



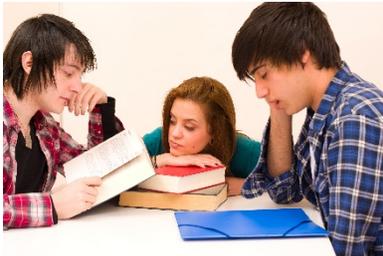
MASSACHUSETTS SCHOOL ADMINISTRATORS' ASSOCIATION



**Audience: All PK-12 Educators**

# Recovering Learning Loss for Students from Low Income Homes

8 PDPs for general pedagogy or special education



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

**Dr. Roseli Weiss**

Learning portal opens **October 1, 2021**  
and closes **January 15, 2022**

<b>Asynchronous Online</b> Registrants may work at their own pace	<b>8 PD Hours</b> <b>Content Area:</b> Special Education
<b>Fees:</b> \$240 members/\$320 non-members	<b>MSAA Contact:</b> <a href="mailto:vellison@msaa.net">vellison@msaa.net</a>

The current professional literature on **Learning Recovery** shows that the average student will have approximately 4-6 months of learning to recover. However, many students from low income homes will experience between 8 and 12 months of learning to recover. There is now a large body of research that shows students from low income families can achieve in school and career at the same levels as students from high income families. Many have learning gaps resulting from their home experiences when compared to their higher SES (socio-economic status) classmates. High quality instruction, overcoming unconscious bias (that often misplaces them on IEPs), and other strategies listed below result in reducing or eliminating the gap caused by family income status.

- **Component 1:** Connecting the curriculum to student lives, prior learning, future learning
- **Component 2:** Interpersonal Relationships and Social-Emotional Learning
- **Component 3:** Growth Mindset
- **Component 4:** Differentiating Instruction
- **Component 5:** Teacher Enthusiasm
- **Component 6:** Engaging Teaching: Effort and Relationships
- **Component 7:** Parent/Guardian Involvement

**Additional Information:**

*This programs aligns with the MA ESE Student Opportunity Act Requirements and may be used for license renewal PDPs for special education or general pedagogy.*

**Roseli S. Weiss, Ed.D.** has worked in a wide array of school districts where she served as a teacher, curriculum director, principal, assistant superintendent, and superintendent. Roseli has created programs and developed strategies for working with the academically talented in all levels. She has a Master's and Doctoral Degree in Critical and Creative Thinking along with a pre-Doctoral Degree in Counseling/Psychotherapy. She has taught strategies for Critical and Creative Thinking at Simmons College and Lesley University.

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