



SOAR® Learning, Inc.  
**PROFESSIONAL DEVELOPMENT**  
*real strategies to make a real difference*

**SOAR® Study Skills: Proposal for Live Training**  
 by Susan Kruger, M.Ed.



**Susan is the leading expert in deep learning skills.** She's a certified teacher and learning specialist with classroom teaching experience. She specifically studies neuroscience and develops strategies that are best aligned to brain biology for all learners, including students with learning disabilities and ADHD.

**Nearly all "strategies and programs" in education are teacher-driven.** Students, on the other hand, are never given the steering wheel; they are not empowered to take control of their learning with effective motivation or strategies for getting organized and learning effectively.

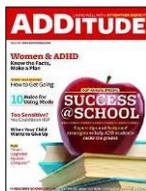
**National and state standards all focus on content.** Very little, if any, of those standards express concern for teaching students how to *access* that content. In this regard, students fend for themselves, mostly applying "surface" strategies, such as rote memorization, that barely get them through the chapter test, if they are lucky. This process does not foster long-term learning and it certainly does not develop critical thinking skills.

**This problem can change if students are empowered with strategy.** They use "strategy" in sports. They apply strategies in video games. They even know how to strategically manipulate their parents and teachers to get what they want. But, they don't apply strategy to school and learning.

**Susan uses the concept of strategic learning to turn the responsibility of learning back to the students!** Using her three criteria for being "student-friendly," every strategy must be effective, efficient, and flexible. In other words, strategies must: work effectively, require the minimal amount of time (human nature prompts all of us to seek the path of least resistance), and apply flexibly across all content areas so students have no confusion over when to use them.

**Susan's credentials include:**

- ✓ **Author of the worldwide best-selling study skills book, SOAR® Study Skills: A Simple and Efficient System for Earning Better Grades in Less Time.** Since it was first published in 2006, the book has remained in the top 1% of total sales on Amazon.com.
- ✓ **Endorsed by Ned Hallowell, M.Ed., Ed.D.,** leading ADHD expert and co-author of the best-selling book, *Driven to Distraction: "Susan Kruger is an absolute genius! She's made getting organized simple, which is the only way kids will stick with it, and she's made it fun, which is a minor miracle. She's tremendously innovative, creative, and wise!"* – Dr. Hallowell
- ✓ **Education Expert for ADDitude Magazine,** the leading publication for ADHD.
- ✓ **Premier instructor for The Learning Annex,** New York City.
- ✓ **Winner of the Adding Wisdom Award,** the only award to be recognized by Disney.com.
- ✓ **SOAR® is in 3,500+ schools across the USA and 20 countries worldwide!**



**The Learning Annex**





## Why Do Teachers Have to Work So Hard to Make Students Learn?

**Imagine the feeling of riding a bicycle** on a warm, sunny day; you are coasting along with a gentle breeze blowing through your hair.

**Suddenly, you are jarred from your enchanting daydreams** as you begin to feel a drag.

**You start pedaling harder.** From what you can see, the road ahead appears flat, but your legs confirm that you are on an incline. You push harder and harder, but only go slower. You are clearly fighting gravity.

**Teachers feel this same tension every single day.** They are working harder and harder, but are clearly feeling the drag. They are tasked with more things to do, document, and correlate every day.

**Their extended efforts never seem to be enough** as students become more apathetic and their performance continues to dwindle.

**Many people are quick to blame technology**, but that is not the root cause of the problem. In fact, if channeled correctly, technology can be a very empowering resource for students. There is something much more significant going on.

### ***THE "NEW INITIATIVE" TRAIN***

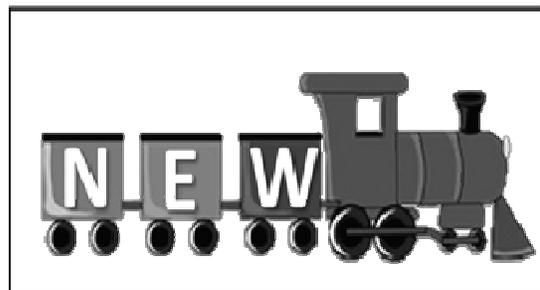
**In an effort to fix the problem, school districts and education departments usher in new "initiatives,"** designed to

improve instruction and "finally" make things better.

**These initiatives are mapped together with new curriculum standards** so teachers can have "air-tight" plans when they enter the classroom.

**The initiatives revolve in cycles, usually every 1-3 years.** Teachers roll their eyes as the new one marches in because they know that This Year's Initiative is the same as Last Year's Initiative; the only difference is the terminology.

**They are identified with various proper and common nouns.** Some "classics" include *Maslow's Hierarchy* and *Bloom's Taxonomy*. More recent evolutions include *VAK* (visual, auditory, kinesthetic), *21<sup>st</sup> Century Skills*, or *Marzano's Nine Essential Instructional Strategies*. **(CONTINUED...)**



Teachers are tired of the  
"New Initiative Train!"  
**Same story. Different year.**  
These "initiatives" only address  
50% of the equation...



## Why Do Teachers Have to Work So Hard to Make Students Learn? (cont.)

### **WHY THESE INITIATIVES DON'T WORK**

**There is nothing wrong with any of these theories or strategies.** I use most of them to create lessons and curriculum, myself.

**At best, however, they only address 50% of the equation!** They only provide perspectives and tools for *teachers* to deliver content.

**They do not teach *students* how to process that content:** how to consume it, analyze it, ask questions, or make decisions about it.

### **FOR EXAMPLE...**

**MASLOW tells teachers that students need to have their basic needs met in order to be in the green zone for learning.** This is important for teachers to know, but do we teach students how to deal with physical and emotional challenges that prevent them from reaching their optimal state of learning?

**BLOOM** taught teachers to recognize different levels of learning. But, do we teach students about these different levels...let alone how to get into "high gear" learning?

**VISUAL, AUDITORY, AND KINESTHETIC LEARNING STYLES (VAK)** are important for teachers to understand so they can provide instruction and assessments in a variety of modalities.

However, VAK only confuses students. They can identify their preferred learning styles, but there is very little students can do

about them because they have no control over the assignments and tests they are required to do.

**THE 21<sup>ST</sup> CENTURY SKILLS FRAMEWORK** is, well...confusing. The following is a description from the p21.org website:

*The Framework presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.*

**I'M** confused! How can this possibly empower students?

**MARZANO'S NINE ESSENTIAL INSTRUCTIONAL STRATEGIES** are filled with great strategies for teachers, such as encouraging teachers to use "nonlinguistic representations" (aka "symbols") to represent relationships.

But students should be taught, explicitly, that visuals are very powerful for the brain. They should then be coached through the process of making their own visuals, instead of always having visuals presented TO them.

Otherwise, they are simply memorizing meanings of symbols (low-gear learning) instead of creating their own associations (high-gear learning).

**(CONTINUED...)**



## Why Do Teachers Have to Work *So* Hard to Make Students Learn? (cont.)

### ***WHAT IS OUR OBJECTIVE?***

**Teachers are swamped with strategies detailing what they *should* do.** They grow more and more overwhelmed as they desperately try to hone their craft, only to end up feeling defeated day after day.

### **Is it any wonder?**

**Everything they have been taught** -every college class, PD session, and magazine article- **suggests that *they* must do all of the work.**

**Meanwhile, students are only learning how to follow directions** by memorizing visuals, filling in the blanks on graphic organizers, and answering questions instead of creating them.

### ***THE OTHER 50% OF THE EQUATION***

**Teachers and administrators will always feel like they are slugging uphill until students are empowered to learn *strategically*.** Study skills are the great differentiator because they are skills driven by students.

**Study skills teach students *how* to learn;** how to ask questions and navigate their way through learning with high-level skills.

**To be fair, there are some things labeled as “study skills” that are *not* student-driven.** I believe, however, that study skills should be exclusively about teaching students how to: think forward and set their own goals, create their own purpose for learning, organize their papers and supplies, learn strategically, and monitor their progress along the way.

Notice, none of these skills are about the teacher doing more work.

**It is time for STUDENTS to carry the burden of their own success.** The best thing is they WANT this responsibility. They thrive on a good challenge! They would love to be woken from their educational coma.

### ***CONCLUSION***

Students must learn how to develop their own questions and problem-solving abilities so they can be prepared for the real-world situations of being an employee, entrepreneur, or family manager. It is time to release teachers from the drag of pedaling uphill and give students a chance to feel the burn. They have been waiting for this opportunity!



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### SOAR® Study Skills: Proposal for Live Training

If you have students that are disorganized, mismanage their time, do not know how to study, have missing and late assignments, or are not working to their potential, the SOAR® System will provide the tools to help them be more successful in school. Strategies in the program cover the following topics:

- Time and task-management
- Goal setting
- Paper organization
- Textbook reading skills
- Homework/project planning
- Organizing at home & school
- Note-taking strategies
- Test-taking strategies
- Communication skills
- Writing strategies

Each of the strategies taught in the SOAR® System are designed to be student-friendly; effective, efficient, and flexible to apply across all content areas, eliminating confusion over when to use them.

These strategies save time for teachers, too! The goal of teaching these strategies is to take a burden off of the teachers and put the responsibility of learning in the hands of the students.

#### Features of SOAR® Training:

In addition to the strategies listed above, participants will:

- **Understand how to effectively teach the strategies and motivate students for success.** Basic brain biology will be covered to illustrate why each strategy is effective and to promote the integrity of keeping them “simple.” Effective models for motivation will also be explored.
- **Do hands-on activities!** As educators, we know it is always better to “show, not tell,” which is key to making SOAR® accessible for all students. Teachers will assemble supplies and participate in demonstrations for each component of the program.
- **Get strategies for managing “complaints” and “excuses.”** In every group, there is always a “naysayer” or two. After teaching the program for so many years, we have heard a lot of excuses from students. We will help you turn these negative comments around into something positive.
- **Develop an implementation plan.** This process is managed in the context of your school’s specific objectives and will include guidelines for pacing the instruction over time.



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## Training Options

\*All options below include a *pre-training consultation* with key implementers (administrators, lead teachers, etc) to ensure that training sessions will be customized to meet your specific objectives.

<b>SOAR® Study Skills Workshop Options</b>	
<p><b>I. One Day In-Service</b></p> <p>In addition to features listed above, the in-service will include:</p> <ul style="list-style-type: none"> <li>• 1 SOAR® Study Skills book for each participant.</li> <li>• Supplies for two main strategies in the program.</li> <li>• Facilitation of an Implementation Plan to help staff coordinate efforts across the curriculum or within a stand-alone class. (optional)</li> <li>• 1 follow-up teleconference (up to 60 minutes), scheduled 4-6 weeks after the program is in place.</li> </ul> <p>In-Service = 3-6 hours            Up to 20 people            *Requires purchase of curriculum license.</p>	<p>\$4950.00            plus travel expenses</p>
<p><b>II. One Day In-service for Educators + One Half-Day Workshop for Students</b> (scheduled on consecutive days)</p> <p>In-Service = up to 9 total hours            Up to 20 teachers, 30 students            *Requires purchase of curriculum license.</p>	<p>\$5750.00            plus travel expenses</p>
<p><b>III. One Day In-Service (up to 20 teachers) + Follow-Up*</b></p> <p>*Research indicates that follow-up professional development sessions improve application of strategies by up to 90%!</p> <p>Follow-up session(s) would be scheduled within 3-6 months to clarify participants' questions and encourage meaningful progress.</p> <p>In-Service = 3-6 hours + follow-up session(s)            Up to 20 people            *Requires purchase of curriculum license.</p>	<p>Full Day + Half Day            Follow Up:            \$7350.00            plus travel expenses for two trips</p>



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<p><b>IV. One Day In-Service for Educators &amp; 2-hour <i>Homework Help!</i> Seminar for Parents*</b></p> <p>Our <i>Homework Help!</i> Seminar for Parents was created to address some of the most common complaints we hear from parents. Topics covered include strategies for:</p> <ul style="list-style-type: none"> <li>• Improving homework cooperation and reducing homework arguments.</li> <li>• Keeping everyone's school papers and schedules organized at home.</li> <li>• Reducing the "last minute" syndrome and teaching students how to plan ahead.</li> <li>• Teaching students how to organize their papers and avoid lost points on missing assignments.</li> <li>• Improving students' grades with a simple reading strategy.</li> <li>• Improving motivation.</li> </ul> <p>This seminar may be promoted to the local community as a "recruiting event" for potential families or simply as a community service opportunity!</p> <p>* Scheduled the night of the in-service or the night before.  One Day In-service (up to 20 people) +  Seminar for Parents (unlimited # of attendees)  *Requires purchase of curriculum license.</p>	<p>\$5750.00**  plus travel expenses</p> <p>** The <i>Homework Help!</i> Seminar for Parents is available for <b>no additional charge</b> when a date is confirmed (with a deposit or purchase order) within 30 days of receiving this proposal.</p>
<p>Each additional 10 people</p>	<p>\$225</p>
<p><b>FREE BONUS:</b> Curriculum or training purchase of \$1500 or more are eligible for a free training video for future reference.</p>	<p>\$299 value – FREE</p>

## Conclusion

Thank you for your time in reviewing this proposal! You are welcome to contact us via phone or email with any questions. **If the options listed do not fully meet your needs, please let us know and we will gladly customize a program for you.**

Sincerely,

Susan Kruger, M.Ed.  
Author & Lead Trainer

Prices valid for 30 days.