groups. Teachers who struggle often have difficulty reflecting on and adjust their practice in response to information gathered during your observations and shared during your conferences with them. Change is challenging, regardless of the research-based, foreseeable and positive outcomes that regularly result from the change. Maintaining a positive and professional relationship while sharing news that's hard to hear, then charting a course forward takes time and can tax your patience. It is also one primary way to help educators reflective on data about their instruction and change their practice to benefit their students.

Audience: PreK to 12 Administrators:

Member Fee & Member Guest \$230 Non Member Fee \$250

Dates: December 12, 2019

Presenter: Carol Ann Gregory, M.S.

Carol served as a teacher, union president, and vice principal in the Brookline Public Schools; middle school principal in the Westwood and Northampton Public Schools; Director of Human Resources in the Lexington Public Schools, and Assistant Superintendent in the Wellesley, Public Schools. In her various roles, Carol has been responsible for recruiting, hiring, inducting and mentoring new teachers and administrators, as well as the professional development, supervision and evaluation of professional staff.

As a consultant, Carol meets with works districts training and coaching their supervision and evaluation work including their work developing SEL in the classroom. She teaches courses and workshops on topics including: *Differentiated Instruction, Social and Emotional Learning, The Brain and Learning, Motivation and Intelligence, Observation and Analysis of Educator Performance, Evaluating Low Performing Educators* in face-to-face, hybrid and online formats.

Restorative Talk in Your Classroom: How Teachers Can Use Accountable Talk, Protocols, Goals, and Peer and Self-Evaluation to Support Restorative Academic Talk and Social Emotional Growth.

Audience: 4-12 Classroom Teachers and Administrators

Presenter: Dr. Deborah Brady, Co-author of *Instructional Practices That Maximize Student Achievement*, of *SEL in the Classroom*, and *SEL in the Home*

Proven accountable talk, pair, group, and team methods for teaching all students can support the learning of at-risk students. When students work with others and talk through ideas, they become more engaged and improve their literacy skills (reading, writing, speaking, and listening). This practical workshop provides examples of how to use goal setting and protocols (Save the Last Word for Me or micro-labs), accountable talk, sentence frames, proven activities such as Get the Gist, Jigsaws, and even the 7-minute Socratic Smackdown in a Fish Bowl can support students' literacy, engagement, and social-emotional (habits of work) growth. Teachers will leave with tools: rubrics, activators, summarizers, and research-based activities that they can adapt and use in their classrooms. **Participants receive a copy of Dr. Brady's book *Social-Emotional Learning in the Classroom*.** Participants also receive templates, protocols, rubrics, and access to a website with further classroom materials.

Member Fee & Member Guest \$230 and Non Member Fee \$250 (includes a copy of book)

Dates: January 14th

Deborah Brady, Ph.D. With over thirty years in public and private education, Debby Brady co-authored three books and a monograph: *Instructional Practices That Maximize Student Achievement*, *SEL in the Classroom*, and *SEL in the Home*, and *Developing High Performing Co-teaching Teams*. Deb has served as an Assistant Superintendent of Curriculum and Instruction in two districts, a college instructor of both graduate and undergraduate courses in curriculum, reading, literacy, and writing, a director of a writing center, a secondary reading coordinator, humanities and reading co-teacher, and English teacher. Deborah earned her doctorate at Lesley in educational studies where her research focused on the impact of a standards-based curriculum on teaching, learning and assessment. Her special areas of interest include curriculum development, UbD lesson and unit design, assessment and the use of data, secondary literacy across the disciplines, social-emotional learning, writing and its assessment, and developing high-performing co-teaching teams.