

LEARNING CONNECT PEER COACHING PROMPTS GUIDE



www.learningconnect.org

“An Online Instructional System for Raising Student Achievement”

Learning Connect Peer Coaching Prompts

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Learning Connect

Educational and Professional Development Realities

1. John O'Connor, author of Turning Average Instruction into Great Instruction, claims that "in the educational arena, we have tried virtually every initiative and silver bullet available. We have adopted new programs, restructured schools, realigned organizational charts and spent millions of dollars on quick fixes.
2. Not all teachers are going to quickly jump at the chance to change behavior in the classroom. **Teachers are used to walking away from professional development knowing that the problem exist with no commitment to action. Research shows only 20 percent will actually create change.**
3. Some teachers have a "**Cover the Textbook Mentality**" insist on the lecture mode of instruction. They believe that they do not have time to teach extensively. However, according to multiple sources, educational experts have established that "**lecture only involves the transfer of information from the notes of the lecturer to the notes of the student without passing through the minds of either.**" "Too often, information deemed important is taught just once and the students are expected to remember for a lifetime (Sousa)." Therefore, the "**I say it once, it should be remembered a lifetime**" theory is not working. Unfortunately, current studies also prove that a significant amount of information is even forgotten within twenty minutes of learning." (Ebbinghaus - Forgetting Curve) (Murre' & Dros, 2015) The results are surface learning versus deep learning experiences, short-term retention and lack of long-term retrieval capability.
4. The latest educational research shows that the real educational fix centers on the discovery that **85 to 90 percent of learning difficulties in the classroom are due to poor underlying learning and processing skills.**

5. **Each learning and processing skill must make a contribution and needs to function well for overall learning to be easy, fast and successful.** To approach this dilemma in today's classroom, Dr. Irene Gaskins, education leader, explains that **“in order for the United States to produce young people who are well prepared to succeed in whatever they undertake, every teacher at every grade level in every domain must become a strategies teacher. Strategies instruction needs to be adopted across the curriculum and throughout schools and school districts. It needs to begin when children enter school and continue through 12th grade.”**
6. Dr. Irene Gaskins claims **that the success of strategies instruction depends on instructional supports being incorporated into the instruction, if the use of strategies is to become HABITUAL for students.”**
7. **Yet, researchers have found that most teachers do not teach the strategies students need to comprehend and learn** (Durkin, 1978–1979; Pressley, Wharton-McDonald, Mistretta, & Echevarria, 1998). Neglecting to teach strategies for accomplishing classroom tasks is a serious oversight, especially when people realize that **the learners who are most successful are also the ones who are able to, and do, employ many strategies** (Bransford, Brown, & Cocking, 2000; Trabasso & Bouchard, 2002). Then, to compound the learning challenges in education, further studies disappointingly claim that “reading content-area textbooks present problems because 60 percent of all high school students do not have the skills to comprehend instructional materials (Hock and Deschler, page 27)”.
8. **Every 31 seconds, a child gives up on education.** Today Show, 10/16/2017

LEARNING CONNECT

- ❖ is synonymous with strategies instruction.
- ❖ is an instructional system consisting of strategies that are proven to activate the learning and processing skills when teaching content, increasing retention, long-term retrieval capability and student learning.

- ❖ consist of over 100 plus STUDENT ACHIEVEMENT TOOLS embedded with over 60 researched-based instructional practices that can be infused IMMEDIATELY and CONSISTENTLY within the classroom. Each tool is provided in a word document format that can be instantaneously changed. In essence, the whole tool can be augmented to the curriculum in an easy and convenient manner or just a page of the tool based upon curriculum demand
- ❖ is a direct tool that allows for immediate change of behavior in the classroom. However, without peer sharing, personal testimony and direction, such change can be a struggle due to the overwhelming schedule and duties of a teacher.
- ❖ provides the instructional support tools and resources necessary to create both professional development and student success.
- ❖ In summary, Learning Connect aligns student achievement tools with instructional planning to create an easy lesson-planning process. Nevertheless, by targeting and using the many proven retention and comprehension tools available in Learning Connect, an increase in student achievement is guaranteed.

Bransford, J., Brown, A., & Cocking, R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school* (Exp. ed.). Washington, DC: National Academy Press.

Durkin, D. (1978–1979). What classroom observations reveal about reading comprehension instruction. *Reading Research Quarterly*, 14, 202–224.

Gaskins, Irene. (December 23, 2009 Update). Strategies Instruction. *Education.com*. Retrieved on (01/18/2015) from <http://www.education.com/reference/article/strategies-instruction/>

Hock, Michael F. and Donald D. Deshler. "No Child Leaves Behind Teen Reading Proficiency." *The Education Digest* 69.4 (2003): 27-35.

Jaap, M., Murre'J., & Dros, Joeri. (07, 2015). Replication and Analysis of Ebbinghaus' Forgetting Curve. *PLOS*. Published online 2015 Jul 6. doi: [10.1371/journal.pone.0120644](https://doi.org/10.1371/journal.pone.0120644). Retrieved (07, 20, 2016) from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4492928/>

O'Connor, John. (2009, 01, 16). Turning Average Instruction into Great Instruction: School Leadership's Role in Student Achievement. The Rowman & Littlefield Publishing Group Inc.

Pressley, M., Wharton-McDonald, R., Mistretta, J., & Echevarria, M. (1998). The nature of literacy instruction in ten grade-4/5 classrooms in upstate New York. *Scientific Studies of Reading*, 2, 159–191.

Sousa, David A. (2011) Memory, Retention and Learning. How the Brain Learns. Chapter 3, pages 119 and 120. Corwin Press. Retrieved (03/19/2015) from <https://books.google.com/books?isbn=1452226393>

Trabasso, T., & Bouchard, E. (2002). Teaching readers how to comprehend text strategically. In C. Block & M. Pressley, *Comprehension instruction: Research-based best practices* (pp. 176–200). New York: Guilford Press.



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Learning Connect Peer Coaching Processes

Meaningful change begins with the individual. Teachers do not necessarily want training, they want solutions to their problems. LEARNING CONNECT professional development involves teachers taking charge of their own development based upon study and reflection of their own practices, programs and students. Professional development is not a single event, but a continuum from the beginning to the end of the school year. Real professional development is a collaborative, problem-solving culture, transitioning to and from large group staff development, small group discussion, peer coaching to independent implementation.

In summary, the phases of the Learning Connect professional development program consist of the following phases:

- Modeling and Self-Assessment (LC models of excellence, LC successful practices, instructional reflection and self-assessment)
- Guided Instructional Practice (LC Coach and Teacher)
- Independent Instructional Practice and Mastery – (LC instructional goal attainment and feedback documentation)
- Establishment of LC small group learning and sharing communities for sharing successes.

With LEARNING CONNECT professional development, a peer coach will provide an overview of Learning Connect tools and practices from personal experience. Then, guided and independent instructional practice, using selected Learning Connect achievement resources, is implemented. Follow-up discussion and documentation to ensures successful student learning transformation in the classroom and completes the LC professional development program. In summary, teachers take control of their own classroom instructional development using personal reflection, successful practices, models of excellence and peer discussion.

Establishing a LC Training Community:

Establish a Train the Trainer Session – Up to 10 teachers; no less than 2, depending upon size of school or school system. A regular LC two-year subscription is only \$199.00 per teacher. As a trainer, you would receive \$100 for each teacher subscription for performing extra duty mentoring responsibilities. All we ask is that you get teachers to view the resources by providing them an LC introduction, an overview with testimony, ending with a subscription sign-up and follow-up to ensure successful classroom implementation of selected tools. We also ask that you continue to mentor teachers and have them share with each other at set intervals throughout the year. If you are under contract at your local school while providing Learning Connect mentoring, Learning Connect would be paying the school for the mentoring responsibilities. The school would be responsible for paying mentors for their time and expertise. If you are off-contract (after school or summer break), mentoring payment would go directly to the mentor teacher.

1. Establishment of Direct Payment to Peer Coach (an Extra Duty Peer Coaching Payment Process).
2. Establish a small learning and sharing community for LC trainers focused on successful coaching/mentor processes.

If desired, an Advisory Committee can be established on the local school district or local site level. This advisory committee should, consist of teachers, a local site administrator representative and others deemed necessary to serve as change agents to launch and guide this initiative.



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LEARNING CONNECT CURRICULUM CONNECTION SHEET

LEARNING CONNECTION	LC Item Reference Number/ Tool Title	LC Tool Activity Description (Brief Description)	Your Curriculum Connection What Unit/Content/Topic Does This Tool Connect?
ENTICE Strategy Categories - (Visual Imagery, Prior Knowledge Makers, Changing Reflections, Brain Sessions, Word Techs, Reading Scans)			
ENLIGHTEN Strategy Categories - (Instructional Stoppers, Notetakers, Reading Journals, Oral Learning Logs, Group Readings and Expert Quests)			

ENGAGE Strategy Categories - (Comparison Thinkers, Elaborators, Group Innovators, Real-Life Applications/Expressions)			
EMBRACE Strategy Categories - (Brainwaves Follow-Up, Brain Session, Follow- Up, Graphic Organizer, Learning Product, Life-Size Simulation, Mnemonics, Notetaking Maintenance, Reflection Question, Writing Reflections)			



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LEARNING CONNECT INDIVIDUAL PEER COACHING SAMPLE MEETING AGENDA

1. **Share Teaching/Learning Theory Assessment worksheet.** Have teacher complete and only share any questions or concerns, if desired. Only one person knows the truth of their teaching. (Share worksheet in advance of initial meeting, if desired.)
2. **Share the LC Website location – www.learningconnect.org**
3. **Share one or more personal LC Successful Practices;** download your specific tool(s) using the search bar.

Share how each tool is available using word software and can be downloaded for customization. Each tool can be used as a whole tool or only one or two pages.

Share the many other practices available by using the search bar.

A. Sequence - ENTICE Intensity – 10, 20 and 30

Show tool descriptions by hovering over the selected tool titles.

B. Share the other Instructional sequences available - ENLIGHTEN, ENGAGE and EMBRACE

Optional - C. Share “Advance Search” Option for Modules, Reading and Vocabulary Tools (Double-click on SEARCH button for Advance Search Options)

Optional – D. Share “Small Group Tools and Resources” available for use when implementing any LC tool. (Click on SEARCH button once to retrieve tools to quickly establish small groups and determine each student role expeditiously
- [Are you going to use small groups with your selected achievement tool?](#))

4. Share Easy Optional Searches in Menu Bar:

A. Input “PROJECT” into the SEARCH BAR – To preview all the project meeting and leadership assessment tools.

B. Input “WRITING TEMPLATE” – To preview all the writing templates available to create ease in writing for varying purposes.

C. To access Individualized Curriculum Retention Tools to augment individualized or lock-step instruction, please refer to the easy search references provided in the “INDIVIDUALIZED CURRICULUM RETENTION TOOL EASY SEARCH” segment provided.

5. **Have Peer Teacher select two or more LC Tool(s) for classroom Implementation.**
6. **Share LC Feedback Tool form and establish a Completion Timeline.**

**BUILD YOUR OWN
LEARNING CONNECT PEER MENTOR/COACHING AGENDA**
Personal Plan Sheet

What would you do differently? What would your agenda look like?



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LEARNING CONNECT GROUP WORKSHOP SAMPLE AGENDA

8:00 – 8:15 am – Welcome

Workshop Objectives:

- Assess Our Teaching/Learning Belief System
- Define Strategy Instruction
- Participate in a Simulated and Real LC Website Strategy Tours
- Discover LC Curriculum Connections

815 - 8:45 am – IND - *What is My Belief System About Teaching and Learning?*

PP 0 - LC Teaching/Learning Personal Assessment, Intro and Last Word

Individual Handouts – What is My Belief System About Teaching and Learning?



LC Expert Exchange Reflection Sheet

Resources Per Table – Electronic Device with Wi-Fi Access – Online LC Quick Start Guide: Educational Assessment, Realities and Research – Online Expert Exchange Tool

8:45 – 9:30 am – GROUP – LC Intro, Strategy Realities and Last Word

PP 0 - LC Intro and Last Word

LC Tool Example – ENL-GR-002-DI-READING-ONLY-30-TMT-Daily-LC--GROUP-READING - Last Word Student Activity Sheet

Individual Handouts – “Last Word” Reading Document (Shortened version - Select only 2 individuals from group for quote response by drawing participant number from envelope after each response. Advance notification can lower focus and concentration from the remaining group members.

Resources Per Table – Laminated Leadership Draw Tools – Facilitator, Timekeeper and Participants Squares; Laminated Last Word Section Squares and Envelope

Build Your Own Toolbox

9:30 – 9:45 am – Morning Break

9:45 – 10:45 am – IND - LC Tours

PP 1 - ABC – Easy LC Tool Search Tips

PP 2 - ABC – Simulated LC Tour – Entice, Enlighten, Engage and Embrace

PP 3 - ABC - Advanced LC Tool Search – Reading, Vocabulary, Writing and Small Groups

LC Tool Example - ENL-IS-004-DI-ONLY-20-TMT-Daily-LC-INSTR-STOPPER-Class-Wisdom-Student-Activity-Sheet

*Individual Handouts – “**Revised Classroom Wisdom**” Sheet, **Curriculum Connection** Sheet*

LC Quick Start Guide – Website Overview

New Classroom Wisdom Role Per PowerPoint

Resources Per Table – Laminated Classroom Wisdom Signs

Build Your Own Toolbox

10:45 – 11:00 am – Mid - Morning Break

11:00 – 11:45 am – LC Tours

PP 4 – ABC – LC Project Planning Tools

PP 5 – ABC – LC Individualized Instruction Tool – L1, L2 and TLA

**Handout – New Classroom Wisdom Role (per PowerPoint), Curriculum Connection Sheet*

Build Your Own Toolbox

**Previously distributed*

**BUILD YOUR OWN
LEARNING CONNECT GROUP WORKSHOP AGENDA**
Personal Plan Sheet

What would you do differently? What would your agenda look like?



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LC TRAINER/MENTOR PROSPECTIVE TEACHER CONTACT RECORD

Instructions: Please copy/paste or print this document. To keep this completed document electronically, if printed, you can scan the completed document page as a file with a scanner or take a close-up cell phone picture of the page. Save the close-up image file on your phone. Attach the image file(s) to your online email, such as Yahoo or Hotmail, and send to yourself, if desired. Download to your computer for your LC Desktop File. Then, please forward the email to learningconnect@att.net. If preferred or directed, give a hard copy of your document to designated school personnel and/or send to Learning Connect, 1124 South Ridge Drive, Stillwater, OK 74074.

Teacher Name: <hr/> <p style="text-align: center;">First Name</p> <hr/> <p style="text-align: center;">Last Name</p>	<hr/> <p style="text-align: center;">School</p> <hr/> <p style="text-align: center;">Subject/Division</p>	LC Initial Contact Made (Date) <hr/> <p style="text-align: center;">Month</p> <hr/> <p style="text-align: center;">Day</p> <hr/> <p style="text-align: center;">Year</p>	LC Training Received (Date) <hr/> <p style="text-align: center;">Month</p> <hr/> <p style="text-align: center;">Day</p> <hr/> <p style="text-align: center;">Year</p>	LC Tool Classroom Implementation Follow-Up (Date) <hr/> <p style="text-align: center;">Month</p> <hr/> <p style="text-align: center;">Day</p> <hr/> <p style="text-align: center;">Year</p>
Prospect Interest Level Scale: (Poor 1 – 5 Good)	Contact Information: Cell Phone _____ Email _____ Planning Period _____			

Notes:



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LC PEER TEACHER IMPLEMENTATION RECORD/EXTRA DUTY PAY WORKSHEET

Instructions: Please copy/paste or print this document. To keep this completed document electronically, if printed, you can scan the completed document page as a file with a scanner or take a close-up cell phone picture of the page. Save the close-up image file on your phone. Attach the image file(s) to your online email, such as Yahoo or Hotmail, and send to yourself, if desired. Download to your computer for your LC Desktop File. Then, please forward the email to learningconnect@att.net. If preferred or directed, give a hard copy of your document to designated school personnel and/or send to Learning Connect, 1124 South Ridge Drive, Stillwater, OK 74074.

LC Peer Trainer/Coach Contact Information:			Peer Trainer/Coach School Address:		
<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> LC Peer Trainer/Coach Name			<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> School Name		
<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> Home Address			<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> School Address		
<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> City, State, Zip Code			<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> City, State, Zip Code		
Peer Teacher Name: <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px; text-align: center;">First Name</div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px; text-align: center;">Last Name</div>	First Coaching Date: <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px; text-align: center;">Month</div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px; text-align: center;">Day</div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px; text-align: center;">Year</div>	Selected LC Tools: <div style="border: 1px solid black; height: 100px; margin-bottom: 5px; position: relative;"> <div style="position: absolute; top: 5px; left: 5px; width: 95%; text-align: left; padding: 2px;">First Tool Title</div> </div> <div style="border: 1px solid black; height: 100px; position: relative;"> <div style="position: absolute; top: 5px; left: 5px; width: 95%; text-align: left; padding: 2px;">Second Tool Title</div> </div>	Tool Implementation Date: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> First Tool Implementation Date: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Month Day Year </div> </div> <div style="border: 1px solid black; padding: 5px;"> Second Tool Implementation Date: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Month Day Year </div> </div>	<input checked="" type="checkbox"/> Please Indicate with a checkmark. <div style="text-align: center; margin-top: 10px;"> _____ LC Feedback Tool Form completed and returned to LC Trainer and learningconnect@att.org </div> <div style="text-align: center; margin-top: 10px;"> _____ LC Feedback Testimony Form completed and returned to LC Trainer and learningconnect@att.org </div>	



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LEARNING CONNECT USER NAME/PASSWORD FORM

Instructions: Please copy/paste or print this document. To keep this completed document electronically, if printed, you can scan the completed document page as a file with a scanner or take a close-up cell phone picture of the page. Save the close-up image file on your phone. Attach the image file(s) to your online email, such as Yahoo or Hotmail, and send to yourself, if desired. Download to your computer for your LC Desktop File. Then, please forward the email to learningconnect@att.net. If preferred or directed, give a hard copy of your document to designated school personnel and/or send to Learning Connect, 1124 South Ridge Drive, Stillwater, OK 74074.

LC USER NAME EXAMPLE:

smith @ greatplains . OK 1018

Last
Name

School Name
(just like your
school email)

State

Today's
Month
and Year

Your Last Name

Your School Name

State

Today's Month/Year

Your Preferred Password



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LEARNING CONNECT TEACHER FEEDBACK TOOL

Instructions: Please copy/paste or print this document. To keep this completed document electronically, if printed, you can scan the completed document page as a file with a scanner or take a close-up cell phone picture of the page. Save the close-up image file on your phone. Attach the image file(s) to your online email, such as Yahoo or Hotmail, and send to yourself, if desired. Download to your computer for your LC Desktop File. Then, please forward the email to learningconnect@att.net. If preferred or directed, give a hard copy of your document to designated school personnel and/or send to Learning Connect, 1124 South Ridge Drive, Stillwater, OK 74074.

Date _____

School _____

Learning Tool Title _____

Learning Tool Index Number _____

1. What did you like most about the learning tool?

2. What did you like least about the learning tool?

3. What, if any, improvements would you suggest?

(Please attach a copy of the learning tool you selected with changes made with red ink.)

4. With your adjustments, would you use this tool again? YES NO

Contact Information:

Name _____ Email _____

Phone Number _____



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LEARNING CONNECT TEACHER TESTIMONIAL RELEASE FORM

Instructions: Please copy/paste or print this document. To keep this completed document electronically, if printed, you can scan the completed document page as a file with a scanner or take a close-up cell phone picture of the page. Save the close-up image file on your phone. Attach the image file(s) to your online email, such as Yahoo or Hotmail, and send to yourself, if desired. Download to your computer for your LC Desktop File. Then, please forward the email to learningconnect@att.net. If preferred or directed, give a hard copy of your document to designated school personnel and/or send to Learning Connect, 1124 South Ridge Drive, Stillwater, OK 74074.

Date _____

Learning Connect is a strong tool for teachers to use to facilitate sharing with each other. A testimony release is beneficial in augmenting this process.

LC Tool Title _____
Testimonial Statement:

Authorization and Release Information

I authorize Learning Connect to use the above Testimonial for purposes of publicizing the Learning Connect modules and or for any other lawful purpose. These statements may be used in printed publications, multimedia presentations, on websites or in any other distribution media. I agree that I will make no monetary or other claim against Learning Connect for the use of the statement. I have read the authorization and release information and give my consent for the use as indicated above.

Printed Name: _____

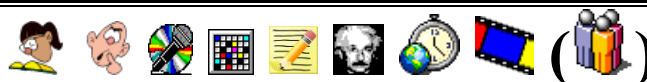
Signature: _____



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LEARNING CONNECT TOOL CLASSIFICATIONS SHEET











Please note the meaning for each symbol and classification located within a Learning Connect tool.



10 Minute Thinker – BRAINWAVE

“Scenario Brainstorming ThinkPad” Student Activity Sheet

ENT BW 001 DI or DI-R

LC - LEARNING AND PROCESSING SKILLS										
	Focus and Concentration	Language Input	Language Output	Memory	Motor	Writing (Graphomotor)	Critical Thinking	Time, Planning and Process	Visual, Space and Imagery	Social and Emotional
LC TMT – 10, 20, OR 30 MINUTE THINKERS	Activity Length and Effort Measurement (Disclaimer – The activity may be longer or shorter than time specified.)									
LC MODULE TITLE – BRAINWAVE	LEARNING CONNECT Instructional Strategy Category									
LC TOOL TITLE – “Scenario Brainstorming ThinkPad”	LEARNING CONNECT Title of Activity									

ENT BW 001 DI or DI-R

ENT, ENL, ENG, EMB (Entice, Enlighten, Engaging and Embracing)	Stages of LEARNING CONNECT Lessons
BW	LEARNING CONNECT Module Initial
001	LEARNING CONNECT Lesson Activity Number
DI or DI-R	LEARNING CONNECT Lesson Activity is designed to be used either as part of a DIRECT INSTRUCTION (LECTURE) SESSION and during a READING SESSION Stage
DI Only	LEARNING CONNECT Lesson Activity is designed to be used as part of a DIRECT INSTRUCTION SESSION ONLY
DI-Reading Only	LEARNING CONNECT Lesson Activity is designed to be used as part of a READING SESSION ONLY



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LEARNING CONNECT TOOL IDEA SUBMISSION

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Possible Tool Name:

Related Module, If Available:

Tool Description:

Submitter's Name:

School:

Email:

Telephone Number:



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LEARNING CONNECT ERROR/CORRECTION OR IMPROVEMENT SUBMISSION

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Tool Name:

Module Title:

Tool Error, Correction or Improvement Needed:

Submitter's Name:

School

Email:

Telephone Number:



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