



***Ribas Associates and Publications, Inc.***  
596 Pleasant Street Norwood, MA 02062  
Phone: 781-551-9120 Fax: 781-349-8160  
ribasassociates.com  
wribas@ribasassociates.com

## **District Consultants to Assist with the Work of *Learning Recovery* and *Acceleration* from COVID 19 -Workshops and consultation services for district administrative teams and learning recovery leaders.**

### ***How much student learning has been lost?***

According to the Northwest Education Association, students lost approximately 70% of learning gains in reading relative to a typical school year, and lost approximately 50% of learning gains in mathematics. On average, students from low-income homes suffered even greater loss.

**Kuhfeld, Megan and Tarasawa, Beth, 2020, The COVID-19 slide, 2020,**

Students of color could be six to twelve 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.”

**Dorn, E, & Hancock, B, & Sarakatsannis, J, & Viruleg E.(December 2020) Covid-19 and learning loss-disparities grow and students need help. McKinsey & Company downloaded March 21, 2021**

**PLEASE NOTE THAT THE DESCRIPTION BELOW IS A SAMPLE OF HOW OUR DISTRICT PROGRAM CONSULTANTS CAN BEGIN THE WORK. THE FIRST STEP IS ALWAYS A MEETING BETWEEN THE CONSULTANT AND THE DISTRICT ADMINISTRATOR IN CHARGE OF LEARNING RECOVERY TO MAKE A JOINT DECISION ON THE BEST DIRECTION FOR YOUR DISTRICT.**

An example of an initial workshop in the workshop phase might include:

- What were the major causes of COVID-related learning losses?
- How schools can identify the major student learning gaps by subject area.
- Within each learning gap area, how your school can identify the priority standards that were not taught well enough for further focus.
- What strategies are some schools using to successfully close lost learning gaps and accelerate learning?
- How can your school/district effectively use no-cost programs and new federal funds to make up lost learning in priority areas?
- How to create district and/or building Learning Recovery plans.

At the end of the first workshop, you will be given a learning loss template to complete for homework in preparation for the action plans discussed in the second session. In the second workshop, we will discuss your preliminary action plans and how schools can reduce learning loss. Some of the strategies we will discuss include: modifying some instructional practices, increasing student engagement, redeploying

faculty/staff members, offering after-school programs, and implementing redesigned summer programs.

Follow up support to the workshop:

- If you haven't already done so, assist in creating a learning recovery committee to address the issue over multiple years.
- Assist in assessing the level of staff competency in the fourteen key learning recovery teaching and clinical skills areas and identify programs for addressing those competency where further training is needed.

### **Biographies of Our District Learning Recovery Leaders**

**Paul B. Ash, Ph.D.** is currently a Senior Consultant for Ribas Associates. Previously Paul was the Superintendent of Schools in Lexington, MA and held a wide range of school leadership roles: President and Negotiations Chair for a teachers' association, President of the Massachusetts Association of School Personnel Administrators, and a member of the Newton School Committee, Newton, MA.

Paul's contributions to the field have been recognized at the state and national level in closing the achievement gaps for minority, special education, and low-income students. In the past few years, he worked with numerous low-income communities including Everett; Greater New Bedford Regional Vocational School; North Providence Schools, RI; and Nashua, NH. In 2010, the national newspaper Education Week highlighted his school district'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 2017, Paul's leadership skills were the focus of the case study in the book Reach the Highest Standard in Professional Learning: Leadership (Louis, Hord, Von Frank, Learning Forward, 2017).

In 2012, Paul co-authored the book *School Systems That Learn*, which focuses on how any school district can raise academic achievement for all students by creating an adult learning organization based on trust, capacity building for all educators, collaboration in all directions, and leadership at all levels.

#### **Deborah Brady, Ph.D.**

With over thirty years in public and private education, Debby Brady has had experience both as a teacher and administrator. Deb has served as an Assistant Superintendent in two districts, a college teacher and director of a writing/learning center, a secondary reading and English teacher. In addition, Deb has served as a Director of a Learning Center at Dean College, and as an adjunct professor at Lesley College, Assumption College, Worcester State College, and Fitchburg State College where she taught both graduate and undergraduate courses in curriculum, reading, literacy, and writing. 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 assessment, development, and improvement; instructional leadership; assessment and the use of data that improves instruction and student achievement; developing district plans for assessment learning loss, building the capacity of a district through collaborative work within professional learning communities, data teams, and administrator collaboration; writing and its assessment; and literacy.

#### **Roseli Weiss Ed.D**

Dr. Weiss is currently a Consultant for Ribas Associates. Previously Roseli was the Superintendent of Schools in Narragansett Regional School District and Middleborough Public Schools. She has held a wide range of school leadership roles: Principal, Curriculum Director, Assistant Superintendent and Classroom teacher.

Roseli's contributions to the field have been varied in closing the achievement gaps for special education and low-income students while working in Narragansett and Middleborough by providing extensive professional development to staff in areas of differentiated instruction and by providing curricular opportunities for students who had not had the opportunity to take advanced level classes or to be exposed to more current languages such as Chinese. In the past few years, she has worked with numerous low-income communities as a consultant.

Roseli has advanced degrees in Education, Counseling/Psychotherapy, Critical and Creative Thinking and created a program K-12 for students with advanced talents and academic strengths.

### **Carol Gregory, M.S.**

Carol is currently a Senior Consultant for Ribas Associates with over 30 years of experience. After beginning her teaching career in a private, residential treatment center for students with special needs in Pennsylvania, Carol has served as a teacher and an administrator in the Brookline, Westwood, Northampton, Lexington, and Wellesley Massachusetts, Public Schools. In addition to completing the University of Massachusetts' Race and Sex Equity Program and Dispute Resolution Program, Carol served as president of a teacher's union and has represented both labor and management at the bargaining table.

After serving as the vice principal in a K-8 school, she was a middle school principal, director of human resources and assistant superintendent. During her tenure as a principal, she and her staff successfully completed a self-study and were awarded NEASC accreditation. Carol is currently the Executive Director of MASP, an instructor for Fitchburg State University, and an instructor in the principal licensure program for the Collaborative for Educational Services.

Carol consults on topics including: Teaching All Learners/Differentiated Instruction (effectiveness and equity in teaching and learning), The Brain and Learning, Unpacking the Educator Evaluation Rubrics, Effective Supervision and Evaluation (in the remote, hybrid and in-person learning environments), Co-teaching, Educating Students with Special Needs, and Mentoring Teachers and Administrators.

Carol has co-authored three books: Inducting and Mentoring Teachers New to the District (2014), Low Performing Educators (2019), and Supervision and Evaluation of Teachers, School Clinicians, and Administrators (2020).

### **Karen Dodd Antonelli, M.Ed.**

Karen Antonelli is a Consultant with Ribas Associates. As a former English Department Chair and District Curriculum Director, her professional focus is the importance of literacy in academic, vocational and technical content, ensuring equity of learning resultant in student growth.

Experienced in both rural and inner city school systems such as East Providence, Rhode Island, Fall River and Westport Massachusetts her role on District Curriculum Leadership Teams and as Coordinator of District Data teams has afforded numerous experiences in instructional best practices. Karen has led grade level and content based Professional Learning Communities to develop District Determined Measures, Common Tasks, formative and summative assessments and collect data on student growth and achievement gaps. She is skilled in guiding teachers toward an understanding of the benefit of collecting, studying and utilizing data to drive instruction and address learning loss.

As an instructor for the MA Dept of Education SEI endorsement as well as one of the developers for the RIBAS Workshop in Understanding and Addressing Implicit Bias in Our Schools, Karen is committed to the implementation of strategies to support all learners through differentiation and recognition of diverse learning styles.

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