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What Do We Know About *Learning Loss and Its Recovery*?

“The results are startling. Students on average could lose five to nine months of learning by the end of June 2021. Students of color could be six to 12 months behind, compared with four to eight months for white students.....

...While the worst-case scenarios from the spring (2020) may have been averted, the cumulative learning loss could be substantial, especially in mathematics—with students on average likely to lose five to nine months of learning by the end of this school year. Students of color could be six to 12 months behind, compared with four to eight months for white students. While all students are suffering, those who came into the pandemic with the fewest academic opportunities (students from low SES homes) are on track to exit with the greatest learning loss.”

Please note we used the following resources to create the checklist below.

- Chen, K. & Dorn, E. & Sarakatsannis, J, & Wiesinger, A. (March 2021) Teacher survey: Learning loss is global and significant. McKinsey & Company downloaded March 21, 2021
- Dorn, E, & Hancock, B, & Sarakatsannis, J, & Viruleg E. (December 2020) Covide-19 and learning loss-disparities grow and students need help. McKinsey & Company downloaded March 21, 2021
- Youki, T (2020) Covid-19s Impact on Students Academic and Mental Well-Being Edutopia downloaded March 21, 2021
- Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., Liu, J. Projecting the potential impact of Covid-19 school closures on academic achievement. May 2020. Annenburg Brown University.
- The New Teacher Project: Learning Acceleration Guide November 2020.
- Slavin, R. Academic Losses: Evidence of Effectiveness Proven Program Robert Slavin’s Blog March 25, 2021
- Koslouski, J. & Stark, K. Promoting Students Experiencing Adversity and Trauma *Elementary School Journal* March 2021 (Vol. 121 #3 pp. 430-453)

What Skills Do Classroom Teachers and Other Educators Need to Begin the *Learning Recovery and Acceleration* Process for All Students in Your District? We created this checklist to assist school districts in assessing their needs and creating a comprehensive **learning recovery and acceleration plan**. **ESSER I, II, and III grant funds may be used for these tasks and all of our learning recovery programs listed below.**

1. Differentiated instruction planning and execution (including how to close achievement gaps and accelerating learning)
2. **Assessment:** Pre-assessment, in-the-moment formative assessment (strong questioning skills), post assessment skills
3. Social-emotional learning development in the classroom
4. Universal design for learning
5. Special needs support skills for general educators

6. Implicit bias- Equity (race, ethnicity, religion, SES, sizeism, gender, LGBTQ, culture, language)
7. English language learning skills for general educators
8. Skills for working with low SES and poverty students for all educators
9. The impacts of trauma on students and families for all educators
10. Working effectively with parents and guardians for all educators
11. Structured models for teacher collaboration
 - Lesson study to accelerate learning
 - Data analysis teams
 - Professional literature study groups on topics such as learning acceleration and learning recovery
12. Strengthening the instructional skills of paraprofessionals and assistant teachers
13. Effective in school mental health supports
14. Leadership training for administrators in the skills to support and assess teacher and school clinician implementation of the items above.

Ribas Associates Provides and Array of Programs Specifically Targeted for Addressing Academic and Social-Emotional Learning Recovery Due to the Pandemic

(programs may be funded through ESSER I, II, III, SOA, IDEA Grants)

Students at all levels and demographics have suffered learning loss during the pandemic. Ribas Associates has programs that are needed to create your **learning recovery and acceleration plan** and implement the programs that address learning loss. Some programs are designed to address the learning of all students. Others are specifically targeted to close achievement gaps for those students who have had the highest levels of *learning loss* such as special education students, English language learners, recent immigrants, students of color, and students from low SES households. We have programs for administrators, teachers, school clinicians, paraprofessionals, and parents/guardians. For 20 years we have assisted over 150 New England districts with meeting the needs of all students with our over 150 training and consulting programs. Below is a list of programs that are specifically targeted for promoting *learning recovery and acceleration*.

We also build customized programs to meet your specific needs. Please call (781-551-9120) or email (wribas@ribasassociates.com)

Dr. Ribas for additional information **or to get the program descriptions that you can easily copy and paste into your ESSER Grant Applications.**

Consulting Services for Addressing Learning Loss

Below each program title is a link to an extended description.

1. We have four former superintendents and assistant superintendents who can help you create a **multi-year Learning Recovery and Acceleration Plan for your district.**

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2021/03/All-consultants-Learning-Loss.pdf>

Click the link below to specifically see how we can help you assess and improve your school mental health services. <https://www.ribasassociates.com/wp-content/uploads/sites/6639/2021/04/Weiss-Mental-Health-v.2.pdf>

2. **Districts will probably be required to provide annual reports demonstrating their success in closing achievement gaps based on assessment data.** We have experienced consultants to work with district personnel analyzing the assessment data **to provide insight into the levels of overall learning loss and achievement gaps.** And, then to assist with measuring improvement from one year to the next.

Workshops and Courses for Learning Recovery

All of the Programs Below are Available in Synchronous Online, Asynchronous Online, and in Person

3. **Learning recovery 4- credit graduate course for teachers** that contains nine of the 14 areas in the checklist above. **Teaching to All Learners:** *Includes the learning recovery skills of UDL, Differentiated Instruction, SEL, Low SES, Special Needs, Assessment (Pre+In-the-Moment+Formative+Post) Motivation, and Family Engagement.*

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2021/03/DI-Syllabus-With-ELL-Sped-Low-SES-4-credits-3-2021-v.5-1.pdf>

4. **Social-Emotional Learning, Coping with Trauma, Addressing Implicit Bias, and Special Education: Helping Students and Families- A course for School Clinical Staff and Teachers** A learning recovery 3-credit graduate course for school clinical staff and teachers who have taken the course above: See the syllabus at the link below.

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2021/03/Special-Ed-and-SEL-Syllabus.pdf>

5. **Assessment**
 - a. **Creating high quality classroom assessments**
 - b. **Creating high quality common assessments**
 - c. **Analyzing assessment data**

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2021/03/Creating-Quality-Assessments.pdf>

6. Our **Special education** program has been approved by DOE for 15 special education PDPs/CEUs . The intent is to train general education teachers in the skills they need to better meet the needs of special needs and 504 students in the regular classroom. **Many students will return significantly behind other students.** They will need learning support but not on an IEP. The program has two objectives. The first is to keep IEP students in their general education classroom with support because it is a better service model. The second is to decrease the number of referrals because general educators can better meet the needs of students with mild special needs and learning gaps without putting them on IEPs. ESE has approved these programs for the 15 PDP/CEUs special education license renewal requirement.

Teacher, Administrator, and School Clinicians

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2019/09/Sped-15-PDP-Individ-Signup-19-20.pdf>

Paraprofessionals and Assistant Teachers

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2020/04/Sped15PDP-paraasstteacher.pdf>

7. Our **ELL** training program is approved by DOE for 15 PDPs/CEUs for ELL. Our ELL students will be among those who have the greatest learning gaps due to the pandemic. The intent of the programs is to train general education teachers in the skills they need to better meet the needs of ELL students within the general education classroom with support. DOE has approved this program for the 15 PDP ELL license renewal requirement.

ELL Teachers, School Clinicians, and Administrators

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2020/11/ELL15-PDP-Individual-Signup-19-20.pdf>

ELL Paraprofessionals and Assistant Teachers

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2020/04/ELL15PDP-paraasstteacher.pdf>

8. **Succeeding with Students and Families from Low SES Homes:** Socio-economics has always contributed to learning gaps. This gap has significantly widened due to the reduction in face to face live teaching. This program trains educators in the Ribas Associates 7 components found in chapter 7 of our *Instructional Practices* book. Chapter 9 includes **strategies for engaging parents from low SES households** as partners in their children’s education.

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2020/07/Flyer-Poverty.pdf>

9. **The Impact of Pandemic Related Trauma on Students, Parents/Guardians, and Staff**
In the next few months the country reopens and life “returns to normal.” But our students and many of our families will not all “return to normal.” Family illnesses, family deaths, financial losses (particularly in low SES homes where unemployment was rampant), child abuse (verbal and physical), food insecurity, and suicide ideation will with be with us for years to come.

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2020/06/Trauma-Covid-19.pdf>

10. **Closing Achievement Gaps:** Dr. Paul Ash is the foremost expert in New England on closing achievement gaps for African American, Latino, Students from Poverty, Special Education and ELL. His workshop program for administrators and teacher leaders working on closing the district’s achievement gaps has been presented to ESE staff, MASS, MSAA, Rhode Island Superintendents Association, Rhode Island Principals Association, and numerous school districts nationally. The program shows districts how to use Dr. Ash’s 16 steps to closing achievement gaps with the criteria outlined in the in ESSER and SOA requirements.

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2020/07/Ash-Panic-Gaps.pdf>

11. **Understanding and Addressing the Impact of Educator and Student Implicit (Unconscious) Bias:** *“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 have re-awakened the country and the world to the problem of both conscious and unconscious (implicit) bias. As we are exploring racial bias in our society, we are becoming more aware of other groups who are actively experiencing bias in our communities and even in

our schools. In addition to **Race** (e.g. African American, Latinx, Asian) other forms of implicit bias include: **Socio Economic Status, Culture, Special Needs, Gender, Religion, LGBTQ, Non-Traditional Families**, and others (e.g. **Sizeism**).

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2020/10/Implicit-Bias-v.2.pdf>

12. **Social-Emotional Learning** (live or online): Ribas Associates is the leading provider of SEL programs in New England. Seventy school districts and universities in Massachusetts and nearly 150 nationwide use Ribas Associates programs and books to implement SEL. **We have three books that are endorsed on the CASEL website.** One is for teachers and clinicians, one is for parents, and one is for school administrators. CASEL lists them in alphabetical order by author so when you go to the CASEL link you need to scroll down to the “Rs”. <https://casel.org/resources-books/>

Social-Emotional Learning in the Classroom for Teachers, School Clinicians, and Administrators
<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2020/04/SEL-Program-Description-Teachers.pdf>

Social-Emotional Learning in the Classroom for Paraprofessionals and Assistant Teachers
<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2020/04/SEL-Program-Description-Paraprofessionals-1.pdf>

13. Ribas Associates’ book ***Instructional Practices that Maximize Student Achievement*** Compare its content with the learning recovery needs listed above.
1. Differentiated Instruction (Chapter 6) and Framing the Learning (Chapter 2)
 2. Universal Design for Learning (Chapter 6)
 3. Managing the Classroom to Promote Social Emotional Learning Skills (group work, partner work, student to student relationships, adult to student relationships (chapter 3)
 4. Assessment (Chapters 4 and 5)
 5. Special Education essays in all 11 chapters
 6. ELL essays in all 11 chapters
 7. Low SES students (chapter 7)
 8. Working effectively with parents/guardians (chapter 9)
 9. Co-Teaching (chapter 8)
 10. Power of teacher collaboration, data teams, peer observation, classroom research, PLCs, professional literature study groups, etc. (Chapter 11)

<http://000lac7.myregisteredwp.com/wp-content/uploads/sites/6639/2018/03/Book-GB-TableContents.pdf>

14. We are an approved provider of the Massachusetts required **SEI course for general educators, vocational educators, and administrators.** We have run these courses a total of 15 times making us one of the most experienced providers in the state.
15. **Co-teaching program** as described in detail in chapter 10 of our book *Instructional Practices That Maximize Student Achievement* and a monograph written by Dr. Deborah Brady. Co-teaching is only successful when educators are specifically trained in the key characteristics and strategies of effective co-teaching.

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2019/12/Revised-Co-teaching-new-activities-for-Ribas-v.2.pdf>

16. **Literacy:** One of the primary blocks to high achievement by students is literacy. Ribas Associates has consultants who work with elementary, middle, and high school teachers developing their literacy instruction skills (including teaching content-based literacy).
17. **Parents/Guardians:** Ribas Associates' book *Social-Emotional Learning in the Home* has been used in multiple school districts to run parent book groups lead by parent leaders. The book is written so no training is needed to run book groups. All the components of successful book groups are written into the book. **This book has been endorsed by CASEL and can be found on their website.**

<https://ribasassociates.ecwid.com/SEL-in-the-Home-Author-Book-Group-Online-The-price-includes-a-copy-of-the-national-best-selling-and-CASEL-endorsed-book-of-the-same-name-A-program-for-parents-and-educators-p109753793>

18. **Parents/Guardians:** Ribas Associates has parent/guardian programs in all areas of general education, special education, ELL, and social media.

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2020/04/Zoom-parent-programs-v.3.pdf>

19. **Leadership training:** Development, supervision and evaluation training programs that enable administrators to assess and develop all aspects of teaching and school clinical practice. The program also addresses educator practice in the **Learning Recovery** areas listed above. Our supervision and evaluation program is the only one endorsed on the CASEL website because it addresses both the development of instructional and clinical skills **and the SEL development of adults.** Also available are programs for running effective meetings, working with underperforming educators, creating high functioning and collaborative administrative teams, developing and evaluating administrators, working effectively with your school board, making change, and **executive coaching for assistant superintendents, curriculum administrators, student services administrators and building administrators in the areas of learning recovery and acceleration.**
20. **Paraprofessionals and Assistant Teachers:** Many of our students who have been negatively impacted the most receive some of their instruction from paraprofessionals or assistant teachers. The traditional 3 hour workshop once a year is not going to be sufficient for these instructors to be a critical part of the solution. We have created certificate programs for paraprofessionals in four areas described in the link below.

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2020/04/Para-Certificate-4-Program-Flyer.pdf>

Ribas Associates Program of Studies: 150 Programs for Teachers, Administrators, School Clinicians, and Paraprofessionals

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2019/04/Program-of-Studies-APRIL-2019.pdf>