ESU #3 Presents:

Dr. Michael Hock, University of Kansas
Teaching Students Strategies for Learning How to Learn in Core Classes: The Case for Strategic Tutoring

Date: Thursday, October 3, 2013
Time: 8:30 a.m. – 3:30 p.m.
Location: ESU #3 Cass / Douglas Room
Fee: Free for districts in the SE-CIP Consortium, $30.00 for Non-SECIP Consortium Districts, $42.00 for all districts outside the ESU #3 area

Audience: Special Education Teachers (K-12), Speech-Language Pathologists, Para-Educators assigned to support/resource rooms, Administrators and Parents

In Strategic Tutoring, strategies for learning how to learn and perform are taught to students while they receive help with class assignments. Thus, eventually students learn techniques that allow them to perform independently in their classes. Learning strategy instruction is instruction in how to learn and how to perform specific tasks. A strategic tutor introduces the student to a strategy to assist with homework while the student completes the assignment. By completing the problems using the strategy suggested by the tutor, a student can learn to solve homework problems and, more importantly, to solve problems on quizzes and tests in his or her classroom independently. Strategic tutors expect students to learn skills and strategies that support independent learning and apply those skills and strategies to current classroom demands. Tutors guide students through four key instructional phases:

Assessment: The tutor determines the student’s knowledge of the assignment and the effectiveness of the student’s current approach to the task. If the strategy is ineffective or inefficient, the tutor moves to the next phase.

Co-Constructing: The tutor creates a new strategy with the student. In most cases the newly constructed strategy includes elements of the student’s current strategy that have been enhanced by the tutor’s strategy.

Teaching Phase: The tutor systematically teaches the strategy to the student by modeling how to use the strategy, checking the student’s understanding of the strategy, and providing support as the student applies the new strategy to the assignment. When tutors model strategies for students, they demonstrate how to use each step of the strategy. The tutor checks to ensure that the student understand each of the strategy steps and has taken notes over the strategy so that he or she can refer to the notes when using the strategy independently.
**Transferring:** The tutor helps the student plan for independent application of the strategy in general education classrooms or other learning environments. For example, the tutor might cue the student to use the strategy when taking an upcoming quiz or test.

In this manner, tutors not only teach a strategy that helps student complete class assignments successfully, but more importantly, they teach students a strategy that can be used independently whenever students encounter similar assignments.

**Program Description:**

- Strategic tutoring is useful in helping students improve reading skills as well as subject-specific knowledge.
- For optimal results, students need to attend strategic tutoring sessions three times weekly for 50-60 minutes.
- To see dramatic changes in school performance, students need to work with skilled strategic tutors for six weeks.
- Student willingness to learn and improve is a key factor to success.
- Strategic tutoring has been successful with upper elementary, middle and high school, and college settings. Whenever students have assignments that require skills and strategies beyond the student's current skill level, strategic tutoring is appropriate.

**Sites / Population Served:**
Designed as a complement to school day learning, Strategic Tutoring works well for at-risk learners and those whose learning techniques would benefit from augmentation. Some of the students in studies of Strategic Tutoring have had learning disabilities and have benefited from the strategies taught.

**Outcomes:** At the conclusion of this workshop, participants will know how to explicitly teach students proven strategies for reading textbooks, writing essays, and completing math problems. In addition, they will learn how to create new and unique strategies that address the specific needs of the students they support.

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**Registration Deadline: September 26, 2013**

Please sign-in to your IRIS account or create an account and then register for this workshop. ([https://iris.esu3.org/workshops/SectionList.aspx](https://iris.esu3.org/workshops/SectionList.aspx))

Please contact Liz Lewis at elewis@esu3.org or call 402-597-4958 for registration questions.