getting to
Got it!

Helping Struggling Students
Learn How to Learn

Betty K. Garner

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Getting To Got It Helping Struggling Students Learn How To Learn:

Getting to "Got It!" Betty K. Garner,2007-11-15 It s one of the great mysteries of teaching Why do some students get it and some students don t In this book Betty K Garner focuses on why students struggle and what teachers can do to help them become self directed learners Difficulty reading remembering paying attention or following directions are not the reasons students fail but symptoms of the true problem underdeveloped cognitive structures the mental processes necessary to connect new information with prior knowledge organize information into patterns and relationships formulate rules that make information processing automatic fast and predictable and abstract generalizable principles that allow them to transfer and apply learning Each chapter focuses on a key cognitive structure and uses real life accounts to illustrate how learners construct meaning by using recognition memorization conservation of constancy classification spatial orientation temporal orientation and metaphorical thinking The author s simple techniques stress reflective awareness and visualization It s by helping students to be conscious of what their senses are telling them encouraging them to visualize the information for processing and then prompting them to ask questions and figure out solutions on their own that teachers can best help students develop the tools they need to Gather organize and make sense of information Become cognitively engaged and internally motivated to achieve and Experience learning as a dynamic process of creating and changing Suggestions for using these techniques in daily classroom practice advice on lesson planning for cognitive engagement and guidelines for conducting reflective research expand this book s practical applications Use it not only to help struggling students break through hidden barriers but to empower all students with tools that will last a lifetime **Actions of Their Own to Learn** ,2017-01-01 What does it mean to take actions of one s own to learn How do human beings create meaning for themselves and with others How can learners active efforts to build knowledge be encouraged and supported In this edited compilation scholars from a diverse range of academic and professional backgrounds address these questions grounded in the conviction that the ability to take effective action of one s own to learn is itself an essential form of knowledge In an era of dramatic social environmental and political change the need to access vast amounts of information to make decisions demands that learners become active agents in their own knowledge development Educators are transforming ideas about their role s as they strive to provide guidance to help learners take the lead in their own learning Learners are building new ideas about their capacities to gather and organize information while working with others No longer simply consumers of information they are beginning to see themselves as capable and effective researchers Researchers are also expanding ideas about their knowledge gathering work and identities No longer simply reporters of information researchers are seeing themselves as learners as they engage in deeper more collaborative ways with participants in their research Chapter authors describe their dedicated and often career long journeys to show the vital connections between knowledge acting to learn identity and being To engage in this work means disrupting traditional ideas about how knowledge is most effectively acquired This book will

inspire researchers educators and educational planners as they build the kinds of new participative structures needed to support individual and collective actions to learn See inside the book **Teaching English Learners and Students with Learning Difficulties in an Inclusive Classroom** John Warren Carr,Sharen Bertrando,2012 This guidebook offers powerful concrete ways to engage all middle and high school students especially English learners and students with other special needs in successful learning Teachers will benefit from the practical evidence based approaches for teaching standards based content in any subject area School and district leaders will benefit from the sustainable schoolwide and districtwide practices that respect diversity and support inclusion Authors John Carr and Sharen Bertrando provide invaluable insight tools and strategies including An effective framework for teaching diverse learners in any core discipline Specific steps and resources for helping students organize concepts develop appropriate use of academic language and communicate ideas effectively Rubrics identifying key characteristics of five English language proficiency levels along with teaching strategies appropriate for each Methods for scaffolding assessments to ensure every student has a fair and accurate way to communicate what he or she is learning A lesson plan template for combining and putting into practice all of the ideas approaches and tools included in this guidebook **How to Reach the Hard to Teach** Jana Echevarría,Nancy Frey,Douglas Fisher,2016-08-26 For every teacher it s different but you know who they are for you the students who are hard to teach Maybe they re reading far below grade level Maybe they re English learners Maybe they have diagnosed learning disabilities or behavioral issues Maybe they re underachieving for reasons that are unknown They have been overlooked or underserved or frustrated and they re not learning as they should Until now Until you How to Reach the Hard to Teach presents a thoughtful and practical approach to achieving breakthrough success with linguistically and culturally diverse students who struggle in school Combining elements of the SIOP Model and the FIT Teaching approach authors Jana Echevarr a Nancy Frey and Douglas Fisher take stock of what we know about excellent instruction and distill it into five guiding principles Set high expectations Provide access to the core curriculum Use assessment to inform instruction Attend to language development both English and academic Create a supportive classroom climate You ll learn specific practices associated with each principle and see how real life teachers are employing these practices in their classrooms so that all students have the opportunity to learn and receive optimal support for that learning Every teacher has had the experience of seeing a hard to teach student in a new light and realizing all he or she might achieve This book is about shining that light of possibility on the students who challenge us most interrogating our beliefs and taking action to ensure they receive the best instruction we have to offer **Hanging In** Jeffrey Benson,2014-01-02 Many students arrive at school with unique mixtures of family histories traumatic experiences and special needs that test our skills and try our patience In Hanging In Strategies for Teaching the Students Who Challenge Us Most veteran educator Jeffrey Benson shows educators the value of tenacity and building connections in teaching the students who most need our help This essential guide includes Detailed portraits

based on real life students whose serious challenges inhibited their classroom experience and how they eventually achieved success Strategies for how to analyze students challenges and develop individualized plans to help them discover a sense of comfort with learning with in depth examples of plans in action Recommendations for teachers and support team on how to gain skills and support and not lose hope through the ups and downs of the work and Specific advice for administrators on constructing systems and procedures that give all our students the best chance for success Just as teaching the students who challenge us is among our most frustrating experiences as educators sticking with students until they finally get it is among our most rewarding In Hanging In you ll find the inspiration and field tested ideas necessary to create a patient and supportive environment for even the most demanding cases in the classroom **Designing Professional Development for Change** James Bellanca,2009 A practical easy to follow guide for moving toward positive change for schools Linda Diaz Program Specialist for Professional DevelopmentMonroe County Schools FL Offers readers the guiding principles and essential ingredients that must be incorporated into successful professional development programs David Freitas ProfessorIndiana University South Bend Implement professional development practices that generate systemic change to improve teaching and learning Enriching the professional lives of teachers is not only an art but a science This resource provides a research validated road map for staff developers and principals to promote positive student outcomes and increase school performance through effective professional development The new edition offers practical methods for designing staff development experiences that facilitate a high level of learning transfer into the classroom Administrators and staff developers will find guidelines for professional development that fosters meaningful cognitive connections for participants and supports continuous academic improvement and lifelong learning for students This substantially updated revision includes A three stage framework that helps ensure sustainable results Emphasis on mediated learning experiences and skillful coaching for adult learners A focus on the site based professional developer s role as a champion for change The second edition of Designing Professional Development for Change offers a starting point for cultivating quality professional learning experiences that lead to improved classroom instruction **Research on Classroom Ecologies** Deborah L. Speece,Barbara K. Keogh,2013-04-03 Written during a period of reexamination and change in the field of special education this book was developed in order to provide a better understanding of the contexts in which children receive their formal education The movement toward the least restrictive environment for the education of children with disabilities is weathering a wave of reinterpretations including mainstreaming the regular education initiative and inclusion While each interpretation has its proponents and critics limited theory and few data are available to guide these important policy decisions Focusing specifically on classrooms the settings where educators can have the most immediate impact and where research is most needed this volume s goals are to establish what is known about classroom ecologies from both general and special education perspectives to integrate the perspectives of researchers and practitioners and to chart directions for further research

specifically related to children with learning disabilities The construct of classroom ecology is defined as three interrelated domains instruction teacher and peer interaction and organization and management This scheme provides the structure for the book Taken as a whole the content of the volume underscores the limits of current knowledge and at the same time provides directions for needed changes in both research and practice   Teaching Kids with Learning Difficulties in the Regular Classroom Susan Winebrenner,1996 Provides a wide variety of teaching stratgeies for students with disabilities Includes reproducibles   **Motivating Students to Learn** Jere E. Brophy,1998 This text is written explicitly for teachers It offers them principles and strategies to use in motivating their students to learn Although it offers theories that explain students motivational orientations it focuses on strategies teachers can use to optimize those orientations and direct them toward the academic learning golas of the school   *Interpreting Educational Research* Daniel R. Hittleman,Alan J. Simon,2002 This book provides the basic knowledge and skills to read interpret evaluate and write about quantitative and qualitative educational research It allows teachers to make program curriculum and instructional decisions based on research results The authors goal is to guide readers to think as research consumers through directed learning activities based on current integrated language arts principles and practices Chapter topics include the research process research designs reading and evaluating research reports reading and evaluating sections abstract background and purpose reading and interpreting reviews of research and locating information about research reports For teachers of any and all grade levels pre kindergarten through post graduate   **The College Buzz Book** ,2006-03-23 In this new edition Vault publishes the entire surveys of current students and alumnni at more than 300 top undergraduate institutions as well as the schools responses to the comments Each 4 to 5 page entry is composed of insider comments from students and alumni as well as the schools responses to the comments   Journal of the American Association for Health, Physical Education, and Recreation ,1950   **Journal of Health, Physical Education, Recreation** ,1950   **Cut Gems** ,1896   **The Musician** ,1916   **Yale Alumni Weekly** ,1911   **The Yale Alumni Weekly** ,1912   Annual Editions: Educational Psychology Kathleen M. Cauley,Gina Pannozzo,2006-02 From McGraw Hill Contemporary Learning Series formerly known as McGraw Hill Dushkin this twenty first edition of ANNUAL EDITIONS EDUCATIONAL PSYCHOLOGY provides convenient inexpensive access to current articles selected from the best of the public press Organizational features include an annotated listing of selected World Wide Web sites an annotated table of contents a topic guide a general introduction brief overviews for each section a topical index and an instructor s resource guide with testing materials USING ANNUAL EDITIONS IN THE CLASSROOM is offered as a practical guide for instructors ANNUAL EDITIONS titles are supported by our student website www mhcls com online   **The Brunonian** Brown University,1903   **The Golden Rule** ,1896

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