



MASSACHUSETTS SCHOOL ADMINISTRATORS' ASSOCIATION



An Asynchronous Online MSAA Professional Development workshop for:
PK-12 Educators

Differentiated Instruction to Promote Maximum Learning Recovery



Featuring *Ribas Associates and Publications, Inc.*
Presenter:

Carol Gregory

Register now through January 1, 2022, learning portal opens October 1, 2021 and closes January 15, 2022

<p>Asynchronous Online Registrants may work at their own pace</p>	<p>15 PD Hours Content Area: Curriculum and Instruction</p>
<p>Fees: \$405 members/ \$540 non-members price includes a copy of the book <i>Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers</i></p>	<p>MSAA Contact: vellison@msaa.net</p>

“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. While the worst-case scenarios 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. While all students are suffering, those who came into the pandemic with the fewest academic opportunities (students from low income homes) are on track to exit with the greatest learning loss.”

The significantly expanded learning gaps between students in the same classroom created by the pandemic has made differentiated instruction one of the top strategies teachers need to close these gaps.

After this workshop, participants will be able to:

- Describe the research on **learning recovery and acceleration** and the role **differentiating instruction**
- Identify and apply the components of differentiated instruction (content, process, and product).
- Identify the priority standards that will be the initial focus for **learning recovery**.
- Maximize student mastery by implementing the strategies that create cognitive context for learning.
- Develop differentiated instruction lesson plans that include UDL and social-emotional learning for all students, with emphasis on meeting the needs of disenfranchised students who will have the highest levels of learning to recover (e.g. special education, 504, ELL, low SES, ELL).
- Develop the skills required to manage a differentiated instruction classroom in ways that develop social emotional learning skills.
- Write mastery objectives that address learning style, English language proficiency, special needs, cultural influences, gender, effects of poverty, and brain development.
- Write measurable mastery objectives that reflect the multiple levels of mastery and connect to specific curriculum content (i.e. introductory, guided, practice, immediate mastery, mastery, and application mastery).

Carol Gregory, M.S. served as a teacher, union president, and vice principal (Brookline Public Schools); middle school principal (Westwood & Northampton Public Schools); Human Resources Director (Lexington Public Schools), and Assistant Superintendent (Wellesley Public Schools) Presentation topics include: *Social and Emotional Learning, The Brain and Learning, Motivation and Intelligence, and Teacher Evaluation.* She co-authored *Inducting and Mentoring Teachers New to the District (2015)*, *Low Performing Educators (2019)* and *Teacher Evaluation That Works (2019)*.

REGISTER ONLINE

