



MASSACHUSETTS SCHOOL ADMINISTRATORS' ASSOCIATION



An **ONLINE** synchronous three-part workshop for All PreK-12 Educators

How to Close Pandemic-Related Achievement Gaps and Further Narrow Achievement Gaps for Special Education, Minority and Low-income Students



Featuring Ribas Associates and Publications, Inc.
Presenter:
Paul B. Ash, Ph.D.

Tuesday, August 4, 2020
Wednesday, September 30, 2020 and
Wednesday, October 14, 2020
8:30 – 11:30am each day

15 PD Hours

Content Area: Curriculum and Instruction

Fees: Member \$215 / Non-Member \$285

MSAA Contact: pd@msaa.net

When schools closed in March due to COVID 19 all teachers in Massachusetts had to shift to their teaching from classroom instruction to online learning, with no time to plan for the transition. Even with high quality/hard working teachers, few teachers were able to ensure that every student was able to learn the planned content and skills through June. In this workshop, we will focus on strategies teachers can use next year to make up for the lost essential knowledge in ELA and mathematics from March to June. We will begin the first workshop by discussing how to identify the essential power standards for the content not taught or learned last year and ways teachers can close those gaps.

During the three half-day workshops you will learn 16 high-leverage, research-based strategies to further close achievement gaps for minority, low-income, and special education students in your school. As the former Superintendent of schools, Dr. Ash closed achievement gaps for nearly all low-performing students. These strategies have been shared with school leaders in Everett, Norwood, Greater Lowell Vocational, Nashua (NH), and at MSAA, MASS and RIASP conferences.

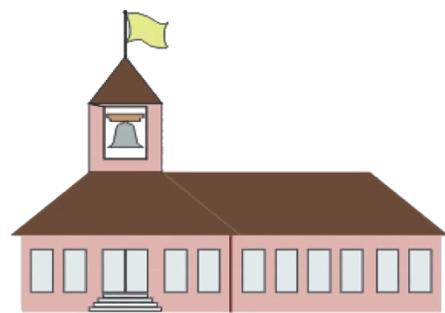
- Grade 10 ELA Special Education MCAS scores rose to 100% proficient and advanced
- Grade 10 Special Education mathematics scores increased to 95% proficient and advanced
- Grade 10 ELA African American MCAS scores increased to proficient and advanced
- Grade 10 African American mathematics scores increased to 96% proficient and advanced
- SAT scores for African American students increased by a total of 294 points on the writing, reading, and mathematics tests combined over a seven-year period.

Paul B. Ash, Ph.D. has 42 years of extensive leadership experience: Superintendent of Schools, Lexington and Westwood; Assistant Superintendent, Wellesley; Chair of the Legislation Committee, Massachusetts Association of School Superintendents, President, Dover-Sherborn Teachers Association, MA; President, Massachusetts Association of School Personnel Administrators; and Member, Newton School Committee, Newton. In 2012, Dr. Ash co-authored the book *School Systems That Learn*. Currently, Dr. Ash is a Senior Consultant for Ribas Associates.

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