**LEARNING CONNECT TRAINER/PEER COACHING WORKSHOP
December 12, 2017
Great Plains Technology Center**

**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
Examine Professional Development Realities
Review LC Peer Coaching Process
Develop Our Own Personal Peer Coaching/Workshop Agendas**

**8:15 - 8:45 am – IND - *What is My Belief System About Teaching and Learning?
PP*  0 - LC Teaching/Learning Personal Assessment, Intro and Last Word
*Online LC Quick Start Guide: Educational Assessment, Realities and Research – Online Expert Exchange Tool******Individual Handouts*** *– What is My Belief System About Teaching and Learning?* * LC Expert Exchange Reflection Sheets*  ***Resources Per Table*** *– Electronic Device with Wi-Fi Access*  **8:45 – 9:30 am – GROUP – *Learning Connect Intro, Strategy Realities and Toolbox Building*
*PP*  0 – Learning Connect - Intro and Last Word*****LC Tool Example*** *– GROUP-READING - Last Word Student Activity Sheet (ENL-GR-002-DI-READING-ONLY-30-TMT-Daily-LC)* ***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 – *Learning Connect Website Tours and Toolbox Building***

***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
*Hard Copy/Online LC Quick Start Guide – Website Overview
LC Tool Example*** *- -INSTR-STOPPER-Class-Wisdom-Student-Activity-Sheet (ENL-IS-004-DI-ONLY-20-TMT-Daily-LC)* ***Handout*** *– New Classroom Wisdom Role 1, 2 and 3 (per PowerPoint), Curriculum Connection Sheet****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*****Hard Copy/Online LC Quick Start Guide – Website Overview
\*Handout*** *– New Classroom Wisdom Role (per PowerPoint), Curriculum Connection Sheet****Build Your Own Toolbox*

11:45 – 12:30 am – Lunch**

**12:30 – 1:00 pm - IND – A Glimpse of Professional Development Realities and Peer Coaching Processes (p 5-8)
*Hard Copy/Online LC Peer Coaching Prompts Guide*** *- Professional Development Realities and Peer Coaching Processes,**p. 5 – 9* ***LC Tool Example*** *- LC-REFLECT-QU-Dialogue-Reflection-Student-Activity-Sheets (EMB-RQ-002-DI-or-DI-R-10-L1-TMT-Daily)* ***Handout*** *– Revised Dialogue Reflection* ***Reference Coaching Forms*** *– Contact Record, Extra Duty Pay Record, User Name, Feedback Tool* **1:00 – 2:00 pm – IND/GROUP – LC Peer Mentor/Coaching Sample Meeting Agenda – Review, Plan and Share
*Individual Handouts*** *– LC Peer Mentor/Coaching Sample Meeting Sheet Example and Plan Sheet* **2:00 – 2:15 pm – Afternoon Break

2:15 – 3:15 pm – IND/GROUP - LC Group Sample Workshop Agenda – Review, Plan and Share
*Individual Handouts*** *– LC Group Sample Workshop Agenda and Plan Sheet*

**3:15 – 4:30 pm – LC Forms, Next Steps and Workshop Evaluation
*Hard Copy/Online LC Peer Coaching Prompts Guide******Individual Handouts*** *– Contact Record, Extra Duty Pay Record, User Name, Feedback Tool,* ***Reference Coaching Forms*** *– Tool Classification Sheet, Tool Idea Submission, Error/Correction or Improvement Submission*\*Previously distributed

**What is My Belief System About Teaching and Learning?**

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| Please respond to the statements and questions provided. After reading each statement, please place a checkmark in the left or right columns that best indicates your belief. After reading each question, please circle the answer (A, B, C or D) that best indicates your frequency of use for the strategy noted. To keep this completed document electronically, you can scan the completed document pages as a file with a scanner or take a cell phone picture of each page, which will save as image files on your phone. Be sure and get a closeup of each page in the document. Attach image files to your email. Then, download from email to your computer and save as image files and add to your LC desktop file. |
| 1. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Eighty-five to ninety percent of learning difficulties in the classroom are due to poor underlying learning and processing skills. Each learning and processing skill must make a contribution and needs to function well for overall learning to be easy, fast and successful.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 2. Do you use teaching strategies that activate underlying learning processing skills? A. Consistently (On a Daily Basis) B. Fairly Consistently (Once a Quarter) C. Seldom (Once or Twice a Year) D. Not at All |
| 3. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Learning proceeds primarily from prior knowledge, and only secondarily from the presented materials.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 4. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Prior knowledge is not always readily activated when trying to learn new information and help is needed to make the right connections.***  | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 5. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Proficient learners build on and activate their background knowledge before reading, writing, speaking, or listening; poor learners begin without thinking.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 6. Do you use teaching strategies that activate prior knowledge on lecture and reading activities in your classroom? A. Consistently (On a Daily Basis) B. Fairly Consistently (Once a Quarter) C. Seldom (Once or Twice a Year) D. Not at All |

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| 7. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Lecture is only the transfer of information from the notes of the lecturer to the notes of the student without passing through the minds of either.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 8. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Information, deemed important is often taught just one time and is expected to be remembered a lifetime.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 9. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Sixty percent of all high school students do not have the skills to comprehend instructional materials.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 10. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***As much as fifty percent of the material heard and read in class is forgotten within twenty minutes of learning.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 11. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Without intervening using comprehension techniques in lecture and reading, only minimal learning results and surface learning is generated.* (Comprehension techniques are preview, summary, and elaboration activities that consolidate and increase knowledge retention.)** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 12. Do you use intervention techniques to increase comprehension during lecture? A. Consistently (On a Daily Basis) B. Fairly Consistently (Once a Quarter) C. Seldom (Once or Twice a Year) D. Not at All |
| 13. Do you use intervention techniques to increase learning results during reading?A. Consistently (On a Daily Basis)B. Fairly Consistently (Once a Quarter)C. Seldom (Once or Twice a Year)D. Not at All |
| 14. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Vocabulary knowledge is the single most important factor contributing to reading comprehension.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |

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| 15. Do you incorporate researched-based processes to teach technical terms/vocabulary as part of your instructional process to create long lasting connections?A. Consistently (For every unit/chapter)B. Fairly Consistently (For most units/chapters)C. Seldom (For few units/chapters)D. Not at All |
| 16. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Without using thinking and reflection learning techniques, learning ends well short of the re-organization of thinking that deep learning requires.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 17. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Thinking and reflection learning techniques consolidate knowledge and creates long-lasting connections that can be easily recalled in the future.***  | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 18. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Thinking/Reflection Learning Products consolidate knowledge and create long-lasting connections that can be easily recalled in the future. (Learning product examples – graphic organizers, memory tools, mnemonics, reformatted notes, storyboards, reflection questions, etc.)*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 19. Do you incorporate thinking and reflection learning products as part of your instructional process to create long-lasting retention and retrieval connections? (Thinking/Reflection Learning product examples – graphic organizers, memory tools, mnemonics, reformatted notes, storyboards, reflection questions, etc.) A. Consistently (On a Daily of Weekly Basis B. Fairly Consistently (Once a Quarter) C. Seldom (Once or Twice a Year) D. Not at All |
| 20. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Writing is, in fact, one of the best tools for learning any material because it activates thinking.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 21. Do you incorporate writing opportunities as part of your instructional process to create long-lasting connections?A. Consistently (For every unit/chapter)B. Fairly Consistently (For most units/chapters)C. Seldom (For few units/chapters)D. Not at All |
| 22. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Answering study questions only require low-level recognition.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 23. Do you use study questions as a means of preparing students for the test and long-term retention?A. Consistently (For every unit/chapter)B. Fairly Consistently (For most units/chapters)C. Seldom (For few units/chapters)D. Not at All |
| 24. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Teaching students to generate their own questions as part of the learning process is an effective way to encourage higher level thinking.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 25. Do you allow students to generate their own questions as part of your instructional process to create long-lasting connections? A. Consistently (For every unit/chapter)B. Fairly Consistently (For most units/chapters)C. Seldom (For few units/chapters)D. Not at All |
| 26. | BELIEVEOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT***Compared to traditional instructional methods, students engaged in small-group learning achieve higher grades and retain information longer.*** | DOUBTOriginal file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 27. Do you allow students to participate in small group learning as part of your instructional process to create long-lasting connections? A. Consistently (For every unit/chapter) B. Fairly Consistently (For most units/chapters) C. Seldom (For few units/chapters) D. Not at All |

 **[](http://learningconnect.staged.website/page/lc-small-group-tools/lc-small-group-tools) *[LC](http://learningconnect.staged.website/page/lc-small-group-tools/lc-small-group-tools)* [Expert Exchange Reflection Sheet:
What is Your Belief System About Teaching and Learning?](http://learningconnect.staged.website/page/lc-small-group-tools/lc-small-group-tools)**

1. Please print this page (page 7) within this guide.
2. Please find the General Learning Statement that you marked in the doubt column on the “What is Your Belief System About Teaching and Learning.
3. Insert this General Learning Statement number(s) in the boxes below.
4. Next, find the specific General Learning Statement in the  LC Expert Online Exchange document (LC Quick Start Guide – Strategy Assessment). The Online Expert Exchange allows you to hear what the experts claim after years of research.
5. After reviewing the research provided, personal online searches, peer discussion, please indicate whether your stance/opinion has changed or become stronger. If so, please explain why.
6. To keep this completed document electronically, you can scan the completed document page as a file with a scanner or take a cell phone pic, which will save as an image file on your phone. Be sure and get a closeup of the document in your image. Attach image file to your email. Then, download from email on your computer, save as an image file and add to your LC desktop file.

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| **BELIEVE** | **GENERAL STATEMENT REFLECTION** | **DOUBT** |
| **General Learning Statement Number:** |
|  | ***After Expert Review….* Has your opinion changed or become stronger? Please explain why.** |  |
| **BELIEVE** | **GENERAL STATEMENT REFLECTION** | **DOUBT** |
| **General Learning Statement Number:** |
|  | ***After Expert Review….* Has your opinion changed or become stronger? Please explain why.** |  |
| **BELIEVE** | **GENERAL STATEMENT REFLECTION** | **DOUBT** |
| **General Learning Statement Number:** |
|  | ***After Expert Review….* Has your opinion changed or become stronger? Please explain why.** |  |

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| **BELIEVE** | **GENERAL STATEMENT REFLECTION** | **DOUBT** |
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**[Strategy Instructional Realities](http://learningconnect.staged.website/page/lc-small-group-tools/lc-small-group-tools)
LAST WORD Document**

(COACHING NOTE: If this document is being used in a coaching session consisting of more than one person, divide the six sections below by the number of participants. For example, if two people are in a LC coaching session, each person should take three sections and find a favorite quote in each section. Then, beginning with the first section, each participant should focus and read this brief section silently. Afterwards, the owner of the favorite quote in the first section should share his/her quote. Next, the remaining participant(s) will discuss why they feel the favorite quote of Section 1 is significant. Last, Section 1 quote owner will then share his/her reasoning for selecting the quote. This process continues until all six sections have been completed and discussed.)

**Section 1**

* **Researchers claim that “since strategies put students in control of their (own) mental processes (Duffy, 2002); it would be in students' best interest if teachers in ALL areas of the curriculum taught strategies.”** Duffy, G. G. (2002). The case for direct explanation of strategies. In C. Block & M. Pressley (Eds.), Comprehension instruction: Research-based best practices (pp. 28–11). New York: Guilford Press.
* **“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.”** Gaskins, Irene. (December 23, 2009 Update). Strategies Instruction. Education.com.
* **“Strategy Instruction supplies students with the same tools and techniques that efficient learners use to understand and learn new material or skills. It is a powerful student-centered approach to teaching that is backed by years of quality research. In fact, learners using strategic approaches to learning is often what separates good learners from poor ones.”**Luke, Stephen D. Ed.D. (October 2010 Update) Evidence for Education, Volume 1, Issue 1, 2006. The Power of Strategy Education.
* **“Strategy Instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.”** KU Center for Research on Learning. (2015). Learning Strategies. The University of Kansas.

 **Section 2**

* **“Strategy Instruction has its earliest roots in exploring the approaches of the ‘good learner’–that is, what do good learners do when they read, write, listen, do math, study, or prepare an oral presentation for class”** (Belmont, Butterfield, & Ferretti, 1982; Flavell, Beach, & Chinsky, 1966; Garner, 1982; Hayes & Flower, 1980; Logan, Olson, & Lindsey, 1993; Pressley, Heisel, McCormick, & Nakamura, 1982; Pressley, 1989; Rubin, 1975.)
* **In 2006, Dr. Stephen Luke, author of *The Power of Strategy Education* surmised that “the underlying premise of this EARLY RESEARCH - He claimed that if we discovered what good learners do, we could teach poor or struggling learners to do these things and thereby improve their performance”.** (Luke)
* **“Effective teachers make strategies instruction an integral part of ALL classroom instruction ALL year long in ALL areas of the curriculum.”** Gaskins, Irene. (December 23, 2009 Update). Strategies Instruction. Education.com.
* **“All students can benefit from understanding the strategies that good learners use”.** Luke, Stephen D. Ed.D. (October 2010 Update) Evidence for Education, Volume 1, Issue 1, 2006. The Power of Strategy Education.
* **Other researchers validated Strategy Instruction by claiming, “Teachers who teach learning strategies teach students how to learn.”** Boudah, Daniel J. and O'Neill, Kevin J. (July 1999). Learning Strategies. ERIC Clearinghouse on Disabilities and Gifted Education Reston VA. ERIC/OSEP Digest E577.

 **Section 3**

* **“Strategies Instruction moves learning from Surface Learning to Deep Learning. Surface Learning Approach is memorization and does connect the meaning and implication of what is learned. Students just focus on what appears to be the most important items and memorizes them. Deep Learning Approach relates the content to personally meaningful contexts or to existing prior knowledge. The student’s processing involves a higher cognitive level than rote learning. It involves searching for analogies, relating to previous knowledge, and theorizing about what is learned.”** Adapted from Dr. Biggs has been a Professor of Education at the University of Newcastle and the University of Hong Kong
* **“A skillful teacher can play a critical part in guiding students to use strategies until their use becomes an automatic part of each student’s repertoire.”** Luke, Stephen D. Ed.D. (October 2010 Update) Evidence for Education, Volume 1, Issue 1, 2006. The Power of Strategy Education.
* **According to Dr. Irene Gaskins, Educational Leader and Author, “the success of strategies instruction depends on more than explicit explanations, modeling, scaffolding and gradual release of responsibility. Instructional supports need to be incorporated into strategies instruction, if the use of strategies is to become habitual for students. The teacher (should be) turning as much responsibility over to each student as that student can successfully handle, with the goal being that each student achieves independence in strategy use at his or her own pace.” “With respect to classroom learning, purposes for employing strategies include the need to comprehend, compose, problem solve, remember, reason, evaluate, and decode. Students who have been taught strategies for accomplishing these purposes have a distinct advantage over the uninstructed.” (Pressley, Graham, & Harris, 2006; Torgesen, 2004)
“Neglecting to teach strategies for accomplishing classroom tasks is a serious oversight. 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).**Bransford, J., Brown, A., & Cocking, R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school* (Exp. ed.). Washington, DC: National Academy Press
Pressley, M., Graham, S., & Harris, K. (2006). The state of educational intervention research as viewed through the lens of literacy intervention. *British Journal of Educational Psychology, 76*, 1–19.
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.
Torgesen, J. K. (2004). Lessons learned from research on interventions for students who have difficulty learning to read. In P. McCardle & V Chhabra (Eds.), *The voice of evidence in reading research* (pp. 355–382). Baltimore, MD: Paul H. Brookes.
*Gaskins, Irene (December 23, 2009 Update). Strategies Instruction. Education.com.*

**Section 4**

* **“Students who do not know or use good learning strategies often learn passively and ultimately fail in school.”** KU Center for Research on Learning. (2015). Learning Strategies. The University of Kansas.
* **Excerpts – “Researchers tells us that citizens in a democratic society are required to read, interpret, and evaluate a wider range of materials than ever before (Vacca 6). Even though the rapid, unrelenting pace of the Information Age puts a strain on the already overburdened secondary curriculum, students must meet new literacy standards if they are to achieve their academic or career goals.”
“Reading content-area textbooks presents problems because sixty percent of all high school students do not have the skills to comprehend these instructional materials (Hock and Deshler 27).”
“The reality, however, is that content-area teachers should not be expected to *teach* literacy, but they should be expected to use instructional methods to *support* literacy within their content area.”**Hock, Michael F. and Donald D. Deshler. "'No Child Leaves Behind Teen Reading Proficiency." The Education Digest 69.4 (2003): 27-35.
Vacca, Richard T. "From Efficient Decoders to Strategic Readers." Educational Leadership 60.3 (2002): 6-11. *Joseph, Nancy. (Spring/Summer 2008). Preparing Secondary Students for 21st Century – Literacy Through Content-Area Reading Instruction. Language Arts Journal of Michigan. Volume 23, Issue 2, Twenty-First Literacy.*
* **“We know that comprehension increases when students have an authentic purpose for their content-area and textbook reading. Mary Hall helps her students identify their purpose by teaching them to turn traditional chapter subheadings into questions. Finding an answer to the question becomes the students' purpose for reading.”**Smekens Education Solutions, Inc. (05/2008) Turn Subheadings into Questions. Warren, IN.

 **Section 5**

* **Excerpts – “In addition to demonstrating difficulty with reading expectations at the secondary level, students who struggle with reading are more likely to exhibit lower self-esteem and behavioral problems in classrooms. Struggling readers are less likely to graduate high school in comparison to peers more skilled in reading (Juel, 1996). Because many students continue to struggle with the primary task of reading comprehension, teachers must implement effective instructional reading strategies or programs.”
“Reading comprehension builds the fundamental for the attainment of knowledge in different subject matters throughout elementary and secondary school, and is a primary requirement for lifelong learning in adulthood serving both functional and social purposes (Sporer & Brunsein, 2009). Students are more likely to comprehend and retain related content if they possess the reading tools to understand text (Ness, 2008).”**Juel, C. (1996). What makes literacy tutoring effective? *Reading Research Quarterly,* 31, 268-289. Doi:10.1598/RRQ.31.3.3
Ness, M.K. (2008). Supporting secondary readers: When teachers provide the “what”, not the “how”. *American Secondary Education*, 37, 80-95.
Sporer, N. & Brunstein, J.C. Fostering the reading comprehension of secondary school students through peer-assisted learning: Effects on strategy knowledge, strategy use and task performance. *Contemporary Educational Psychology*, 34, 289-297 doi:10.1016/j.cedpsych.2009.06.004
*Fales, Jodi J. (07, 15, 2011). Supporting Struggling Readers with Direct Teaching of Reading Comprehension Strategies. Grad Paper. Northern Michigan University.*
* **“When teachers regularly use study guides and worksheets *in place of reading,* they allow students to engage in the low level cognitive activity of searching for answers while neglecting higher-level engagement with the content.”
“When content-area teachers are asked to including reading strategies in their content instruction, they respond as if they were asked to teach additional content, indicating that they do not acknowledge the connection between the content and the learning process (Jacobs 57).
“The reality, however, is that content-area teachers should not expected to *teach* literacy, but they should be expected use instructional methods to *support* literacy within their content area.”**Jacobs, Vicki A. "Reading, Writing, and Understanding." *Educational Leadership* 60.3 (2002): 58-61.
*Joseph, Nancy. (Spring/Summer 2008). Preparing Secondary Students for 21st Century
Literacy Through Content-Area Reading Instruction. Language Arts Journal of Michigan. Volume 23, Issue 2, Twenty-First Literacy.*

 **Section 6**

* **Many struggling readers are unfamiliar with everyday terms that the rest of us take for granted—terms such as *compare, contrast, infer*, and *discuss*. For these students, we must provide specific modeled lessons coupled with guided feedback on their performance. For example, we must help them learn how to compare two concepts, or to summarize a text and see how it connects to events in their own world. We must take away students' excuses for not understanding what they read by providing the guidance and solid skills to overcome their difficulties.”
“Word-by-word readers often concentrate so hard on decoding that they do not absorb the meaning of what they read. These students must be reminded that when this happens, they have to stop and use a fix-up strategy such as rereading, considering the context, or asking for clarification. Many struggling readers simply quit when the going gets tough. We must help them learn that all readers have lapses in understanding, and that the difference between good readers and poor ones lies in what they do when comprehension breaks down”.**Tankersley, Karen. (2005). Literacy Strategies for Grades 4–12. The Struggling Reader. ASCD – Association for Supervision and Curriculum Development
* **“The student who systematically previews the contents of a chapter before reading it increases comprehension--by creating a mental map of its contents, activating prior knowledge about the topic, and actively forming predictions about what he or she is about to read. In the previewing technique, the student browses the chapter headings and subheadings. The reader also studies any important graphics and looks over review questions at the conclusion of the chapter. Only then does the student begin reading the selection.”**Gleason, M. M., Archer, A. L., & Colvin, G. (2002). Interventions for improving study skills. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), Interventions for academic and behavior problems II: Preventive and remedial approaches (pp.651-680). Bethesda, MD: National Association of School Psychologists.

*Wright, Jim. (n.d.) School-Wide Strategies for Managing READING. Intervention Central.*

**LEARNING CONNECT WORKSHOP EVALUATON**

 **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **What did you like most about the workshop?**
2. **What did you like least about the workshop?**
3. **What, if any, improvements would you suggest?**

**Name (OPTIONAL) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Information:**

**Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**