LEARNING CONNECT
QUICK START
Self-Guided Website Tour

LC LEARNING CONNECT

ABOUT LEARNING CONNECT ▼   TEACHER MENU ▼   CONTACT

LEARNING CONNECT

An Instructional System For Raising Student Achievement

www.learningconnect.org

"The Virtual Teacher Assistant for Raising Student Achievement"

Learning Connect
Self-Guided Website Tour Map

(Please use the links provided to navigate throughout this Website Tour Map document.)

Updated 05/05/2019

LC QUICK START GUIDE

What is Learning Connect?

LEARNING CONNECT is a computerized, student-driven instructional system for raising student achievement. It works as a **"virtual teacher assistant"** when planning instruction. As a result, teachers can access a consistent, systematic process for embedding scientifically, researched-based practices immediately in the classroom on a daily basis.

Each LC tool can be easily accessed, used immediately or quickly customized to meet teacher, student and/or classroom needs. By providing each tool in a word document format, change can be accomplished instantaneously. As teachers, we do not have time to **find** researched-based strategies, **copy** from the books, then **recreate** and **retype** for our own classroom use. Each LC tool can be easily accessed, used immediately or quickly customized to meet teacher, student and/or classroom needs.

The LC site is intended to save time and effort in instructional planning due to the overwhelming schedule and duties of a teacher, plus the tremendous pressure for student success. Most of all, by targeting and using the many proven retention and comprehension tools available in Learning Connect, an increase in student achievement is assured.

LEARNING CONNECT is:

- **INCREASED STUDENT EMPOWERMENT** - LEARNING CONNECT is a click away from over 100 turnkey instructional interactive tools that allow students to become more skilled in approaching and managing learning successfully on their own.

- **INCREASED STUDENT ACHIEVEMENT** - LEARNING CONNECT is an instructional system generated from over 60 scientifically-research instructional strategies proven to raise student achievement.

- **INCREASED STUDENT LEARNING** - LEARNING CONNECT entices, enlightens and engages students, allowing them to embrace new knowledge and increase student learning. In summary, it increases learning outcomes for all students with all learning abilities and learning styles.

- **INCREASED STUDENT SUCCESS** - LEARNING CONNECT translates a tremendous amount of instructional research available today into highly-effective, interactive classroom activities that increase student learning and ensures student success.

- **INCREASED STUDENT PROCESSING** - LEARNING CONNECT focuses on enhancing the learning and processing skills. Research shows that 85 to 90 percent of the learning difficulties in the classroom are due to poor underlying learning and processing skills. Each tool notes the learning and processing skills activated as a

result of use. Please review the tool symbols located at the top of each tool to note the learning and processing skills activated upon use of tool.

WHY LEARNING CONNECT?

LEARNING CONNECT provides **retention and comprehension tools** that *integrate the same actions that "proficient learners" use to learn, understand and connect* with material.

"Research clearly tells us that **EACH learning and processing skill must make a contribution** and **needs to function well** for overall **learning to be easy, fast and successful."**
LearningRX. (2013-2016) Cognitive Skills

LEARNING CONNECT is about **activating LEARNING and PROCESSING** Skills. Each tool even shows the learning and processing skills implemented at **top** each tool.

"Research claims that as many as **85 to 90 percent of learning difficulties** in the classroom are **due to poor underlying learning and processing skills."**
PACE. (n.d.) Colorado Springs, CO.

Limited Activation = Surface Learning
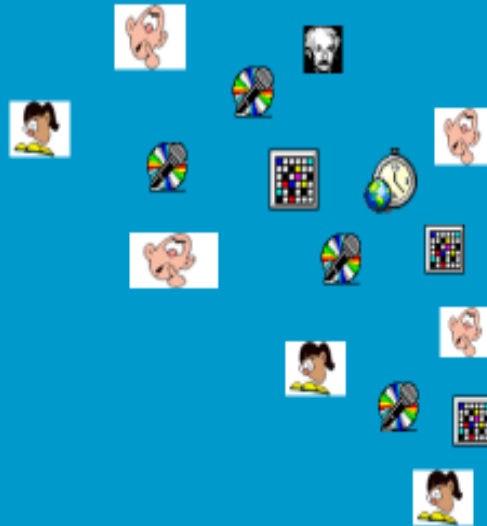
Shallow Processing
Focus/Concentration, Language Input/Output, Memory, Motor, Graphomotor,
Sequential, Visual, Spatial, Social/Emotional Processing Skills

Full Activation = Deep Learning

"The more brain that is activated when learning something, the more connections are made."

Fentress, Holly. (n.d) Brain-Based Research. *Brainthoven*.

Focus/Concentration, Language Input/Output, Memory, Motor, Graphomotor, Sequential, Visual, Spatial, Social/Emotional Processing Skills

Learning Connect is designed to increase achievement for secondary and adult level students. By using the different tools within the instructional component, the teacher is elevated to become a true facilitator of learning. Remember, Learning Connect does not change or replace subject content, but provides the strategies and tools to enhance current lesson plans and ensure subject content retention and long-term retrieval.

Learning Connect Website Access

www.learningconnect.org

LOGIN to Learning Connect…

USER NAME AND PASSWORD

Insert the username and password as provided by the LC representative.

"Welcome to Learning Connect – The "Virtual Teacher Assistant for Instructional Planning"
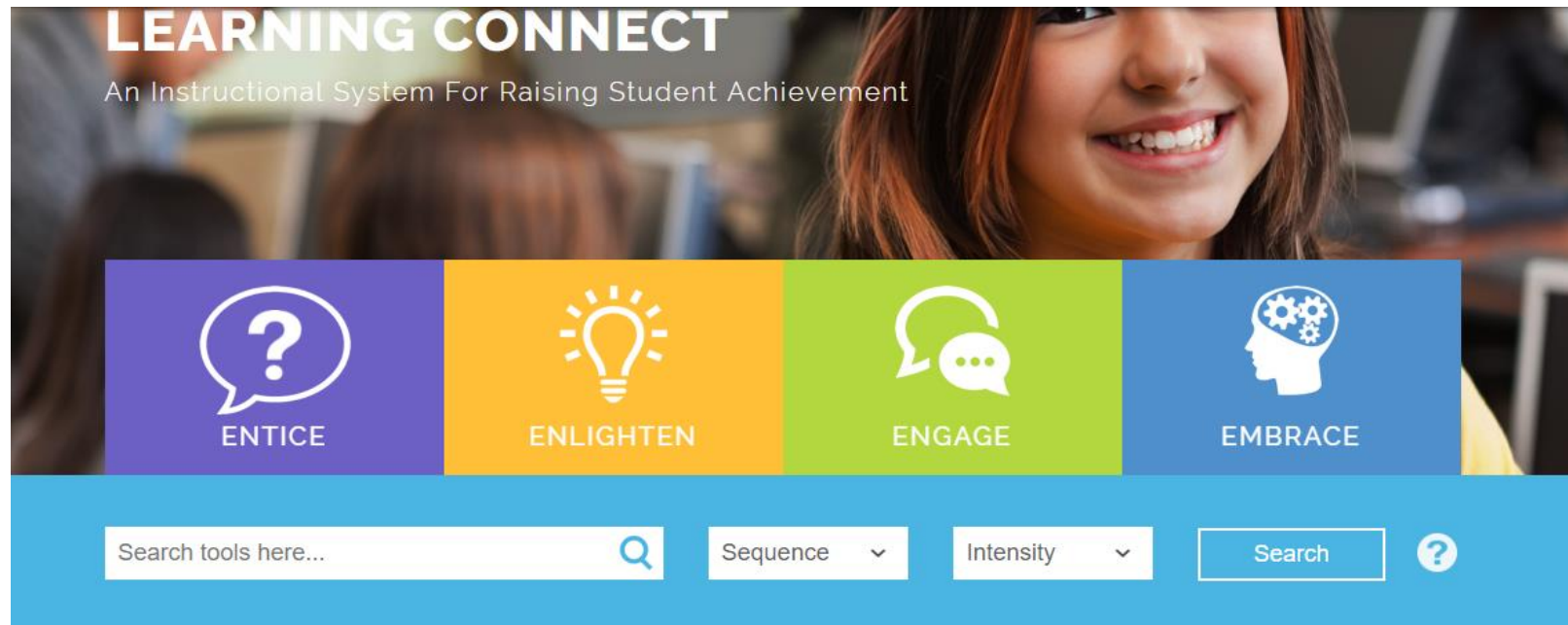
LEARNING CONNECT
An Instructional System For Raising Student Achievement

ENTICE   **ENLIGHTEN**   **ENGAGE**   **EMBRACE**

Search tools here...   Sequence   Intensity   Search

Classroom Management Tools...
Search

Career Student Enrichment Tools..
Search

WELCOME TO LEARNING CONNECT

LEARNING CONNECT is a computerized student-driven instructional system for raising student achievement in the classroom. It provides a consistent, systematic process for embedding

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Accessing LC Lesson Plan for Raising Retention, Comprehension and Student Achievement…

LESSON PLAN INTERACTIVE SEARCH

The Learning Connect instructional components are **ENTICE, ENLIGHTEN, ENGAGE** and **EMBRACE.** To access the interactive tools for each major component of the instructional process, you can use the colored boxes in the center of the homepage of the Learning Connect website. However, to **FAST FORWARD** through the many choices available for raising student achievement, please use the **SEARCH BAR.** In essence, since there are **over 100 different interactive tools**, the search bar quickly narrows your search down the right tool for a specific lesson.

Any **instantaneous results** can be **augmented immediately to your current lesson** and curriculum in an easy and convenient manner. The selected tool **can be used in part (just a page) or as a whole**, depending upon curriculum demands and instructional needs. In summary, Learning Connect aligns student achievement tools with the instructional planning processes to **immediately generate a lesson supplement guaranteed to consistently increase student retention and long-term retrieval.** Nevertheless, by targeting and using the many proven retention and comprehension tools available in Learning Connect, an increase in student achievement is assured.

LESSON SEQUENCE
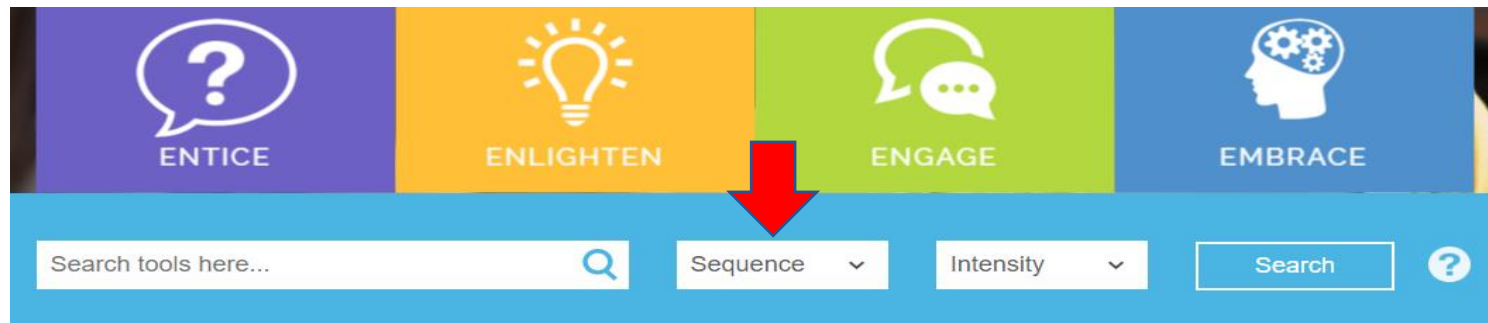
A **LEARNING CONNECT** search begins by identifying the **SEQUENCE within the instructional lesson that you would like to ENHANCE with retention and comprehension tools.**

ENTICE ENLIGHTEN ENGAGE EMBRACE

Search tools here...

Sequence
Sequence
Entice
Enlighten
Engage
Embrace

Intensity

Search

Classroom Management Tools...

Search

WELCOME TO LEARNING CONNECT

LEARNING CONNECT is a computerized student-
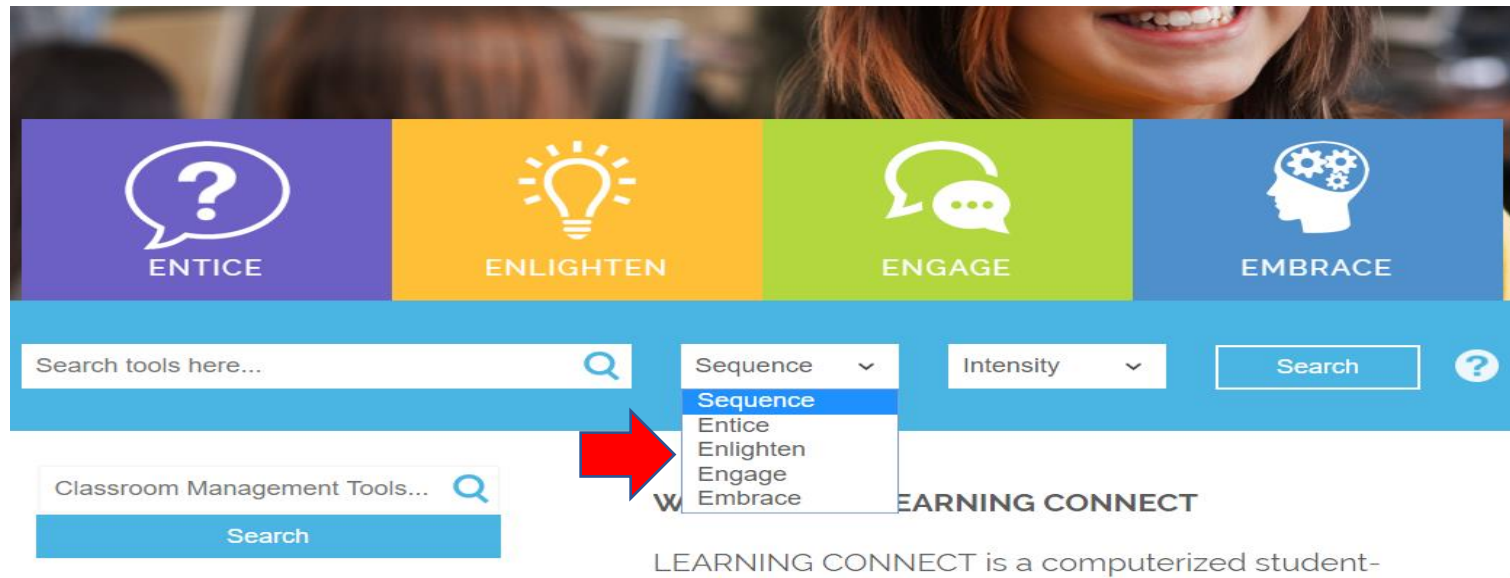
Back to LC Tour Map

Which portion of your lesson would you like to add a retention and comprehension tool?

The LC instructional sequence components are as follows:

- **ENTICE – Lesson Intro**
- **ENLIGHTEN – Lecture/Reading Portion**
- **ENGAGE – Demonstration Portion**
- **EMBRACE – Reflection and Consolidation Portion**

INSTRUCTIONAL SEQUENCE – Entice
(Lesson Introduction)

ENTICE – Enhance your students' focus and attention with fun, interactive student tools to help them target and activate their prior knowledge for today's lesson "A large body of findings shows that learning proceeds primarily from prior knowledge, and only secondarily from the presented materials." (Roschelle, 2014). **Prior knowledge is the single most important resource in learning information.** You can ENTICE your students with fun, interactive student tools to help them target and use their prior knowledge for today's lesson. It is **prior knowledge** that creates the connection and constructs the meaning of the new content. The LC Interactive Tool does the work by activating prior knowledge and increasing comprehension.

- Experts claim that "**proficient learners** build on and **activate their background knowledge** before reading, writing, speaking, or listening; poor learners begin without thinking." (Irvin –)
- **"Good learners take certain steps** before reading, writing, listening and studying. **Poor learners do not."** (Luke, 2010) Good learners activate prior knowledge. They **focus, concentrate, preview, visualize, question, elaborate, clarify** and **predict.** They **conduct comparison thinking** and **reflection, while summarizing** and **consolidating information** for long-term retrieval.

- "**Unless connections are made** to students' prior learning, **comprehension and meaning may be dramatically lessened."** (Cercone)

- "**Comprehension is much more difficult if prior knowledge is not activated before reading a passage**." (Johns, VanLeirsburg & Davis)
- Since "**prior knowledge is not always readily activated** when you are trying to learn new information, sometimes **help is needed** to make the **right connections**." (McPherson, 2012).
- The learner should be **prompted** in a variety of ways to consider, "**What do I already know** that will help me learn this new idea?" (Stahl & Fairbanks, 1986).

INSTRUCTIONAL SEQUENCE – Enlighten
(Lecture/Reading Portion)

ENLIGHTEN – Bring your lesson alive and transform the lecture and reading portion of your current lesson from surface learning to a deep, successful learning event by using direct interventions. The LC Interactive Tool does the work by reflecting and consolidating key content provided during regular lectures or reading assignments and ensuring that facts learned have connection and meaning. "Up to **sixty percent of all high school students** do **NOT** have the **skills to comprehend the reading material** in the average classroom." (Hock & Deschler). **Multiple resources claim** that "**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."

- "**Information**, deemed important **is often taught just one time** and is **expected to be remembered a lifetime.**" (Sousa, 2011)

- Research clearly show us that **without intervention using comprehension techniques** only **minimal learning results** is achieved and **surface learning** is generated. "As much as **50% of the knowledge** may be **lost within 20 minutes.**" (LaBonty & Danielson)

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INSTRUCTIONAL SEQUENCE – Engage
(Demonstration Portion)

ENGAGE – Allow students to **activate all the learning and processing skills by generating, comparing and connecting new knowledge**. Such engaging encounters are stimulating techniques that move learning from the surface level to a deep, insightful life-long learning experience. The LC Interactive Tool does the work by teaching life-long skills to **elaborate, problem-solve, experience changes in perception and generate new thought** using **COMPARISON THINKING.**

- Marzano, Pickering, and Pollock found that **strategies that engage students in comparative thinking had the greatest effect on student achievement**, leading to an *average percentile **gain of 45 points***.

- Such engaging encounters are stimulating techniques that move learning from the surface level to a deep, insightful experience.

INSTRUCTIONAL SEQUENCE – Embrace
(Reflection and Consolidation Portion)

EMBRACE – the final step in the instructional process. It is about **establishing a meaningful connection by reflecting** and **retaining the knowledge gained.** The LC Interactive Tools does the work by restructuring and re-organizing information to ensure consolidation to ensure long-lasting, meaningful connections and long-term retrieval. Effective reflection strategies guarantee understanding of the lesson and long-lasting, meaningful connections.

- **Learning products** can vastly enhance and **increase knowledge, understanding** and **long-lasting connections**.

- "Answering **study questions** requires only **low-level recognition."** (Goodwin 2014)

- Learning **ends well short of the re-organization of thinking** that deep learning requires." (Ewell,1997) (INTIME, 2001)
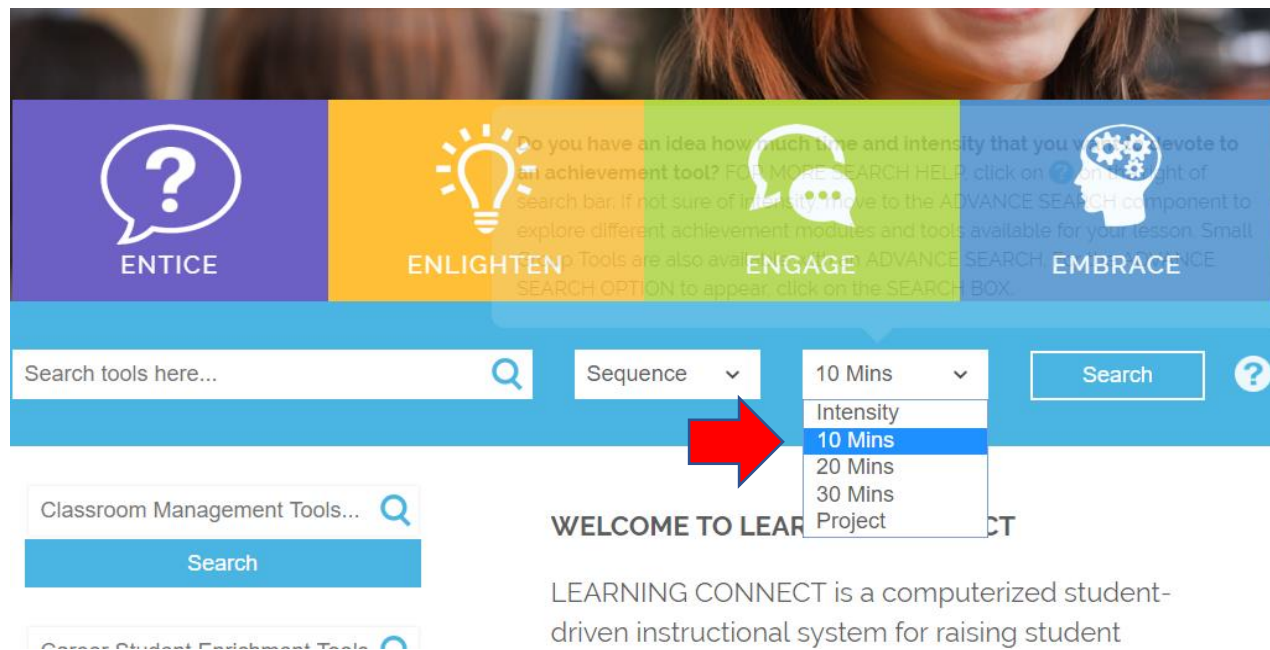
How intense do you want your retention and comprehension tool – 10, 20 or 30 minutes?

LESSON INTENSITY
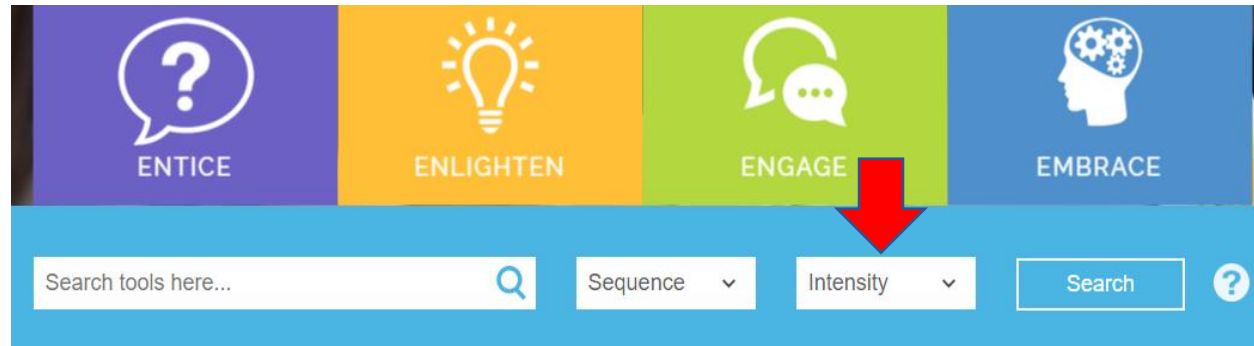
Next, select the **INTENSITY** of the **RETENTION TOOL** desired to enhance your lesson – a 10-minute tool, 20-minute tool or 30-minute tool. Then, click on the **SEARCH BUTTON** on your screen

Begin to preview the many retention options available by moving your mouse over the many comprehension and retention tools available that could enhance today's lesson. Each tool is guaranteed to increase student learning.

Major Navigation Hints:

a. To perform a second search in any search bar, always click on the logo to return the homepage first.
b. For a full search, always ensure that the Sequence and Intensity Buttons are not unintentionally activated before you search.

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Would you like to use a Classroom Guidance Component to administer your selected retention tool?

INDIVIDUAL OR CLASSROOM STRATEGY GUIDANCE STEPS

Would you like to use a guidance component with your selected retention tool, in the form of a PowerPoint or wall posters for a bulletin board?

Most LC retention tools are equipped with a guidance component. A guidance component provides the "precise steps for executing a strategy." The specific guidance component can be accessed by inserting the "Component Number Code" provided on the selected tool into the **Classroom Management Search Bar**.

10 Minute Thinker – Daily Learning Connections — READINGSCAN
"ART" - Ask, Read and Tell Student Activity Sheet IND-L1
ENT RS 001 DI READING ONLY
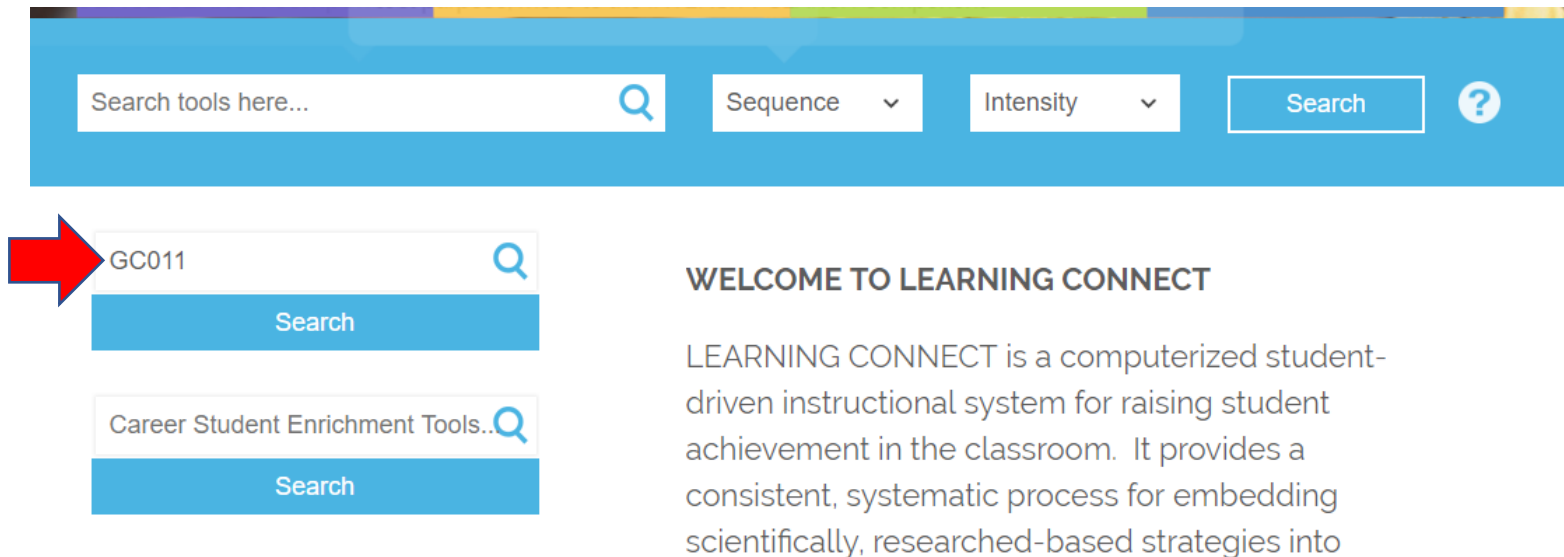
Lesson Objective – To initiate reading instruction using reading strategies to increase comprehension, memory retention and retrieval.

Student Materials List: Paper and pencil per student.

Student Guidance Component 011 Available. Go to Classroom Management Search Bar and ➡ GC011.

While planning to read the assigned text, as directed by your teacher, (individually, with a partner, or a small group), use the existing **ART - Ask, Read and Tell** Sheet (or generate one using your own paper with the format example provided). Apply the three-step **ART** process - **Ask, Read and Tell** before, during and after the reading activity. Be prepared to share your work with a partner, in a small group and/or class. Your teacher may ask that you submit your paper for daily points at the end of class.

Insert "Component Number Code" from selected retention tool…

Search tools here… 🔍   Sequence ⌄   Intensity ⌄   Search   ?

GC011 🔍

Search

Career Student Enrichment Tools.. 🔍

Search

WELCOME TO LEARNING CONNECT

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These guidance steps can lead a student individually, in a small group or as a **classroom through the lesson process. Guidance components provide the step-by-step retention process for the selected reading, lecture or engagement activity.** The Guidance Steps can be accessed digitally in the form of a **brief PowerPoint** or by using small individual **(hard copy) step posters**. Some guidance components are simple and only have three or four steps. While some activities are more complex with seven or more steps, depending upon the selected instructional tool. For individual use, the **digital guidance component can be emailed to a student's electronic device**. For classroom use, the digital guidance component can be **projected as a PowerPoint** with each step of implementation displayed, when needed.

Choose Between Digital and Lighted Guidance Components…

"Lighted Guidance Component"		
ART - Ask, Read and Tell		
1.	As directed, before reading…individually, with a partner or small group, **Review Lesson Title**	
2.	**Generate Two Questions**	
3.	**Read Lesson…**	
4.	As directed, after reading - **Answer the two questions posed.**	

The small hard copy individual step posters can be printed using cardstock and displayed together on **foam board or a poster board** using an easel. They can also be posted on a **classroom bulletin board** or hung on a **classroom wall with painter's tape**. A **Tri-fold poster** can be used to display steps and stored away for later use. **Each individual step poster is equipped with the possibility of adhering LED lights** (with Velcro), so each step can be illuminated when the task is to be performed. Please note: The step posters can be displayed with or without LED lights.

For small group use, the steps can be inserted in sheet protectors and a **binder for a Small Group Facilitator to provide a "Flip and Tell" presentation**. (Actual Flip and Tell presentation binders can be purchased online for classroom use.)

Would you like to use Small Groups devices when administering your selected retention tool?
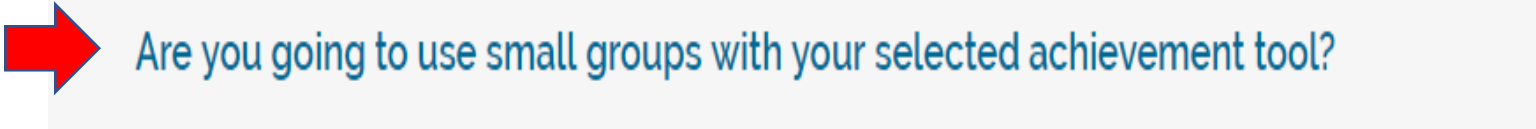
SMALL GROUP STUDENT TOOLS

For easy access to **SMALL GROUP TOOLS**, click on the small group question available as a result of each tool search or insert the words – **SMALL GROUP** into the main search bar. To establish a "working small group" in ten minutes or less, **DOUBLE CLICK** on the **SEARCH button**. The following question will appear:

Incorporating small groups with your selected achievement tool...

SMALL GROUP TOOL DESCRIPTIONS	
A prerequisite to small group success is establishing leadership roles and team management routines within your small group. These roles and routines will play a major role in creating highly engaged small group team members in both the classroom and in the future workplace." (Fry & Hale).	
SMALL GROUP ROLE DRAW CARDS AND ENVELOPE (Fold in half and staple down both sides to create a container/envelope for drawing roles.)	**Facilitator, Recorder, Reporter, Clarifier and TimeKeeper** - **SMALL GROUP LEADERSHIP DRAW**
SMALL GROUP ROLE GROUND RULES	**SMALL GROUP GROUND RULES**
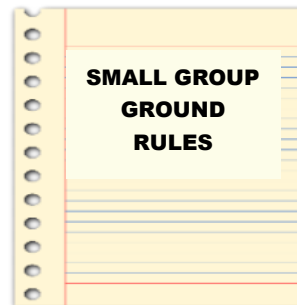
SMALL GROUP LEADERSHIP GUIDES

1. Determining My Leadership Quotient
2. Identifying My Leadership Role and Responsibility – Facilitator, Recorder, Reporter, Clarifier and TimeKeeper

INDIVIDUAL SMALL GROUP MEMBER ROLE GUIDES

SMALL GROUP FACILITATOR GUIDE
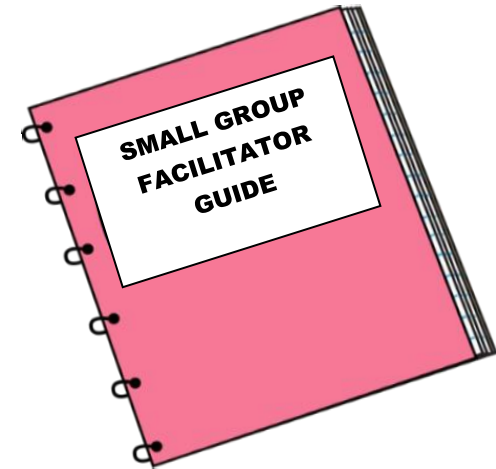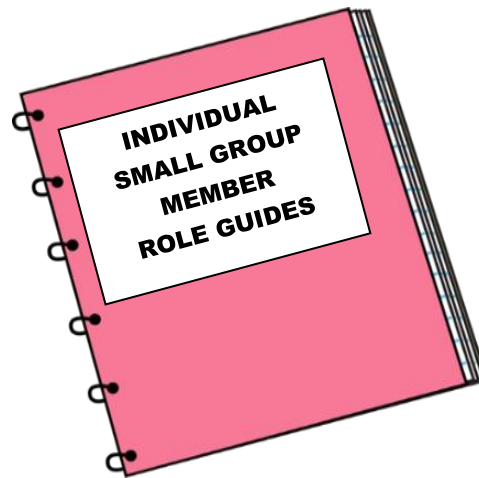
The Learning Connect website promotes small group tools and collaboration for increasing student achievement. Collaboration and student learning are powerful combinations that can create higher scores and higher achievement for all participants. More evidence suggest that knowledge gained in a collaborative learning setting has greater impact and retention than content learned in an individual setting.

Collaborative learning allows a learner's belief system to be challenged when new information and experiences provided by others conflict with their current perceptions, values and opinions. To analyze, assess and solve problems using new information and encounters in a collaborative manner increases critical thinking, decision-making, problem-solving skills and social intelligence.

All these skills previously mentioned are critical to a learner's future success in the workplace. Learning Connect provides small group tools and processes that will help establish small groups and small group leadership roles quickly and efficiently.

- **LC LEADERSHIP ASSESSMENT TOOLS**

Throughout the year, before or after dividing into small groups, it would be beneficial for any small group member to assess their leadership and communication skills.   This can be accomplished using:

  - Small Group Individual Leadership Skills Quotient or Small Group One-Minute Leadership Skill Questionnaire.

    (Please refer to the Leadership Assessment Section for Project Planning for the leadership assessment descriptions.)

- **LC TEN-MINUTE SMALL GROUP PREP STEPS**

This classroom tool provides the steps to establish and implement a small group in ten minutes or less. Copy and cut out the selected Small Group Leadership Draw Tool that best aligns with the purpose and the number of participants within each small group. Leadership Role Resource Guides are provided to help each small group leader perform their individual leadership role while achieving personal and group success.

- **LEADERSHIP DRAW TOOLS**

As mentioned, this tool is available to allow members within a small group to draw their small group leadership roles from a container.   The stated objectives of the small group will determine if two or five leadership roles are needed. In summary, select one of the following Small Group Leadership Draw Tools provided based upon the number of participants and the objectives of the small group(s).

- **INDIVIDUAL LEADERSHIP ROLE GUIDES**

Leadership Role Guides are provided to help each small group leader perform their individual leadership role and achieve personal and small group success. Leadership Roles consist of Facilitator, Recorder, Reporter, Timekeeper and Clarifier. Resources are provided for each small group leader. For example, an Easy Facilitator Script is provided to ensure small group progression and success.   Record sheets are provided for the Recorder. Reporter templates are provided for the Reporter.

- **ESTABLISHING BEHAVIOR DISCUSSION RULES**

These optional processes and discussion rules are provided to the group for review. The selected Facilitator will lead the small group in briefly reviewing and possibly, if time allows, adding more desired behaviors to serve as ground rules for small group discussion.

- **LC SMALL GROUP RESOURCE TOOL – All Leadership Draw Tools and Leadership Role Tools**

Each leadership file may be printed individually. However, for ease and convenience, when downloading and copying all roles, this file has been established with all individual leadership roles/guides and tools in this one file - You will also still need to make extra copies of the discussion rules for each member of the small group to complete the 10-minute small group prep process. Optional: A selected small group leadership assessment tool may also be included in the small group prep as a helpful tool, if time allows.

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Would you like to search for more retention and comprehension tools by strategy type?

LC LESSON PLAN INTERACTIVE STRATEGY SEARCHES

Strategy Keyword Search Device
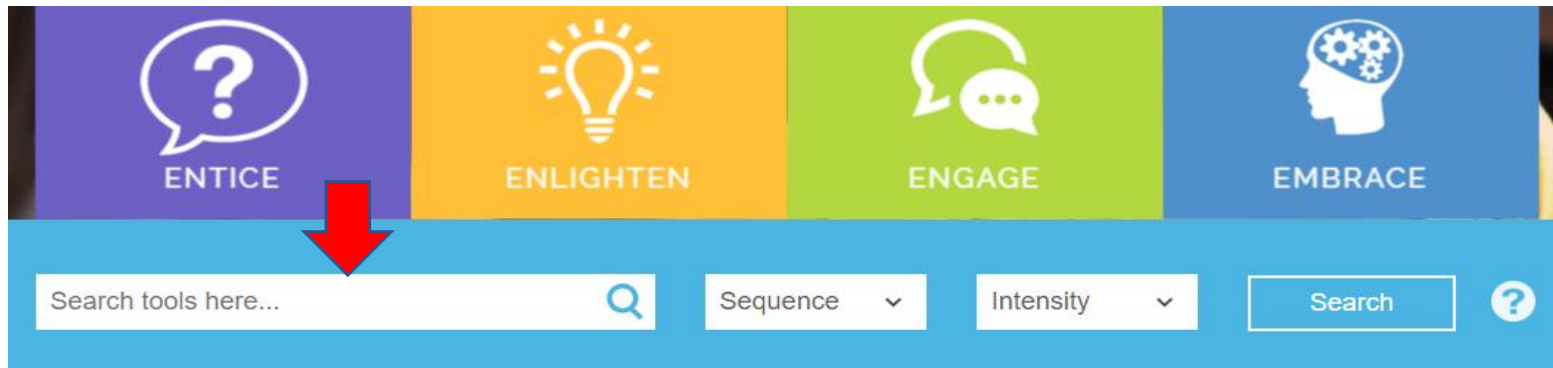
Another simple search method available that allows you to immediately access needed tools is to use a **KEYWORD SEARCH**. In essence, if you are familiar with a researched-based instructional strategy or an LC tool that might best fit today's lesson, use a **keyword**, such as brainstorming, project planning, notetaking, reading, simulation, mnemonic, concept map, mindmap, expert (guest speaker), game, reflection, vocabulary, questioning, scenario, etc. Be sure to use both singular and plural words. For example, the word "game" gives a different search than "games".

Using KEYWORDS to locate retention strategies to raise student achievement...

Search tools here...
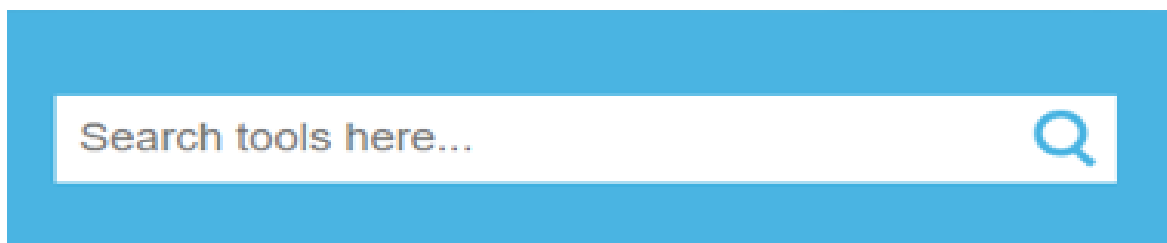
Once familiar with a **FAVORITE LC STRATEGY TOOL**, just use a **KEY WORD** in the largest bar.

a. For example, to access **PROJECT TOOLS**, insert the word – **PROJECT.**

b. For example, to access **WRITING TEMPLATES,** insert the word – **WRITING TEMPLATE.**

c. For example, to access **NOTETAKING TOOLS,** insert the word – **NOTETAKING.**

d. Please note the many different categories in the strategy table on the next page. For success, you may have to a remove an "s" at the end of a word. Example: Project, not Projects.

e. The end-result will be an easy "make and take" lesson that is to raise student achievement and generate student success.
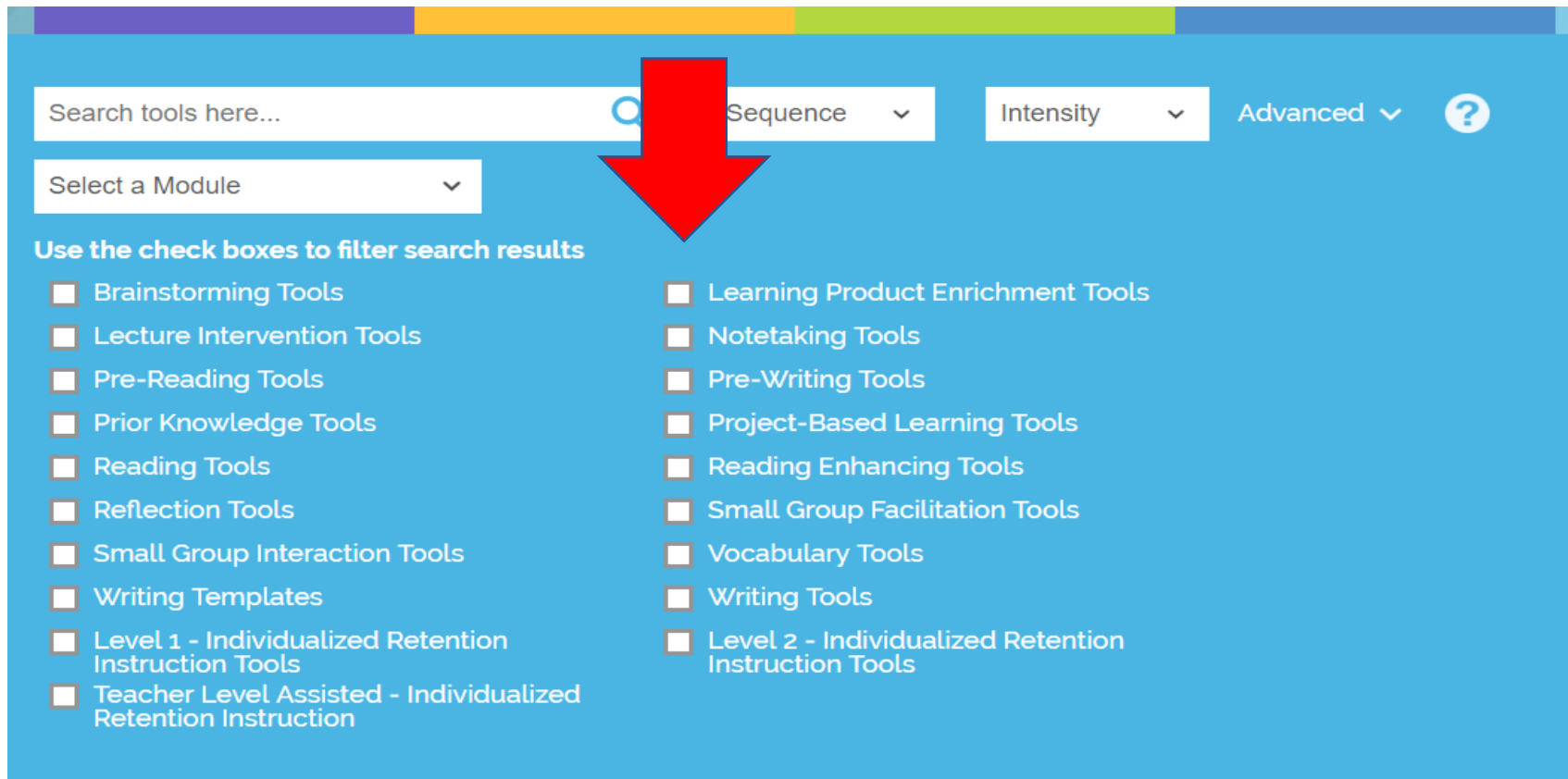
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INSTRUCTIONAL CATEGORY SEARCH

One of the best features of Learning Connect is opportunity to explore new and innovative strategies using instructional squares or categories. **Please note:** To access the different types of strategies by categories, please **"double click"** on the **SEARCH button** and use the **ADVANCED** search option that appears for you.

Advanced Search - Instructional Square Categories

Advanced Search Instructional Square Descriptions

BRAINSTORMING SQUARE – Brainstorming and problem-solving changes perception and generates new thought and ownership. Students gain insight on how to resolve problems and difficulties efficiently.   To infuse **creative problem-solving approaches into the lesson**, click on the BRAINSTORMING tool square.

LEARNING PRODUCT SQUARE – Creating learning products **allow students to re-organize information in their mind and develop a mental map of the content**.   To develop such **"snapshots of understanding",** click on the LEARNING PRODUCT tool square.

LECTURE INTERVENTION SQUARE – Since **up to 50% of what they learn can be lost within 20 minutes after being taught,** lecture intervention can ease the load on the working memory and assist in achieving a higher depth of understanding. To create a deeper, richer learning experience during direct instruction**, click on the LECTURE INTERVENTION tool square.**

NOTETAKING SQUARE – **Retention rates when taking notes is approximately 30 to 50 percent**, but when actually **refining and working with notes, retention can be as high as 90 percent**. To access a variety of notetaking strategies, click on the NOTETAKING tool square.

PRIOR KNOWLEDGE SQUARE – Prior knowledge plays a vital role in the journey of understanding. Educational researchers even claim that **learning proceeds primarily from prior knowledge and only secondarily from presented materials.** To merge old and new knowledge to create meaning and understanding, click on the PRIOR KNOWLEDGE tool square.

PRE-WRITING, WRITING OR WRITING TEMPLATE SQUARE – **Writing thoughts on paper constructs memory by re-organizing knowledge and forming larger thoughts**. Pre-Writing, Writing and Writing Templates are available to ease the writing task. To establish sense and create more meaning of content through writing, click on the PRE-WRITING, WRITING or WRITING tool square.

PRE-READING OR READING SQUARE – With educational researchers claiming that **more than half of high school students do not have the skills to comprehend instructional materials,** the importance of strategies to increase focus, thinking and depth of knowledge cannot be overstated. For strategies to **make connections by increasing focus and concentration**, click on the PRE-READING OR READING tool square.

PROJECT-BASED LEARNING SQUARE – When **students begin to manage and guide their own learning through natural inquiry** and a desire to solve real-life problems, higher-level thinking, engagement and creativity skills are vastly broadened. For effective

strategies to lead students efficiently and successfully through the project-based learning steps, click on the PROJECT-BASED LEARNING tool square.

REFLECTION SQUARE – **Reflection is a learned behavior that allows students to track learning progress and reorganize knowledge to gain depth and understanding** of content. To access strategies for higher-level reflective thinking and increased retention, click on the REFLECTION square.

SMALL GROUP INTERACTION SQUARE – **Collaboration allows to students to retain information longer as a result of learning new approaches, insight and perspectives** that ensure long-term connection. To access strategies that promote discussion interaction, click on the SMALL GROUP INTERACTION square.

SMALL GROUP FACILITATION SQUARE – **Active discussion allows students the opportunity to exchange, contribute, reflect and re-organize thinking for understanding and long-term retention**. To access tools and resources for establishing small group member roles and tasks, such as Facilitator, Recorder, Clarifier, Reporter and Timekeeper in ten minutes or less, click on the SMALL GROUP FACILITATION square.
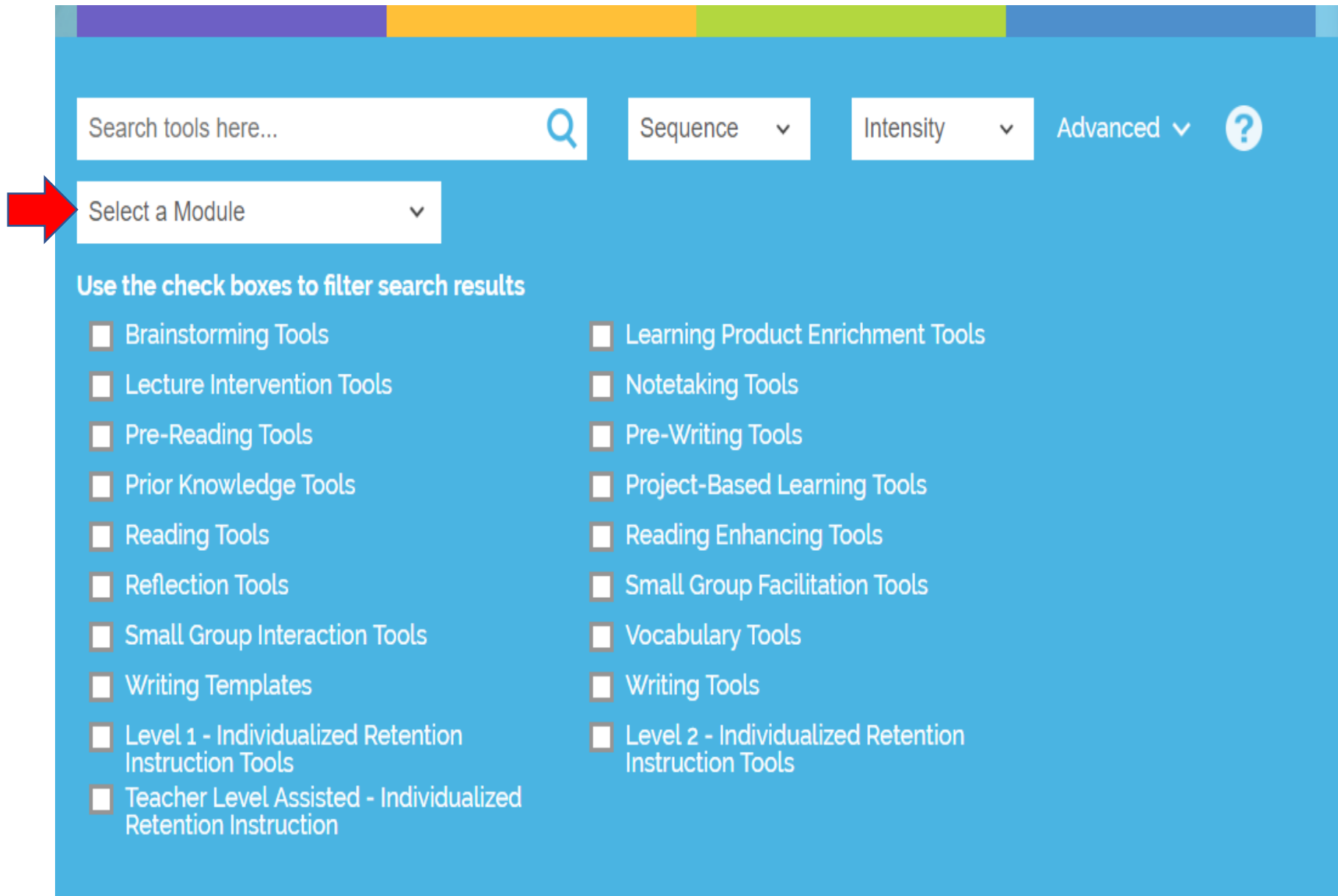
VOCABULARY SQUARE – Educational professionals are also asserting **that vocabulary knowledge is the single most important factor in improving reading comprehension**. To immediately access the fun, proven strategies for learning new vocabulary within the lesson content, click on the VOCABULARY square.

INDIVIDUALIZED RETENTION INSTRUCTION SQUARES – Some LC retention tools that are very conducive to individualized instruction and can be easily augmented to an individualized lesson to increase retention and long-term retrieval. **Level One Square** has students **validating understanding, conducting notetaking maintenance or writing reflections. Level Two Square** has tools **creating learning products**, such as rubrics, comic books, graphing notes or mnemonics. **TLA -Teacher Level Assistance Square** require some minimum content specific resources, such as a list of technical terms, list of lesson topics, critical lesson questions or general statements/beliefs related to the lesson. This level may also be very effective for a couple of individuals who have completed the same curriculum simultaneously, who can work together.

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Instructional Module Search

Search tools here... 🔍   Sequence ⌄   Intensity ⌄   Advanced ⌄   ❓

Select a Module ⌄

Use the check boxes to filter search results

☐ Brainstorming Tools
☐ Learning Product Enrichment Tools

☐ Lecture Intervention Tools
☐ Notetaking Tools

☐ Pre-Reading Tools
☐ Pre-Writing Tools

☐ Prior Knowledge Tools
☐ Project-Based Learning Tools

☐ Reading Tools
☐ Reading Enhancing Tools

☐ Reflection Tools
☐ Small Group Facilitation Tools

☐ Small Group Interaction Tools
☐ Vocabulary Tools

☐ Writing Templates
☐ Writing Tools

☐ Level 1 - Individualized Retention Instruction Tools
☐ Level 2 - Individualized Retention Instruction Tools

☐ Teacher Level Assisted - Individualized Retention Instruction

Using INSTRUCTIONAL MODULES categories to locate retention strategies to raise student achievement…

Select a Module ⌄

Each module consists of related interactive tools proven to raise student achievement and guarantee student success.

LC TOOL MODULE LISTING	
LC Module: Expert Quests	LC Module: Brain Session Follow-Ups
LC Module: Brainwaves	LC Module: Graphic Organizers
LC Module: Changing Perceptions	LC Module: Learning Products
LC Module: Comparison Thinkers	LC Module: Life-Size Simulations
LC Module: Elaborators	LC Module: Prior Knowledge Connections
LC Module: Group Readings	LC Module: Readscans
LC Module: Instructional Stoppers	LC Module: Visual Imagery
LC Module: Notetaking Connections	LC Module: Wordtech Connections
LC Module: Oral Reading Logs	LC Module: Mnemonic Connections
LC Module: Reading Journals	LC Module: Notetaking Maintenance
LC Module: Scenario Solutions	LC Module: Reflection Questions
LC Module: Group Innovators	LC Module: Writing Reflections
LC Module: Real Applications	LC Module: Small Group and Project Planning

INFUSING READING, WRITING AND CRITICAL THINKING

Reading Comprehension Tools

Search tools here... | Sequence ∨ | Intensity ∨ | Advanced ∨ | ?

Select a Module ∨

Use the check boxes to filter search results

- ☐ Brainstorming Tools
- ☐ Lecture Intervention Tools
- ☐ Pre-Reading Tools ←
- ☐ Prior Knowledge Tools
- ☐ Reading Tools ←
- ☐ Reflection Tools
- ☐ Small Group Interaction Tools
- ☐ Writing Templates
- ☐ Level 1 - Individualized Retention Instruction Tools
- ☐ Teacher Level Assisted - Individualized Retention Instruction

- ☐ Learning Product Enrichment Tools
- ☐ Notetaking Tools
- ☐ Pre-Writing Tools
- ☐ Project-Based Learning Tools
- ☐ Reading Enhancing Tools ←
- ☐ Small Group Facilitation Tools
- ☐ Vocabulary Tools
- ☐ Writing Tools
- ☐ Level 2 - Individualized Retention Instruction Tools

Incorporating READING COMPREHENSION "Tricks" To Improve Student Achievement…

Learning Connect addresses how to increase reading comprehension in **over eighty** of its learning tools. Many times, reading is left out of the classroom setting due to comprehension challenges and boredom. Learning Connect reading **tools makes reading enjoyable while increasing comprehension.** The reality, however, is that "content-area teachers should not be expected to *teach* literacy, but they should be expected to use instructional methods that *support* literacy within their content area." (Joseph, 2008).   Plus, reading comprehension is also directly linked to vocabulary instruction. Researchers claim that **vocabulary instruction** cannot be overstated and is **directly linked to academic achievement.**

Writing and Critical Thinking Tools

Search tools here... 🔍 Sequence ⌄ Intensity ⌄ Advanced ⌄ ❓

Select a Module ⌄

Use the check boxes to filter search results

☐ Brainstorming Tools

☐ Lecture Intervention Tools

☐ Pre-Reading Tools

☐ Prior Knowledge Tools

☐ Reading Tools

☐ Reflection Tools

☐ Small Group Interaction Tools

➡️ ☐ Writing Templates

☐ Level 1 - Individualized Retention Instruction Tools

☐ Teacher Level Assisted - Individualized Retention Instruction

☐ Learning Product Enrichment Tools

☐ Notetaking Tools

➡️ ☐ Pre-Writing Tools

☐ Project-Based Learning Tools

☐ Reading Enhancing Tools

☐ Small Group Facilitation Tools

☐ Vocabulary Tools

➡️ ☐ Writing Tools

☐ Level 2 - Individualized Retention Instruction Tools

Incorporating WRITING and CRITICAL THINKING tools within your lesson…

The need to improve writing and critical thinking skills is another key to improving student achievement and learning success. As mentioned previously, **"writing is, in fact, one of the best tools for learning any material because it activates thinking"** (Daniels et al., 1998, p. 63). Research clearly states that by incorporating writing opportunities as part of the instructional process, retention is enhanced and long-lasting connections are created. Writing has been defined as **"in-class writing exercises increase focus, thinking and depth of knowledge"** (Butler 2001, Jensen, 2011). In short, it has been described as **"thinking with the end of a pen"**.

Learning Connect provides the writing tools and templates for students to **use while organizing and re-organizing their thoughts for long-term retrieval. Writing allows students to pursue logic and evidence as they generate their own thoughts and opinions.** One fun example is called "Object Writing". At the conclusion of the lesson, as directed by your teacher, (individually, with a partner, in a small group and/or class), student(s) will create a written presentation from the perspective of an assigned or selected object related to the lesson. This writing fun definitely increases retention and long-term connectivity. **For immediate access to this tool, type "WRITING TEMPLATES" or "OBJECT WRITING" into the SEARCH BAR, click on the search symbol and select the desired writing tool for download.**

Writing Templates

The following writing tools and templates can be used by individuals, partners, small groups or as a class to conduct writing tasks. **For immediate results of locating specific writing templates within the Learning Connect website, type "WRITING TEMPLATES" within the SEARCH BAR and click on the search symbol.** The following Learning Connect Writing Templates are available on the website.

A. CORROBORATING THE FACTS Writing Template – Use when agreeing and verifying information with facts, details, examples and quotes.

B. EXPERIENTIAL Writing Template – Use when writing about an event or an incident and sharing how the experience looks, feels, sounds and tastes.

C. SERIES OF EVENTS Writing Template – Use when writing about a series of events.

D. I HAVE MY REASONS Writing Template – Use when confirming thoughts with logic and evidence.

E. IN SUPPORT OF Writing Template – Use when supporting an opinion with examples, statistics and comparisons.

F. JUST THE FACTS Writing Template – Use when reporting about an event. The facts are revealed using the five W's – Who? What? When? Where? and Why/How?

G. SHARING FACTS AND OPINIONS Writing Template – Use when sharing both facts and opinions, including examples, statistics and comparisons, if available.

H. TECHNICAL INSTRUCTIONS Writing Template – Use when writing about chronological steps or sequences.

I. APA BIBLIOGRAPHY CITATION Template – Use when noting any citation on any other written template.

J. WRITTEN PRESENTATION RUBRIC – Use to guide and assess any written presentation.

 Back to LC Tour Map

INFUSING RETENTION STRATEGIES INTO INDIVIDUALIZED INSTRUCTION

Search tools here...   Sequence ⌄   Intensity ⌄   Advanced ⌄   ?

Select a Module ⌄

Use the check boxes to filter search results

- ☐ Brainstorming Tools
- ☐ Lecture Intervention Tools
- ☐ Pre-Reading Tools
- ☐ Prior Knowledge Tools
- ☐ Reading Tools
- ☐ Reflection Tools
- ☐ Small Group Interaction Tools
- ☐ Writing Templates
- ☐ Level 1 - Individualized Retention Instruction Tools
- ☐ Teacher Level Assisted - Individualized Retention Instruction

- ☐ Learning Product Enrichment Tools
- ☐ Notetaking Tools
- ☐ Pre-Writing Tools
- ☐ Project-Based Learning Tools
- ☐ Reading Enhancing Tools
- ☐ Small Group Facilitation Tools
- ☐ Vocabulary Tools
- ☐ Writing Tools
- ☐ Level 2 - Individualized Retention Instruction Tools

Infusing retention strategies into individualized instruction…

With technology, many instructional programs are more individualized than in the past. Some LC tools are more conducive to individualized instruction than others and can be **easily augmented to your current lesson.** By doing so, students are will retain more of the knowledge gained and have it available for long-term retrieval.

LEVEL ONE - INDIVIDUALIZED RETENTION TOOLS

This search will provide you several "**Level 1 Individualized Retention Tools**" that can be easily augmented to your current individualized curriculum with little effort. Students will be **reflection activities, such as validating understanding, conducting notetaking maintenance or writing summaries.** The tools provided are scientifically proven to raise retention, comprehension and student achievement. Since each tool is a word document, please feel to use all or only a few pages of any tool to customize the activity to meet your student's needs. Remember, any instructions or steps can be easily changed to accommodate any teaching and learning needs. These learning tools are all **valuable devices for the consolidation, retention and future retrieval of knowledge.**

LEVEL TWO INDIVIDUALIZED RETENTION TOOLS

These tools are a higher-level, individualized LC Retention Tools. These tools may have students **creating learning products, such as rubrics, comic books, graphing notes or mnemonics.** This level consists of **very effective memory tools**; however, they may be

for a student who can endure a **higher-level knowledge and retention experience**. In addition, this level of tools may also be very effective for a **couple of individuals working together**, who have simultaneously completed the same curriculum.

TEACHER LEVEL ASSISTANCE INDIVIDUALIZED RETENTION TOOLS

These are retention tools that are compatible to individualized instruction, however requiring **minimal "Teacher Level Assistance"**. The teacher assistance required may consist of providing a **list of technical terms, list of lesson topics, critical lesson questions or general statements/beliefs** related to the lesson.

 Back to LC Tour Map

How to Access Student Mapping Tools?

LC STUDENT MAPPING CONSTRUCTION TOOLS

ENTICE	ENLIGHTEN	ENGAGE	EMBRACE

mapping 🔍 | Sequence ⌄ | Intensity ⌄ | Advanced ⌄ | ❓

Are you going to use small groups with your selected achievement tool?

10 MIN   001 Analogy Comparison Mapping Student Activity Sheet

30 MIN   002 Concept Mapping Lesson Review Student Activity Sheet

30 MIN   002 Floor Size Concept Mapping Lesson Review Student Activity Sheet

10 MIN   002 Metaphor Mapping Student Activity Sheet

20 MIN   002 Notetaking Concept Mapping Student Activity Sheet

20 MIN   002 Problem Solving Mind Mapping Visual Student Activity Sheet

30 MIN   003 Brainstorming Using a Life-Size Mind Mapping Student Activity Sheet

Infusing Mapping Construction Student Tools into the classroom…

A map is basically **a "mental map of the content"**. It is a diagram that connects thoughts on paper around a central subject, very similar to how the brain links content for retention and long-term retrieval. Several tools throughout all instructional components provided are focused on **creating maps to access prior knowledge, to improve notetaking strategies and to increase reflection and retention success**. Creating **portable mapping construction toolboxes** for use by individuals, partners or small groups may save lesson planning time and repeated effort.

CREATION OF CONCEPT MAPS (Individual, Partner, Small Group or Class)	
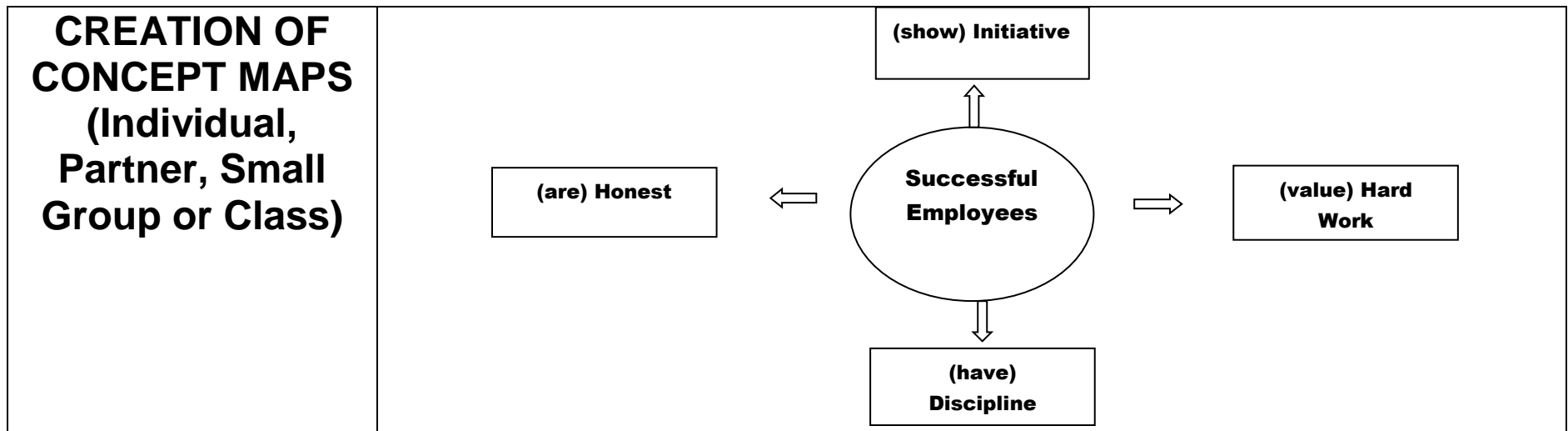
SMALL GROUP MAPPING CONSTRUCTION PORTABLE TOOLBOX (Inventory Tags Available)	
SMALL GROUP TRI-FOLD MAP (Topic, KeyPoint and Detail Squares Available)	**CONCEPT MAPPING**
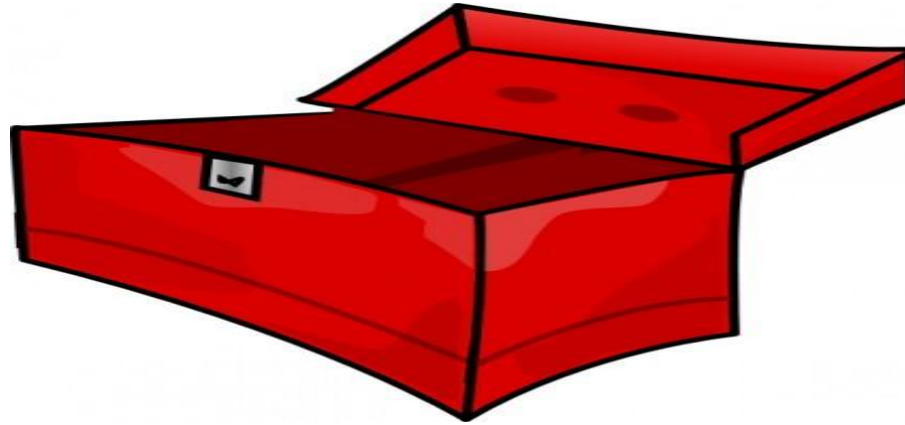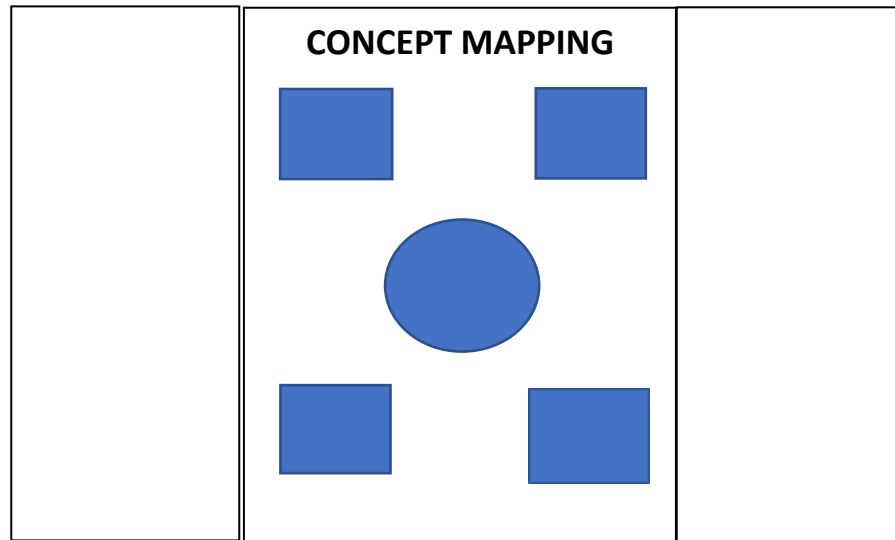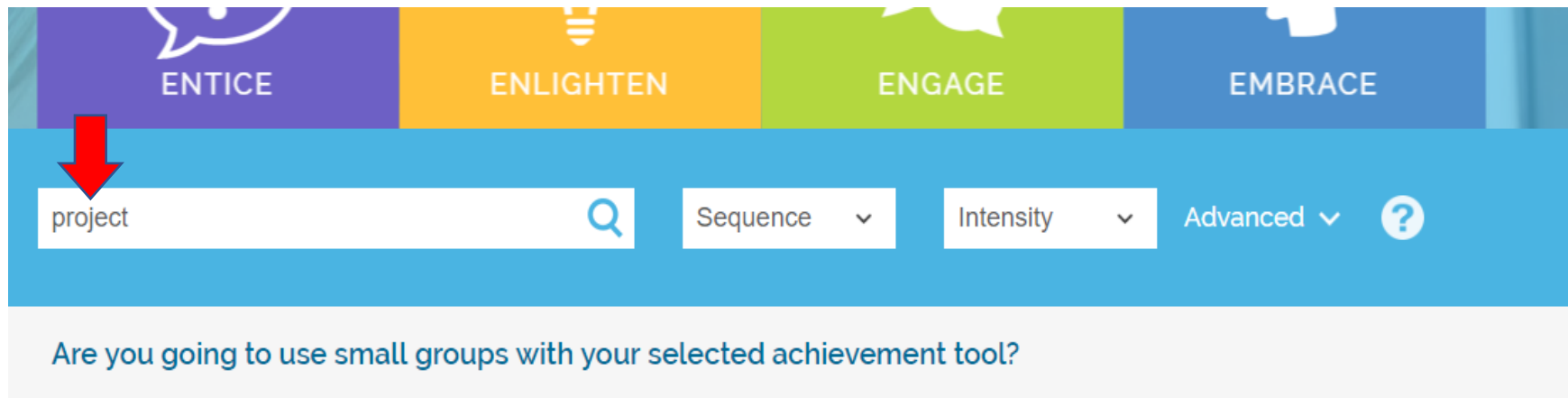
 Back to LC Tour Map

How to Access Project Leadership Tools?

LC STUDENT PROJECT LEADERSHIP TOOLS

ENTICE	ENLIGHTEN	ENGAGE	EMBRACE

project   🔍   Sequence ⌄   Intensity ⌄   Advanced ⌄   ❓

Are you going to use small groups with your selected achievement tool?

PROJECT   A. Small Group/ Project Planning - Leadership - Leadership Skills Quotient Student Activity Sheet

PROJECT   B. Small Group/ Project Planning - Leadership - Character Quotient Student Activity Sheet

PROJECT   C. Project Planning Introductory Meeting - One - Est Project Roles/Rules Student Activity Sheet

PROJECT   D. Project Planning Introductory Meeting - Two - Initial Project Questions Student Activity Sheet

PROJECT   E. Project Planning Introductory Meeting - Three - Gathering Project Ideas - Idea Rounds Std Act Sheet

PROJECT   F. Project Planning Introductory Meeting - Four - Establishing Project Goals Student Activity Sheet

Infusing Project Leadership Student tools into the classroom…

In studies **comparing traditional vs project learning outcomes**, project-based learning, **when implemented well**, increases the long-term retention of the content (Strobel & Barneveld).

PROJECT MEETING TOOLS	
Establishing: 1. Small Group Leadership Roles 2. Individual Leadership Quotients 3. Project Purpose 4. Project Ideas 5. Anticipated Project Goals 6. Project Action Plans and Checklists 7. "Timed Talk" to Stakeholders 8. Personal Project Reflection 9. Project Closure Interview 10. Contributing Factors to Project Successes and Challenges	**PROJECT MEETING AGENDAS AND SCRIPTS**

Learning Connect provides significant guidance for creating and ensuring project management success for all team members. The project tools are a continuing extension of the small group tools. The first step is to establish the small group leadership roles of Facilitator, Recorder, Reporter, Clarifier and TimeKeeper. Next, the project guidance continues by determining individual and team leadership quotients.

Effective project meetings form a basis for project success. Project meeting agendas and templates provide a valuable foundation for project planning, organization and management.

"Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning." (Strobel & van Barneveld, 2009; Walker & Leary, 2009).

PROJECT PREP - LEADERSHIP QUOTIENTS

As previously mentioned, throughout the year, before or after dividing into small groups, it is beneficial for any small group member to assess their leadership and communication skills. Following are descriptions of the Leadership and Character Quotient Skills Sheet for completing this task.

A. Small Group/Project Planning – Leadership Quotient Skills Sheet

This Leadership Skills Quotient Skills Sheet provides and assesses each small group member on the leadership skills necessary for success in a small group setting. This Leadership Quotient Skill Sheet allows each member to determine their own personal leadership quotient. In addition, a Small Group Leadership Component average score

can be generated for each project group to focus on improving leadership skills within their group, as a whole.

B. Small Group/Project Planning – Leadership Project Participant Character Quotient Skills Sheet - This Character Quotient Student Activity Sheet allows a discussion of the characteristics and behaviors of a good manager and a good employee in the workplace. The comparisons of the traits of a good manager and a good employee to a good project manager and project participant is discussed, since there are many similarities in the workings within a project group to the operations of a workplace.

PROJECT PREP – PROJECT MEETINGS

C. Project Planning Introductory Meeting One – Establishing Roles/Rules Student Activity Sheet - The first step is to identify the roles within your project group. There are several ways to accomplish this goal, including drawing for the roles. Following are tools that will help you determine the role each participant will play during project management meetings. Please select the appropriate Project Group Leadership Draw Tool and follow instructions provided. Each Leadership Draw requires scissors and a container to complete the process. (An envelope or a paper folded in half and stapled down on each side can create a pocket to substitute for a container.)

D. Project Planning Introductory Meeting Two – Answering Initial Project Questions Student Activity Sheet - As directed by teacher, after establishing the project roles and rules, a template is offered to provide guidance to the group in determining their current knowledge level on the project, and the areas needing more discussion and research. The Project Recorder will record the group's responses on the flip chart provided. After receiving the information/instructions available about the proposed project's purpose and perimeters, the problem statement to be addressed will be identified. The next step will be to generate project ideas and establish consensus.

E. Project Planning Intro Meeting Three – Gathering Project Idea Rounds – Ideas Student Activity Sheet - With the help of the project facilitator, the project team will conduct rounds, allowing each team member to provide three project ideas for each five-minute round. After completing each round, the idea sheets are to be turned in and re-distributed allowing each team member to build upon the ideas of another team member listed on the paper received. The number of rounds conducted depends upon the number of team members in the group. Use a separate sheet of paper to complete rounds, if necessary.

F. Project Outcomes Meeting Four – Establishing Project Goals Student Activity Sheet – After the project team selects their goals and objectives by consensus, from the ideas submitted, their next step is to establish goals and objectives for

implementing the selected idea(s).

G. Project Planning Action Meeting Five – Establishing Event or Activity Action Plans Student Activity Sheet - After establishing the anticipated outcomes for your project, the next step is to use the Learning Connect tools provided to create a GOAL STATEMENT and ACTION PLAN to accomplish the determined project/solution. At the discretion of the instructor, it is suggested that community/industry personnel, who may have interest in the project topic and/or a willingness to serve as a mentor, be contacted. These mentors can assist in providing direction, resources and recognition. The action plan provided will help the project team establish developmental phases. Each member should establish individual goals/objectives and individual task lists. It is recommended that laminated check-off lists and project journaling processes be infused within the work process.

H. Project Planning Action Meeting Six – Generating Anticipated Results - The team should anticipate four to six Anticipated Results and Learning Outcomes based upon their current knowledge, realizing there may be some changes as additional knowledge is acquired during the implementation process.

I. Project Planning Action Meeting Seven – Generating Project Rubrics - Team will follow instructions provided to developing a rubric for each major activity or event within your project. A rubric provides criteria for quality assessment or measuring

attainment of goals. It defines and describes what success would look like for each major event, task or component within the project.

H. Project Planning Action Meeting Eight - Providing a Project Introductory Stakeholder Timed Talk - Since projects are moving targets and ever-changing, it is vital to keep peers, school administration and other prospective project stakeholders up-to-date on the goals, direction and decisions concerning the project. This presentation template will guide a project team in creating effective "Timed Talks" after the planning stages and upon completion of your project. Presenters will share the purpose of the project, its importance, relevancy, anticipated outcomes and an overview of the action plan.

PROJECT REFLECTION TIMED TALK TEMPLATES

I. Project Planning Assessment and Accomplishment Meeting Nine – Personal Reflection "Timed Talk" Template - This template allows a student to reflect on learning results as well as personal and real-life applications gained from the project experience.

J. Project Planning Assessment and Accomplishment Meeting Ten – Contributing Factors "Timed Talk" Template - This template allows a small group, individually or as a group, to share their most successful and/or most challenging project outcomes and determine the contributing factors that lead to the project successes and challenges. In addition, the outcome of the presentation template is a visual aid that can be used

within the presentation.

K. Project Planning Assessment and Accomplishment Meeting Eleven– Project Closure Interview and "Timed Talk" Template - This template allows project members to compare and share their opinion of project accomplishments. By explanations, evidence and contrasting opinions, the learning results of the project can increase tremendously.

How to Access Student Career Planning Enrichment Tools?

LC STUDENT CAREER PLANNING ENRICHMENT TOOLS
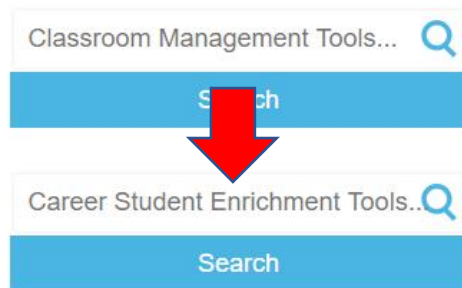
Infusing Career Planning Student Enrichment tools into the classroom...

Students can enjoy enriching **Career and Entrepreneurial skills** to dream big and set higher goals. They will build their own **Small Business Portfolio** or **Business Plan**, including a **diorama** of their own business. The diorama will **depict the student's prospective business layout and storefront, down to the smallest detail.**

Students can also create a **five-year time capsule** concerning their planned long-term career and personal goals. Students will be well-equipped to answer the interview question of **"Where do you see yourself in five years?"**

EASY ACCESS Using CAREER STUDENT ENRICHMENT TOOLS SEARCH BAR

1. To access **CAREER STUDENT ENRICHMENT** tools, such as the **ENTREPRENEURSHIP SERIES STUDENT TOOLS**, insert the word – "**ENTRE"** or keyword of specific tool.

2. To access **CAREER PLANNING TOOLS**, such as a **FIVE-YEAR TIME CAPSULE** or another specific career tool, insert the word **– "CAREER"** or keyword of specific tool.

3. Job Interview and Team-Building tools are under development for this section.

ENTREPRENEURSHIP CAREER TOOLS
Starting "My Own Small Business" Portfolio File
ENTR 000

Entrepreneurship Enrichment Student Contract
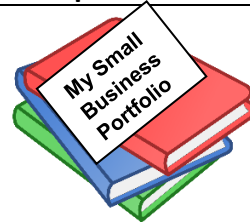
Welcome to the LC Entrepreneurship Enrichment Program. An enrichment program is not a primary curriculum, but an opportunity to compliment a related primary course or class. The purpose of this program is to begin the journey of constructing your own personal "Small Business Portfolio" or "Small Business Plan", brick by brick. Each Entrepreneurship tool selected in the student contract below will guide you through learning encounters for attaining business success. Within each individual entrepreneurship tool, there is a section noted with a "My Small Business Portfolio Symbol". This symbol indicates the section of the entrepreneurship tool, once completed, can serve as an artifact or "evidence of knowledge accomplished". Each artifact can serve as the next building block in assembling your own small business portfolio/plan. Since the Entrepreneurship series are enrichment tools, the number of tools completed can be very flexible. Some students may only complete a few tools and others may complete several tools over a one or two-year enrollment span within an occupational or academic program. These Entrepreneurship tools are applicable to most industries or occupational career goals. This enrichment program is based upon the number of tools selected and the length of the sponsoring class/course. Whether completing one or two tools or twenty tools, a student can be benefit by visualizing their Entrepreneurship dream.

Participant Name:		Date:	

Selected Tools	Entrepreneurship Tool Description	Portfolio Artifacts	Date Completed
	ENTREPRENEURSHIP CAREER TOOL 000A – "Student Entrepreneur Small Business Portfolio Contract" - Since this Entrepreneurship series consist of enrichment tools, the number of tools completed by students can be very flexible, depending upon the timeline available. Some students may only complete a few beginning Entrepreneurship tools, while others may complete	Student Entrepreneur Small Business Portfolio Contract – Student and teacher will complete a contract selecting the tools to be completed for the	

	several tools over a one or two-year enrollment span within an occupational program, academic course or several specified academic courses (thematic approach).	Entrepreneurship Enrichment Program.
	ENTREPRENEURSHIP CAREER TOOL 000B – "Starting My Own Small Business Portfolio Template"- By completing the Learning Connect Entrepreneurship Series, students will simultaneously be constructing their own "My Small Business Portfolio", brick by brick.	Student Entrepreneur Small Business Portfolio Template – Student will receive The Title Page and initial template of sentence stems for starting examples.
	ENTREPRENEURSHIP CAREER TOOL 0001 – "So You Want to Be a Business Owner?" – Student will complete a Small Business Traits Rating Scale to discover their strongest personal qualities for business success. Next, they will provide examples of personal experiences portraying these qualities and complete a business resume template for their small business portfolio.	My Personal Entrepreneurial Traits for Business Success – Student will share their strongest entrepreneurial traits, personal examples and a resume.
	ENTREPRENEURSHIP CAREER TOOL 0002 – "Establishing a Business Purpose and a Business Model - Student will go through a critical thinking process to specifically determine and create their business purpose using the template provided.	A. An Established Company Purpose B. An Established Business Model
	ENTREPRENEURSHIP CAREER TOOL 0003 – "Establishing a Company Name" – Student will do some preliminary research on their prospective business name possibilities and their availability within business name databases of the Oklahoma Secretary of State as well as well as the U.S. Trademark and Patent Office.	A. Prospective Company Name B. A Proposed Trade Name or Trademark
	ENTREPRENEURSHIP CAREER TOOL 0004 – "Establishing a Business Mission" – Student will go through a critical thinking process to specifically determine their business mission. Next, they will complete a business mission using the template provided.	An Established Company Mission
	ENTREPRENEURSHIP CAREER TOOL 0005 – "Establishing a Business Structure" – Student will learn the advantages and disadvantages of common business structures for conducting business. They will select their preferred type of business ownership based upon their business purpose and activity.	A Legal Structure Selection - Student will share rationale for legal business structure selection.
	ENTREPRENEURSHIP CAREER TOOL 0006 – "Registering Your Business Entity" – Once a business structure is selected, student can now take ownership of their business name by registering it on the state and federal level. There will learn different ways to register your business name on both the state and national level, and with any state where business is conducted.	Business Registration Process and Cost – Student will share the process and cost for registering their company name, (trade name) and online domain name.
	ENTREPRENEURSHIP CAREER TOOL 0007 – "Obtaining Proper Licenses, Permits and Tax IDs" – After students learn how to register their own business	Business/Industry Licenses and Permits – Student will share the

	name/trademark, they will discover how to secure a Federal Tax ID or Employer Identification Number. Last, they are directed to the Department of Commerce to explore the needed permits and professional licenses required for their small business by state industries.	process and cost for obtaining the proper permits and licenses for their business and industry.	
	ENTREPRENEURSHIP CAREER TOOL 0008 – "Determining My Business Target Market" – Student will learn about market research and learn how to identify the demographics, distinct customer characteristics and related buying behaviors of their potential customers.	Target Market – Student will share their proposed product line, consumer characteristics, customer's location and business competitors.	
	ENTREPRENEURSHIP CAREER TOOL 0009 – "Establishing a Business Logo" – Student will go through a critical thinking process, with the use of online tools, to establish their own business logo.	Business Logo – Student will provide a thumbnail sketch of their business logo and the rationale for their choices.	
	ENTREPRENEURSHIP CAREER TOOL 0010 – "Establishing a Business Slogan" – Student will go through a critical thinking process, with the use of online tools, to determine their business slogan.	Business Slogan – Student will provide their slogan and their rationale for their choices.	
	ENTREPRENEURSHIP CAREER TOOL 0011 – "Creating a Business Store Layout" – Students will create solutions-oriented and flexible business layout diagrams. The business diagram will include the size and location of each station/department as well as any permanent structures, fixtures and furniture.	Business Layout – Student will provide the layout for their business and the rationale for their choices.	
	ENTREPRENEURSHIP CAREER TOOL 0012 – "Creating a Business Store Front Display" – Students will create a thumbnail sketch of their business front, including a front window display, if applicable. Principles for effectively displaying store product are provided in a Business Front Window Display Rating Scale.	Business Store Front Display – Student will provide a description, possibly sketches of their business store front, including a window display, if applicable.	
	ENTREPRENEURSHIP CAREER TOOL 0013 – "Creating a Business Layout Diorama" – Student will develop a Small Business Diorama. A Diorama is a lifelike replica or small three-dimensional scene created from layers of materials, such as shoe boxes, cardboard boxes or even foam board. Beginning with a thumbnail sketch of the store layout, the diorama will be customized to depict and showcase the store layout and store front of the planned business, down to the smallest detail.	Business Layout Diorama – Student will provide pictures of their diorama, showing both the business layout and the front of the business.	
	ENTREPRENEURSHIP CAREER TOOL 0014 – "Determining a Business Location" – Using a business location rating scale process, students will	Business Location – Student will select location within the local	

	determine the advantages and disadvantages of a selected business location within their own community.	community and provide the rationale for the selection.	
	ENTREPRENEURSHIP CAREER TOOL 0015 – "Developing a Business Website" – Student will learn the process of how to acquire and register their own online business domain name. Next, they will design a wireframe of their prospective business website homepage layout, including an online company profile. A wireframe is first the design step before meeting with a web designer.	**Available July 1, 2019** A. Registered Domain Name B. Business Website Homepage Wireframe C. Online Company Profile	
	ENTREPRENEURSHIP CAREER TOOL 0016 –" Establishing Business Operations and Pricing Policy Strategies"– Student will establish their business pricing policies for their specific product lines or range of services. Next, a break-even analysis will be completed on a proposed product or service. Last, student will devise an operating plan as part of the business's strategic plan to show the steps of creating and/or selling a product or creating and/or delivering a service.	A. Established Business Pricing Policy B. Break-Even Analysis C. Established Business Operating Plan	
	ENTREPRENEURSHIP CAREER TOOL 0017 – "Creating a Grand Opening Promotional Mix" – Student will design a promotional plan for the Grand Opening of their new business using the Promotional Mix template provided. The template allows business owner to select various advertising options, including a special ribbon-cutting event for the Grand Opening of their small business.	Business Grand Opening – Student will share their selected promotional mix using local advertising media and their own customer and market data.	
	ENTREPRENEURSHIP CAREER TOOL 0018 – "Developing a Newspaper Ad Layout" – Student will design and assess their simple Grand Opening ad layout using the ad design criteria and rubric provided.	Business Grand Opening – Student will share their newspaper advertisement for their business and the rational for their choices.	
	ENTREPRENEURSHIP CAREER TOOLS 0019 – "Developing a Radio Commercial" – Student will design and assess their own simple Grand Opening 15-minute or 30-minute radio commercial using the radio advertisement templates provided.	Business Grand Opening – Student will share their radio spot advertisement for their business and the rational for their choices.	
	ENTREPRENEURSHIP CAREER TOOL 0020 – "Developing a Promotional Aid" – Student will design a specialty advertising item for their business using the planning sheets provided. The design will include a description of their illustration and their message.	Business Grand Opening – Student will share their promotional specialty item prototype for their business and the rational for their choices.	

	ENTREPRENEURSHIP CAREER TOOL 0021 – "Developing a Billboard Ad" – Student will design a billboard ad for their business using the planning sheets provided. The design will include a description of their illustration, their message and a prototype of their billboard.	Business Grand Opening – Student will share the billboard ad for their business and the rational for their choices.	
	ENTREPRENEURSHIP CAREER TOOL 0022 – "Developing a TV or Cable Ad" – Student will design a Grand Opening TV commercial using the television planning sheet, script page and storyboard. A TV Commercial Advertising Rubric provides the quality components to evaluate the proposed TV commercial.	Business Grand Opening – Student will share their television commercial planning sheet, script page and storyboard.	
	ENTREPRENEURSHIP CAREER TOOL 0023 – "Developing an Online Ad Presence" – Student will create an online presence by developing a Grand Opening ad for an online entity, such as Facebook. Directions for accessing Facebook advertising options will be provided.	Business Grand Opening – Student will share their online advertising choices, strategies and rationale for their choices.	
	ENTREPRENEURSHIP CAREER TOOL 0024 – "Planning a Grand Opening Special Event" – Student will design a special event for their local Grand Opening and Ribbon Cutting opportunity using the event planner template provided. The event task list will be adjusted to meet their business special event needs.	Business Grand Opening – Student will describe their special event and share their customer's Grand Opening experience upon arrival, during their visit and their departure.	
	ENTREPRENEURSHIP CAREER TOOL 0025 – "Developing Business Publicity" – Student will develop a list of possible publicity opportunities in their community for their business. Next, they will select one event and write a publicity article for the newspaper using the template provided.	Business Grand Opening – Student will share a list of publicity opportunities for their small business and their publicity news article.	
	ENTREPRENEURSHIP CAREER TOOL 0026 – "Generating Customer Sales" – Student will generate the features and benefits of a product or service within their industry. Next, they will create a sales demonstration utilizing each step of a sale.	Sales Skills Training – Student will share their sales demonstration script for their selected product or service.	
	ENTREPRENEURSHIP CAREER TOOL 0027 – "Providing Effective Customer Service" – Student will receive the components of good customer service. Templates are provided to lead students through the process of handling several customer types and conducting an actual sales presentation on a selected product or service.	Customer Service – Students will share their script for skillfully handling a difficult customer for their business.	
	ENTREPRENEURSHIP CAREER TOOL 0028 – "Creating Financial Statements" – Student will learn about and create three of most important financial statements for the small business owner – the balance sheet, income statement and cash flow statement.	Available August 1, 2019	

	ENTREPRENEURSHIP CAREER TOOL 0029 – "Developing a Business Plan" – Student will develop a list of tasks to complete their business plan and presentation to a local bank or business investor.	Available August 1, 2019	
	Level II - ENTREPRENEURSHIP CAREER TOOL 0030 – *"Hiring Business Personnel"* **–** Student will review the process for hiring business personnel, including writing a job description and conducting the job interview process, including adherence to personnel legal requirements.	Available October 1, 2019	
	Level II - ENTREPRENEURSHIP CAREER TOOL 0031 – *"Training Business Personnel"* **–** Student will establish the process for training business personnel within their business using the training templates and processes provided.	Available October 1, 2019	
	Level II - ENTREPRENEURSHIP CAREER TOOL 0032 – *"Guiding Business Personnel"* **–** Student will establish the process for training, guiding and correcting business personnel within their business using the templates and processes provided.	Available October 1, 2019	
	Level II - ENTREPRENEURSHIP CAREER TOOL 0033 – *"Evaluating Business Personnel"* **–** Student will establish the process for evaluating business personnel and conducting an evaluation conference within using the templates and processes provided.	Available October 1, 2019	
	(OPTIONAL) - **ENTREPRENEURSHIP CAREER TOOL 0034 – "One Day School Entrepreneurship Capstone Simulation" –** Student will participate in an all-class simulation to assess their Entrepreneurship "Small Business Portfolio" and accompanying "Small Business Diorama". The winning students will represent their class/program in the "Entrepreneurship Capstone Simulation" to be held in auditorium or conference center of the school. Local community and industry personnel will be asked to serve as judges to select the top small business portfolios and dioramas.	Available November 1, 2019	

Student Signature:	Date:
(High School Students Only) Parent's Signature:	Date:
Teacher Signature:	Date:

PORTFOLIO BUILDING STUDENT INSTRUCTIONS

Each tool selected in the contract can be provided to the student on a desktop computer or on an USB, as the contract is being completed. However, a "My Small Business Portfolio" file should be established as a separate file that is only for the portions of the tool designated for the portfolio. Upon completion of each portfolio section within each tool, (marked with the "portfolio symbol"), this section/portion should be copied/pasted or scanned into a file established for your portfolio files only. However, if any of your additional worksheet or activities completed within any small business tool reflects well upon you and your business, (even though it does not have the portfolio symbol), please feel free to copy/paste or scan into your portfolio file. As with any downloaded table document, minor adjustments in margins and borders may be necessary.

It is recommended that a back-up file of your "My Small Business Portfolio" also be kept in the classroom. Remember, when building a portfolio, always put your best foot forward.

For Instructor Only:

Curriculum Infusion

This Entrepreneurship Enrichment program is developed to accompany any selected course or class interested in promoting Entrepreneurship. It is not the primary curriculum, but can to serve to enrich, broaden or accelerate the current primary curriculum. The "Small Business Portfolio" learning opportunities can be infused within a single course or serve as a thematic approach for multiple courses due to the variety of underlying skills addressed.

Tool Selection

Since this Entrepreneurship series consist of enrichment tools, the number of tools completed by students can be very flexible, depending upon the timeline available. Some students may only complete a few beginning Entrepreneurship tools, while others may complete several tools over a one or two-year enrollment span within an occupational program, an academic course or several specified academic courses (thematic approach). Whether completing one or two tools or twenty tools, students can be benefit by visualizing their Entrepreneurship dream. Most of the Entrepreneurship tools are applicable to most industries or occupational career goals. However, when completing the contract, please use discretion in selecting tools for the contract. The following reasons may eliminate tools from being checked for planned completion on the student contract:

1. No need for the tool within the selected industry or occupation.
2. No need for an extensive business location knowledge because business' service is provided at customer's home, such as a plumber, exterminator, electrician, etc.

3. No need for a Brick and Mortar location due to the business being an online entity only.
4. No need for all promotional tools because of limited choices made in developing their Grand Opening Promotional Mix.
5. No need for employee training tools due to no plans for additional employees for their business upon launch and a long period of time thereafter.

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How to Access Effective Classroom Management Tools?

LC CLASSROOM MANAGEMENT TOOLS

LEARNING CONNECT

An Instructional System For Raising Student Achievement

| ENTICE | ENLIGHTEN | ENGAGE | EMBRACE |

Search tools here... | Sequence ∨ | Intensity ∨ | Search

Classroom Management Tools...

Search

Career Student Enrichment Tools..

Search

WELCOME TO LEARNING CONNECT

LEARNING CONNECT is a computerized student-driven instructional system for raising student achievement in the classroom. It provides a consistent, systematic process for embedding

Infusing Classroom Management tools into the classroom...

Enjoy **customized documents that can enhance classroom environment and student success**, such as **discipline contracts, student conference reports**, **field trip planning forms** and **substitute planning tools** (with student pictures and easy assessment box, student respondent sticks, sub follow-up forms, etc.)

Variety of Methods for EASY ACCESS TO CLASSROOM MANAGEMENT TOOLS Using CLASSROOM MANAGEMENT TOOLS SEARCH BAR

1. To access classroom management teacher tools, insert the word – "**TEACHER TOOLS**"
2. To access specific classroom management teacher tools, such as a Student Behavior Contract, Field Trip Checklist, Substitute Planning Guide or Teacher Conference and Grade Reports, insert key words, such as, "**DISCIPLINE", "FIELD TRIP", "SUBSTITUTE" or "REPORT".**

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LC Quick Start Guide Bibliography

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