



UNDER PRESSURE ?



We Can Help!



Susan Kruger, M.Ed.
America's #1 Learning Expert

Dear Educator,

You are facing insurmountable pressures. Expectations continuously increase, while resources - like your valuable time and energy - *decrease*. Nearly every educator I meet is completely maxed out and depleted! I know the feeling. I was a classroom teacher for several years. My husband is a high school teacher. My best friends are teachers.

Everyone is constantly stressed out.

The real culprit is *not* the fatigue of having more to do than time to do it. It is the chronic sense of feeling *ineffective*; the feeling that all of your work, effort, and energy is not enough to meet expectations. This is not what you imagined when you chose this profession.

The expectations and mandates have hit critical mass; the pendulum won't swing any farther. Something must change. The good news is that you have the power to make critical changes, simply by harnessing a mathematical law of the universe. It's the law of 80/20, or "Pareto's Principle," as named after the Italian economist who discovered the law in 1906.

80/20 says that all of your efforts are not equal. 80% of the impact you have in your life, on your: family, colleagues, community, and of course, your students, comes from only 20% of your efforts!

When you harness your "top 20%" efforts intentionally, you quickly find yourself feeling more and more effective...and *less* stressed.

This phenomenon goes completely against conventional wisdom. Our natural tendency is to believe that our rewards should be equal to our efforts. But, when your efforts are at (or beyond) maximum capacity and the "rewards" aren't meeting expectations, it's time to recognize that the 1:1 ratio of "effort" to "rewards" is flawed.

On pages 3 and 4, the implications of 80/20 in education are examined in more detail. (Although, this topic could warrant a whole book!)

On page 5, you'll learn more about the one fatal flaw behind every "new initiative" in education. (Hint: They are all missing the *most valuable* "top 20% leverage point" of education.)

On page 6, you'll discover how to transcend all barriers to learning: poverty, learning disabilities, and apathy. There is no need to reinvent the wheel...the "secret" is hiding in plain sight and has been proven *every day* since 1896. Yes, this is another "top 20%" leverage point.

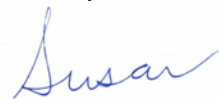
On page 7, you'll see why learning disabilities shouldn't be disabling. The path for navigating around learning disabilities is the path for best-practices in education, in general. Yes, it's another "top 20%" leverage point.

At the end of the day, however, you have to be sure you can deliver results. **On page 8 and 9 you'll see what research says about how to raise test scores.** Guess what...it's another "top 20%" leverage point.

Are you from a private, charter or magnet school? If you have to recruit students to your school, be sure to check out page 10 for a special "top 20%" leverage point that can help you.

Change your paradigm from "1:1" to "80/20" and you will change your life! This transformation is a "win-win" for you and your students because it will change their lives, too.

Sincerely,



Susan Kruger, M.Ed.

Are you a parent? Share this booklet with teachers and principals at your child/teen's school.

80/20 in the Classroom: How to Reclaim Your Energy & Effectiveness

There is a universal rule that governs our lives. It works silently, only to be noticed by those aware of its existence. The people who understand its power spend more of their precious time pursuing passions and living happier lives.

They use this principle to accomplish more in less time. We can see it at work in our everyday lives. It has many names: the Pareto Principle, 80/20 rule, or the law of “vital few and trivial many.”

The Pareto Principle states that 20% of actions produce 80% of results. Or, 80% of effects come from 20% of causes. Here are some simple 80/20s you might recognize:

- You wear 20% of the clothes in your closet 80% of the time.
- People spend 80% of their time with 20% of their family and friends.
- 20% of society holds 80% of the wealth.

It's not always an 80/20 split - sometimes it's 70/30 or 90/10 - but you will rarely see an even split between cause and effect.

3 Ways to Bring 80/20 into the Classroom

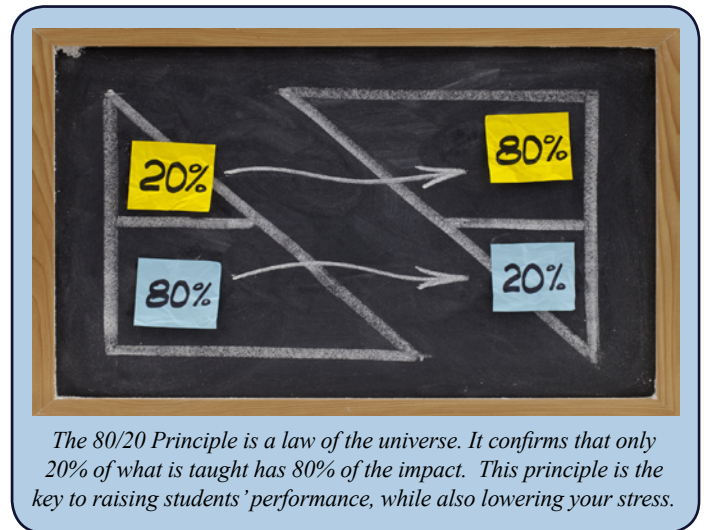
#1 • 20% of Your Students Will Take Up 80% of Your Time, Resources, and Energy

Action Plan: Identify the 20% of students who use most of your energy. Develop strategies and systems to streamline their challenges.

There's tremendous value in recognizing this pattern! For one, it makes the challenges of these students seem less personal when you see the “bigger picture,” the larger pattern of their behavior or struggles.

Second, it helps you streamline these challenges. I “accidentally” discovered an 80/20 leverage point when I was in the classroom. I didn't know 80/20 then, but I quickly noticed that many of my students were struggling to stay organized, turn in assignments, use their planners, and prepare for tests. So, I taught them the same organization and study strategies that got me through college.

Once students knew how to handle their own responsibilities, they gave me far less resistance! I also spent much less time “nagging” and following-up on students!



#2 • You Will *Not* Be Able to Reach 20% of Your Students

Action Plan: Focus on the 80% you *can* reach and impact!

Teachers always focus on the students they *can't* reach; they don't realize the 80% successes they have every day! In education, we value the “100%,” the “perfect score,” the “A+.” Most of us did not become teachers to be complacent with an 80% success rate! We are even told, “No child should be left behind.” But, it's EXTREMELY important to recognize the discrepancy between our expectations and what is viably possible.

The 80/20 rule has been in effect since the universe was created. 80/20 says we can't expect perfection in our profession as educators.

Instead, we strive for excellence. We do our best. We trust that someone or something else will fill in some of the “gaps” we can't reach. (80/20 also helps us see that many gaps are not as big as we originally thought.) We then give ourselves permission to be content with “less than perfect.” More importantly, we give ourselves credit for our 80% victories!

#3 • 20% of Content = 80% of Impact!

Action Plan: Identify the most important 20% of your content - then let your creativity and passion take over.

When you identify the 20% of the content that will have 80% of the impact, you DRAMATICALLY reduce your burden of covering “so much” content. Common Core has already identified the top 20%. See next page.

80/20 Is the *Real* Reason Finland & Germany Are Kicking Our Class!

PISA is a global program with one objective; determine students' readiness for the real-world. PISA (Program for International Student Assessment) assesses students' ability to apply math, science, and language knowledge to problems and contexts of modern life.

Finland and Germany have risen to the top of the world on PISA! The United States, however, continues to rank near the bottom of all industrialized countries.

How Did Finland & Germany Do It?

They found their 80/20 leverage points! They pared content down and focused on the most important 20%.

The Carnegie Mellon Foundation and Stanford Research Institute surveyed Fortune 500 CEOs, identifying the most critical skills. They concluded that 75% of long-term career success depends on soft skills, such as: the ability to process and organize new information, solve problems, think critically, manage time and deadlines, communicate effectively with others, etc. *Only 25% of long-term success, however, depends on technical "content" knowledge.*

Year after year, countless sources of employer data continue to confirm that "soft skills" are in the greatest need. They are, indeed, one of the best 80/20 leverage points in all of education.

The Scale Has Already Tipped in a Healthy Direction. But, Most Educators Don't Know It...Yet.

The Common Core has clearly identified its 80/20 leverage point...the Common Core *Anchor Standards for Career and College Readiness*.

What are the Common Core Anchor Standards? They are the "ultimate outcomes" for the Common Core. All of the Common Core standards are intended to "build up" to the final outcomes described in the Anchor Standards.

80/20 turns that notion upside down and says, "Teach the anchor standards FIRST!" Then, students will know how to access all of the other Common Core standards. When students know how to access content, the friction between the learner and new content is eliminated.

Students FIRST need the skills to achieve the outcomes of

80/20 COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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Common Core has clearly identified its 80/20 leverage points...the Anchor Standards! The Anchor Standards are the "ultimate outcomes" of Common Core, but 80/20 says we need to teach the Anchor Standards FIRST! When students know how to access content, the friction between the learner and new content is eliminated.

the Anchor Standards. THEN, they can practice applying these skills to the more specific content in other curriculum areas.

This process has many important benefits:

- 1. Students perform much better on standardized tests.** Now that students know *how* to learn, they are able to learn *more* content, much *faster*, with *long-term* retention. (See page 8 and 9, "The Two Research-Based Ways to Raise Test Scores.")
- 2. Students will be ready for college and the workplace.** The continued application of these skills in other content-areas is perfect practice for college and workplace expectations.
- 3. Teachers have less stress.** When students have strategies for learning and self-management, they are *empowered*. Teachers have more energy because they do much less "nagging."
- 4. Teachers feel more effective.** These skills release all sorts of resistance from students, who are now more organized and prepared to learn strategically. Now, teachers can focus on... *teaching!* (Not nagging, prodding, and feeling eternally ineffective.)

Will you be the hero for your school and show them how "20%" of Common Core can have 80% of the impact for students?

SOAR® Strategic Learning Skills (2nd edition of SOAR® Study Skills) covers 100% of the Common Core Anchor Standards! It is all of the same, award-winning content from the first edition; we simply added three chapters to cover 100% of the Common Core Anchor Standards. The SOAR® Study Skills Curriculum is a fit for 6th grade and up. The transition years of 6th & 9th grade are an ideal time to introduce SOAR®!

The One Fatal Flaw of Every Education Initiative

Every 1 to 3 years, the time comes around again; time for the latest education initiative. *This time*, it's the big, new idea that will "fix everything." School districts invest hundreds of hours mapping curriculum so teachers can have "airtight" lessons in the classroom. All the initiatives start to look the same. In fact, you realize, they *are* all the same. They are just repackaged in new language every year.

These initiatives have various proper and common nouns. Some "classics" include Maslow's Hierarchy and Bloom's Taxonomy. More recent evolutions include VAK (visual, auditory, kinesthetic) and Marzano's Nine Essential Instructional Strategies.

Why These Initiatives Don't Work

There is nothing inherently wrong with any of these strategies. I use most of them to create curriculum, myself. But at best, they only address part of the equation. They miss the part that has the most critical "80%" of the impact.

The problem is, they only provide perspectives and tools for the *educator* to deliver content. They don't teach students how to process that content: how to consume it, analyze it, and make decisions about it.

You are fighting gravity!

Everything in education – every college class, PD session, and magazine article – suggests that *you* do all of the work! Meanwhile students only learn how to follow directions, fill in the blanks, and *answer* questions...instead of *asking* them.

The Most Important 20%

You will always feel like you're slogging uphill until your students are empowered to learn strategically. Strategic learning skills are the great differentiator – they put students in the driver's seat. They teach students how to learn by asking questions and navigating their way with high-level thinking skills.

Strategic learning skills teach students how to:

- think forward and set their own goals.
- create their own purpose for learning.
- organize their papers and supplies.



- learn with maximum effectiveness and efficiency.
- monitor their progress along the way.

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

It is time for students to carry the weight of their own success! The best part is they want this responsibility. They would love to be awakened from their educational coma!

With strategic learning skills, they can rise to these challenges. Instead of fighting gravity, teachers become the encouraging coach and facilitator they envisioned when they chose this profession. It's a win-win for everyone!

Students *beg* for SOAR®! On page 14, you'll see a story about 250 students who petitioned their school board to add these skills to their curriculum. Students know that they don't know how to learn...*they want that skill!*

SOAR® is proven to raise average GPAs of students by ONE full point! See details on page 11.

Will you be the hero for your school, empowering your students and saving your colleagues' sanity by providing the 20% of the equation that has 80% of the impact?

Why Reinvent the Wheel? How to Transcend ALL Barriers to Learning: Poverty, Learning Disabilities, & Apathy

In 1896, in the slums of Rome, a young woman was put in charge of a group of children labeled “impossible to educate.” As the first female physician in Italy, she had fought great resistance to get her own education; “no one wanted a female doctor.” Her assignment to care for these children was considered an insult. In a sense, she and the children, ages 3 to 6, were outcasts together.

She recognized that she and the children had something in common: it wasn’t that they *couldn’t* learn, but that the adults around them wouldn’t *let* them learn. She studied her children. She paid careful attention to what they were inclined to do. She followed their lead and respected their choices. Before long, she began to unlock their natural gifts. Her children went on to surpass “normal” students on Italy’s achievement tests. (Yes, standardized tests were around more than a century ago!) WWI & WWII forced her into exile across several different countries, where she continued to observe and test her methods.

That young woman - who had been cast aside in her young professional life - went on to revolutionize education! She was nominated for a Nobel Peace Prize. Her methods are still used successfully today, in every socioeconomic setting, on every inhabited continent. Many well-known people are graduates of her methods, including: Google founders Larry Page and Sergey Brin, Amazon founder Jeff Bezos, Wikipedia founder Jimmy Wales, actors George Clooney and Helen Hunt, famous management consultant Peter Drucker, Princes William and Harry of Wales, and even Helen Keller and Anne Frank.

That woman was Maria Montessori.

Her methods transcend language, culture, and socioeconomic conditions because they are based on the natural progression of human development. I call it “Complete-Human Education” (CHE). Montessori empowered her students by teaching according to human development and respecting the natural, human gifts within each student. She provided **S**tructure, yet celebrated the **O**riginality of each student, built on their natural **A**ptitudes, and made her curriculum **R**elevant to the “real world.”

The 80/20 on Motivation

Armed with these principles, Montessori created the path for students of all backgrounds and abilities to SOAR! She cracked the not-so-secret code for unlocking student motiva-



When education practices are based on “complete” human development, there are no limits to learning! Maria Montessori proved this when she transformed “outcast” and “ineducable” children of the slums of Italy into successful students who surpassed their peers on standardized tests.

tion and tapping the individual potential within all students. All education initiatives must embrace these principles, these “80/20 leverage points,” in order to achieve maximum success.

They create a culture of authentic diversity; diversity not of superficial distinctions of socioeconomic status, race, or geographic culture, but one celebrating the unique diversity of the human spirit. SOAR® Strategic Learning Skills has been carefully designed to embrace these principles:

- ✓ **Provide Structure.** – The curriculum, itself, provides structure for accessing these essential skills.
- ✓ **Celebrate Originality.** – The first section of SOAR® is an in-depth discovery into the Multiple Intelligences. Students are encouraged to dig deep into their unique talents and interests. They even identify their Super Power.
- ✓ **Build on Natural Aptitudes.** – In traditional education there is so much emphasis on remediating struggles. With SOAR®, we “clear the slate,” as we celebrate originality. The strategies students are about to learn are bare-bones efficient, aligned to the circuitry of the human brain. They will support students through school, enabling them to better develop their natural aptitudes.
- ✓ **Make it Relevant.** All skills and strategies in SOAR® are “life” skills. They will not only help students get better grades today, they will help students pay bills on time tomorrow, complete projects on the job, and get along effectively with others. They are 100% relevant to the real world!

Special Education:

Study Skills Are *Essential* for Students with ADHD & Learning Disabilities!

Clearly, the best 80/20 leverage point for helping students with ADHD & learning disabilities is to teach strategies aligned to the circuitry of the brain. Not only does this allow for maximum efficiency, it naturally builds detours around traditional challenges.

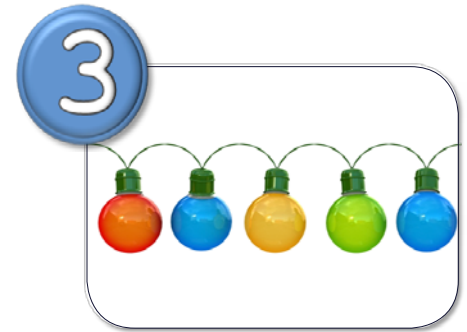
I have ADHD & dyslexia. Both of my children do, too. Brain-aligned strategies have allowed all of us to have success with learning! The following illustrations explain a few basic concepts about the biology of the brain that provide insight towards brain-friendly strategies.



The brain has many sections, each responsible for different types of information.

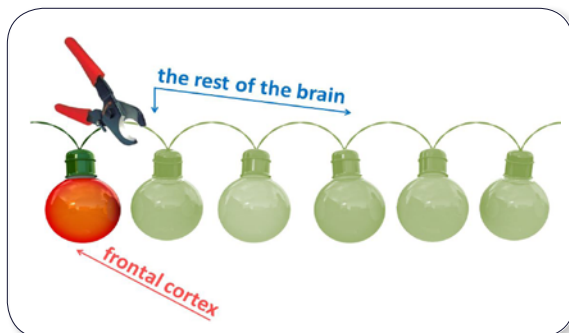


These sections communicate with each other through a massive series of wires called neurons.



Our brains have billions of neuron wires, but any one of those neuron connections is just like this very familiar circuit of party lights!

ADHD



In ADHD, the frontal cortex sends weak signals to the rest of the brain. The frontal cortex is the “organizing center” of the brain; it orchestrates everything from your five senses and feelings, to the thoughts you generate in response to them. When the frontal cortex sends weak signals those signals never connect - and the power goes out!

Study skills are strategies with very few steps to manage, making the process of learning and organizing much less susceptible to “power outages” caused by ADHD.

LD



Learning disabilities are caused by weak neuron signals to isolated sections of the brain. The key to managing learning disabilities is to build new circuits around the weaker sections - much like building a detour. This is why “multi-sensory” interventions are so popular for students with learning disabilities; the additional sensory input is one way to build that detour.

Study skills provide another detour; specific learning strategies allow learners to bypass weak sections of the brain quickly. Over time, these strategies provide a scaffold to strengthen neuron pathways throughout the brain.

State & Standardized Tests:

The Two Research-Based Ways to Raise Test Scores

Research consistently confirms that there are *two* critical requirements to achieve optimal results on state and standardized testing:

- 1. Teach the curriculum, not “to the test.”** Teaching “to the test” - also known as “item teaching” - actually lowers test scores; it promotes only narrow, rigid thinking.^{1,2} (It is also directly opposed to #2). Instead, students get better results when instruction is focused on the content *represented* on the test. This body of knowledge is typically known as your content standards.

However, “teaching the curriculum” is completely ineffective if students don’t have “cognitive flexibility,” which leads us to...

- 2. Build cognitive flexibility with metacognitive strategies.**³ If students do not have strategies for learning the content, well...they won’t learn it! Obviously.

The National Research Council concludes that teaching students how to ask questions is the key to successful problem solving.³ (The ability to “ask questions” is a significant 80/20 leverage point!) As you will notice, the “A” in SOAR® stands for “Ask questions.” All metacognitive strategies presented in SOAR® use the process of “asking questions” as the primary strategy for learning new information.

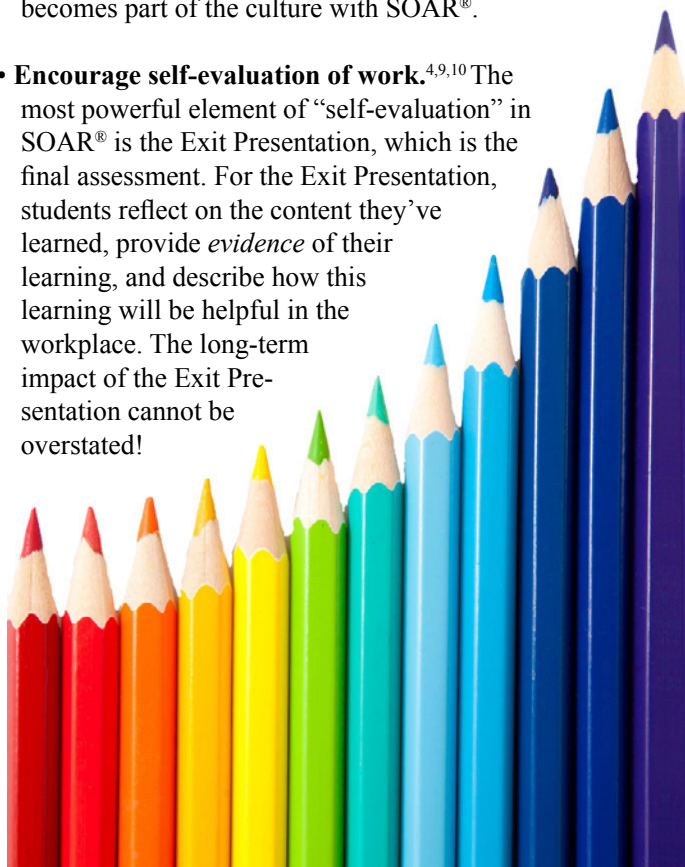
Other strategies that have been research-validated to raise test performance include:

- **Promote goal-setting and monitoring.**^{4,5} The “S” in SOAR® stands for “Set goals.” Students will learn a simple, yet comprehensive approach for thinking forward to create goals. SOAR® concludes with an “R” for “Record your progress,” where students learn to monitor their goals.
- **Cultivate student reflection.**^{6,7,8} SOAR® is built upon the understanding that metacognitive growth only happens through the process of reflection. All strategies are

presented in a student-friendly manner that encourage self-reflection. Three (out of five) of the sections in this program are specifically centered around self-reflection: Section 1–*How Are You Smart?*, Section 2–*Set goals*, and Section 5–*Record your progress*. Even Section 4–*Ask questions* requires student reflection in order to create the questions to ask.

In the SOAR® Multi-Media Teacher’s Guide, all lessons begin with a Spiral Review class discussion and close with a class discussion Review. “Reflection” very naturally becomes part of the culture with SOAR®.

- **Encourage self-evaluation of work.**^{4,9,10} The most powerful element of “self-evaluation” in SOAR® is the Exit Presentation, which is the final assessment. For the Exit Presentation, students reflect on the content they’ve learned, provide *evidence* of their learning, and describe how this learning will be helpful in the workplace. The long-term impact of the Exit Presentation cannot be overstated!



Scientific research confirms that the most significant way to raise test scores is to build “cognitive flexibility” with metacognitive strategies. In terms of the 80/20 Principle, one metacognitive strategy is a “top 1%” strategy for all learning...

Citations:

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- 5 Stiggins, R.J. (1997). *Student-centered classroom assessment*. 2nd edition. Upper Saddle River, N.J.: Merrill.
- 6 Meier, D. (1995). *The power of their ideas: Lessons for America from a small school in Harlem*. Boston: Beacon Press.

- 7 Johnston, P.H. & Winograd, P.N. (1985). Passive failure in reading. *Journal of Reading Behavior*, 17(4), 279-301.
- 8 Rief, L. (1990). Finding the value in evaluation: Self-evaluation in a middle school classroom. *Educational Leadership*, 47(6), 24-29.
- 9 Wolf, D.P. (1989). Portfolio assessment: Sampling student work. *Educational Leadership*, 46(7), 35-39.
- 10 Valencia, S.W. (1998). *Literacy portfolios in action*. Belmont, CA: Wadsworth.
- 11 Guskey, T.R. (2003). How classroom assessments improve learning. *Educational Leadership*, 60 (5), 6-11.
- 12 Stiggins, R. J. (2002). Assessment crisis: The absence of assessment for learning. *Phi Delta Kappan*, 83 (8), 758-765.
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- **Learn from mistakes.**^{11,12} The most powerful strategy listed in Chapter 12, *How to Take Tests*, is to take time to review tests after they have been graded. There truly is no better way to learn than from our mistakes! The process does not improve the immediate test grade, but it will make an impact on future tests!
- **Teach how to take tests.**¹³ Treat “tests” as another genre of literacy. Chapter 12, *How to Take Tests*, provides many tips on how to take a wide variety of tests. Some educators object to this, saying students must learn the *content*! Of course, this is true and *genuine learning* is the primary object of SOAR®. However, if students are confused by various aspects of test-taking, their true content knowledge will not be reflected in their score, either. It’s in everyone’s best interest if students know

how to navigate various types of tests.

WARNING! “Metacognitive” strategies are *not* helpful if students don’t know how and when to use them. This is the core problem of most “metacognitive” instruction. The skills are taught for one, isolated situation. Yet, students do not know when to use that skill again. Or, they have learned so many different metacognitive skills, they can’t remember all of them.

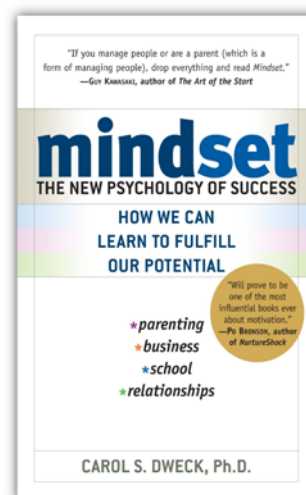
With SOAR®, we focus on the top 1% strategy that has 99% of the impact. It is the process of making connections. From there, we teach how to “ask questions” as the basic strategy for making learning connections. This simplification empowers students to use “metacognitive strategies” in a wide variety of situations...including on high-stakes tests!

Growing “Growth Mindsets” & Grit

In her landmark book, *Mindset*, Carol Dweck, Ph.D., shares her scientific research on motivation. She concluded that teaching students how to learn, in conjunction with brain biology, is the best way to boost motivation and develop a “growth mindset.” In two scientific studies, she confirmed that this combination works; motivation and grades skyrocketed among adolescents!

Angela Duckworth, Ph.D., cites Dweck’s work as one of the strongest ways for students to develop “grit”...the character trait most strongly associated with success.

Our innovative model, *The Brain Circuit™*, allows students to easily understand brain biology. Strategies in SOAR® are aligned to this model, maximizing effectiveness and efficiency. Students not only learn how to learn, they learn why these learning strategies work. As research has proven, this approach is a “top 20” leverage point for inspiring student motivation and success!



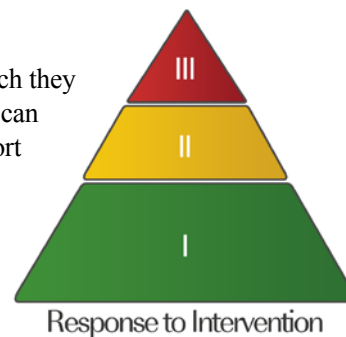
Response to Intervention (RTI)

SOAR® is perfectly suited to support RTI. Here’s how it works:

Tier I: Teachers can easily embed SOAR®’s strategies across the curriculum for the whole class. Our triangulated assessments allow teachers to identify students who need additional assistance implementing the strategies. Those students will move up to Tier II.

Tier II: In Tier II, students meet in small groups to target specific skills or strategies for which they need support. Tier I assessments allow teachers to identify targeted small-groups. Teachers can pull additional instructional materials from the *Multi-Media Teacher’s Guide* or simply support students’ application of strategies to their current classes.

Tier III: Students who escalate to this level are usually doing so for learning challenges beyond the spectrum of study skills. However, these skills are essential for all students and continue to play a role in the individualized learning plans created in Tier III.



For Private, Charter, & Magnet Schools Only

If your school depends on recruiting to survive, you're all too familiar with the constant pressure to attract and retain students. You *have* to get parents' attention!

The SOAR® Strategic Learning Skills curriculum gives private, charter, and magnet schools a great way to stand out from the field. SOAR® raises student performance and gives students lifelong tools for success. The curriculum also helps teachers and students connect meaningfully with parents to report on their progress - and, as it turns out, boost retention!

I reached out to private schools around the country to talk about what SOAR® has done for their students. One of the surprising results was "boost retention!" I had the good luck to speak with Wayne Wheatley, a study skills and science teacher at Detroit Country Day School, one of the nation's top schools.

Wayne told me that DCDS's 6th-grade study skills class had become a major selling point for the school. "We get a lot of tours. Potential students come into the building...and our Admissions Director will make a point to bring them by Study Skills and show them what the kids are doing. There are always 'oohs' and 'aahs' and smiles...from the parents and students! They are very impressed with what they see."

The principal at DCDS also explained that the SOAR® program encouraged more parents to enroll their students earlier. When parents are choosing between signing up in 6th grade or later, the chance for the study skills class in 6th grade is often the deciding factor.

Why Do High-Achieving Schools Teach Strategic Learning Skills?

According to Wayne, DCDS decided to offer study skills for the same reason many other schools do: to help students get organized. The school realized that these skills were not something students naturally "had" - all students could reap the benefits.

Beth Brandes, a counselor at Theodore Guerin Catholic High School in Noblesville, Indiana, talked about incoming 9th graders at her college-prep school. She and her colleagues brought SOAR® into their school after noticing that many students who earned "straight As" in middle school fell apart under the increased demands of high school.

I was invited to launch SOAR® at her school a few years ago, where I was approached by the parent of an incoming freshman. "I am *so* excited you are here," she exclaimed, "that SOAR® is here! I couldn't decide between this school and another school for my daughter. But, when I heard they were bringing in study skills, I instantly knew this was the right place for her!"

Impressing Parents Throughout the Year

Back at DCDS, Wayne shared an innovation he developed for making a big impact on parents. Well, actually, his intent was to create a meaningful learning/reflection experience for his students, but it had the double benefit of impressing parents in a powerful way. (A "spread-the-word about this great place!" and "No way are we leaving here!" kind of way.)

Wayne combined student-led conferences with SOAR®'s Exit Presentation. The presentations became a powerful reflection of the value students gained from SOAR®. The presentations turned the focus *off* of grades and on to learning... just as it should be! (Great idea, Wayne!)



When parents shop for schools, they can all look the same. How can you stand out from the rest? Provide something parents desperately want! (it's a simple 80/20 leverage point!)



SOAR® Is Proven to Raise Average GPAs by 1 Full Point!

The strategies I teach in SOAR® took me from struggling to straight-As. Today, they allow me to run a business and raise my family. But, do they work for others?

They sure do!

Students at Maeser Preparatory Academy, a public charter school in Lindon, UT raised their average GPAs by more than ONE full point. Principal Robyn Ellis also credits SOAR® for the “tremendous” growth measured on standardized tests.

“This is a win-win,” said Ellis. SOAR® “doesn’t just teach ‘one more thing,’ it teaches students how to learn... They’re going to use it every day, of every month, of every year throughout their entire educational experience - and then they’re going to take those things and use them in their careers, and to better their communities... We realize what a valuable piece of the curriculum this is, and it would be detrimental *not* to do this!”

Woodward Academy, in the center of Detroit, surveyed their teachers to assess SOAR®’s effectiveness in meeting their objectives. The survey was sponsored entirely by the Woodward Academy administration, conducted for their internal purposes. However, the results were a glowing endorsement of SOAR®

that they eagerly shared with us!

After only two months of implementation, the teachers overwhelmingly agreed:

- ✓ Students had become more organized.
- ✓ Students were losing and forgetting homework less often.
- ✓ Students were remembering to take the correct materials home for homework.
- ✓ Student achievement increased because of SOAR®!

166 of 168 responses agreed that SOAR® had produced the desired outcomes.

That’s a 98.8% vote of confidence!



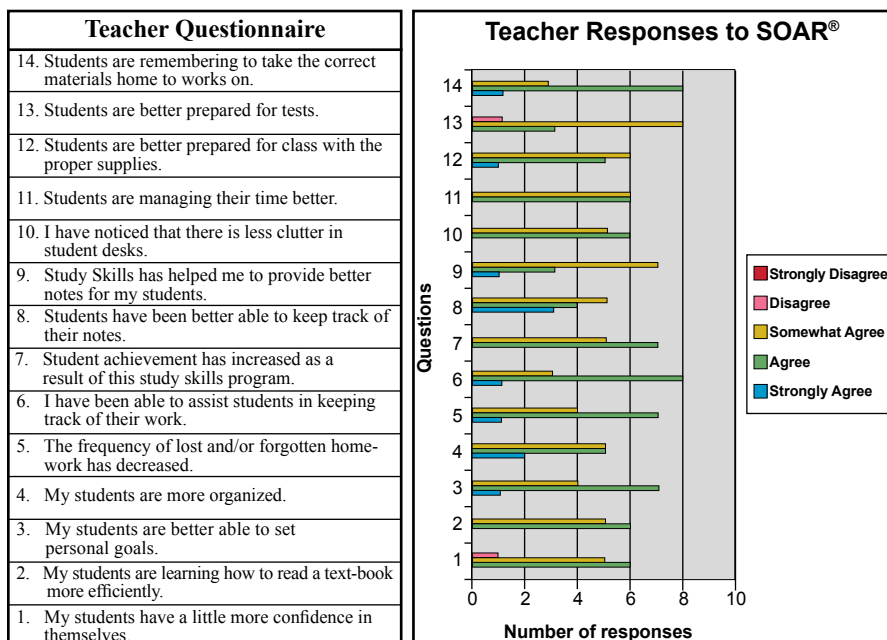
After GPAs rose by an average of more than ONE full point across the entire 6th grade and standardized test scores grew “substantially,” Principal Robyn Ellis said, “We realize... it would be detrimental NOT to use SOAR!”


“To anyone considering bringing SOAR® to their own school, she says, “I would say, wholeheartedly, this is a definite yes! This is something that will complement any curriculum, any program, any school.”

SOAR® Study Skills Teacher Survey Woodward Academy, Detroit, MI, Fall 2007

Teachers at Woodward Academy, a middle school in the heart of Detroit, MI, were asked to complete the survey on the left-hand side (below) regarding the effectiveness of the SOAR® System. Teachers attended a one-day workshop on the system at the beginning of the year and completed this survey two months later.*

*This survey was created, distributed and complied by the Woodward Academy administration team and was NOT solicited by SOAR®.





“SO WHEN YOU SAY ‘GUARANTEE,’ WHAT DO YOU MEAN?”

We will *refund your entire purchase* if you use our curriculum and your students don’t see at *least* one of the following results within 12 months:

- ✓ An improvement of 1/2 a GPA point in 50% of their classes.
- ✓ A 20% improvement in confidence and attitude, measured at the beginning and end of the program by our Study Skills Scorecard.
- ✓ A 30% reduction in missing assignments.

We stand behind SOAR® and the value we know it will provide for you and your students! For full details, visit: www.studyskills.com/guarantee.

“Where Do I Start?”

That’s the first question I hear from teachers and administrators interested in implementing SOAR® at their school. You are likely asking it now, yourself. I’ve designed the program to help you hit the ground running, but I wanted to take this opportunity to answer some basic questions about getting SOAR® started at your school.

“WHAT GRADES ARE BEST FOR SOAR®?”

The learning tasks required of students in 6th grade essentially remain the same for the rest of their academic career: completing assignments, reading textbooks, studying for tests, writing papers, giving presentations, etc. Therefore, the strategies in SOAR® are appropriate for all grades, 6 and up.

SOAR® is most ideal for the “transition grades,” as students enter middle school or high school, typically 6th or 9th grade.

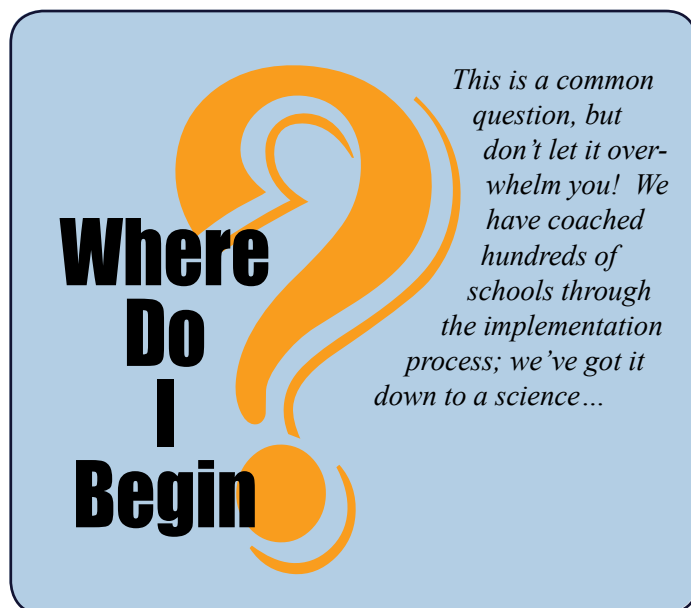
“HOW MUCH CLASS TIME IS NEEDED TO COVER SOAR®?”

SOAR® will accommodate whatever time you have! Every school has unique resources and restrictions. For this reason, the SOAR® *Multi Media Teacher’s Guide* was designed to be extremely flexible. If time is tight, core lessons are identified in the Teacher’s Guide. For longer classes, extension activities are provided for all lessons. It is also extremely helpful to incorporate frequent class discussions and allow for “Guided Implementation Time.”

“HOW CAN THIS FIT INTO OUR SCHEDULE?”

The first and most important rule of teaching study skills is this: *Anything* is better than *nothing*! SOAR® was born as an after-school program because that was when I originally had time to teach it. Your unique schedule requirements will shape the study skills program at your school. You can have confidence that whatever you can fit in will be a tremendous service to your students.

Some schools incorporate SOAR® into a year-round or semester-long class. It can be part of a common fixture in the schedule such as homeroom, “middle school academy,” or “freshman seminar.” Hurst Middle School in New Orleans shaved a few minutes from each class period to make room for a 20-minute



SOAR® class at the end of each day.

Other schools offer study skills instruction in place of an elective credit, or as an elective class. You’ll be surprised by how eager students can be to learn *how* to learn. IMPORTANT TIP: If you make the class an elective, give it an appealing name, such as “Better Grades in Less Time.” (Seriously.)

You can also offer it to at-risk or special education classes, in small groups or even on a one-on-one basis. Remember, though, that *all* students can benefit from learning study skills.

Identify your own time constraints. When I consult with schools, I ask very specifically: How many weeks do you have to dedicate to this instruction? How many days per week? How many minutes per day? How many students per class? I find that drawing a grid outlining exactly what fraction of time you have to work with removes many conceptual roadblocks in fitting the program into your schedule.

“HOW DO I GET THE REST OF THE SCHOOL ON BOARD?”

Teachers and administrators have seen a lot of new education ideas come and go. In order to show them that study skills offer a real benefit to students and to the school, you may need to cut through the noise.

First, share solid information. No one cares for hype. Gather facts, data, and research to support your conviction. Since study skills are my passion, I’ve been busy doing this very thing. Check out “The Cost of



NOT Teaching Study Skills” on our website, www.StudySkills.com, for a detailed article and video with statistics that support what your intuition already tells you is important.

Second, survey your school. Ask teachers, students, and parents about the symptoms that concern them. Some teachers may tell you that they don’t care about “study skills” - but when you ask them about their frustrations, they will complain about the volume of incomplete work from students! *Hmm...* Check out our website for a “Teacher Survey” to identify specific problems that study skills can address.

Next, start gathering allies. You know who they are. Having just one other teacher excited for study skills is enough to start building momentum. Two or three more are even better.

There will always be a minority of naysayers for any initiative. According to psychological research, resistance is a healthy sign; it typically means that their pain points must be addressed before they can become fully engaged.

“WHAT DO I FOCUS ON?”

You know your school better than we do. It’s time to ask, “What are my priorities?” SOAR® offers a “toolbox” of instructional tools - what are you going to build with it?

In our MMTG, we lay out what we believe is the optimal plan for teaching study skills, assuming you have “optimal” time and resources available. In reality, however, very few schools have “optimal” anything. So, our “optimal” plan is provided as a starting point.

Carve out 30-60 minutes of quiet time in your favorite “thinking place” to reflect on your goals and priorities. Determine: What do you want to accomplish? What do your students *need*? What resonated with you the most in the MMTG? What tools do you want to be *sure* to use? These may be big questions, but don’t overthink them. Write for 15

“Transition Years” entering a new school (typically 6th and 9th grade) are ideal times to introduce strategic learning skills.

to 30 minutes. Then, take another 15 to 30 minutes to prioritize the things that you’ve written down.

“WHAT MATERIALS DO WE NEED?”

We’ve made SOAR® lean, so it requires only a fraction of the materials (and cost) of a “core content” curriculum program. Yet study skills benefit students in *every* subject, and we guarantee the results with the right materials and implementation. Here is what you will need:

1. SOAR® Multi-Media Teacher’s Guide: We have done all the prep-work so teachers can put their energy into working with students. The MMTG contains high-quality, interactive lesson plans, materials for students, and multiple assessments to monitor progress.

2. SOAR® Student Book: We’ve written the student text in a clear, concise style with a lot of visual support. We use a “flipped class” model, where students explore the content in this book at home, and then put it into practice in the classroom. This makes for more fruitful classroom discussions, and takes advantage of “positive peer pressure” to get students involved.

3. Additional Supplies:

You’ll need a few more supplies to put SOAR® into practice, but these are all more efficient versions of things that students already use. Most importantly, students will each need a 1-inch or 1.5-inch ring binder to use the SOAR® binder system; this one binder *replaces the separate notebooks that they would have needed for each other individual class!*

With some reflection, you will have a powerful blueprint for the success you want to build with your SOAR® “toolbox!”



Students Want to SOAR!

Timothy Decatur-Luker, a 6th-grader at Wetsel Middle School in Madison, VA, saw that he and his friends needed to learn *how* to learn. At a school board meeting, he presented a petition signed by 250 of his peers, requesting that they adopt the SOAR® curriculum! The board was enthusiastic, but told him that they didn't have the budget. That didn't stop him.

He applied for grants, but the deadlines for that year had passed already. Soon, he found a "corporate sponsor." Jim Fitzgerald, President and CEO of the print company Taradel, LLC jumped at the chance to support Timothy's initiative. Thanks to Timothy and Jim, Wetsel students now have a learning opportunity they richly deserve; they are learning the *strategy* of learning, a gift that will serve them for life!

Students are some of the biggest advocates for SOAR® because they understand the value of strategies that make *all* learning more accessible. Timothy saw the need for study skills when he joined a sports team and saw his peers struggling to balance practice and homework. Every student wants to know how they can learn more and get *better grades in less time!*

It's time to give your students the skills they want and deserve!

SOAR® IS...

#1!

SOAR® is ranked as the #1 test prep book in the world *and* the #1 study skills curriculum in the world; it is used in over 2,000 schools in the United States and 17 countries around the world! The SOAR® curriculum covers 100% of the Common Core Anchor Standards.

Research-Based!

SOAR® brings the 80/20 Rule into education, focusing on *powerful* strategies that supercharge student achievement. Built on the science of learning and the biology of the brain, SOAR®'s strategies help students master executive function to improve focus, boost performance, and reduce study time by as much as 50%. LD and ADHD students especially stand to benefit from our hyper efficient and brain-aligned strategies.

Proven!

SOAR® is proven to raise GPAs by more than one full point! It is proven to raise standardized test scores, and proven to meet teacher expectations.



250 middle-school students in Madison, VA petitioned their school board, asking for study skills! They know they don't know how to learn, ...and they want to learn!

Guaranteed!

We guarantee results with SOAR®! If you don't see an across-the-board increase of 1/2 a point in student GPAs, a 20% improvement in student attitude and confidence, (as measured by the survey that comes with SOAR®), or a 30% reduction in missing assignments, you can return the used materials and we will refund your *entire* purchase.

SOAR® provides the skills that students need to succeed in school and in the 21st-Century job market. **This is your chance to give students a powerful gift that will benefit them for the rest of their lives!**

Get Your **FREE** Digital Review Copy!






"The feedback received from SOAR® has been awesome! The students absolutely loved it. The teachers loved the book and did not want it to end. It has offered our students a foundation to goal-setting and skills that they will build on for the rest of their education. Thanks so much!"

- Elissa L, 6th grade counselor

Download a free digital review copy of SOAR® at:
www.StudySkills.com/GetReviewCopy



What's Included?

	SOAR® RTI Perfect RTI solution with a guarantee. 	SOAR® Solution Done-for-you curriculum with guaranteed results. 	SOAR® Ultimate Guaranteed results with all materials included and implementation support. 
GUARANTEE!	✓	✓	✓
Multi-Media Teacher's Guide	✓	✓	✓
Up to 30 SOAR® Books (15 for SOAR® RTI.)	✓	✓	✓
Step-by-Step Guide	✓	✓	✓
SOAR® Teacher Training Video	✓	✓	✓
ADHD/LD Support Videos	✓		✓
30-Minute "Getting Started" Call			✓
All Student Supplies			✓
Monthly Call-In Sessions for Curriculum Coaching			✓
Parent-Support Materials			✓
Custom Webpage			✓
Live, Web-Based Teacher Training			✓
SOAR® Certified School			✓
Pricing	\$897 Includes 1 Teacher Up to 15 students	\$1,197 Includes 1 Teacher Up to 30 students	\$4,797 Includes 1 Teacher Up to 30 students
Additional Student License(s)* *requires initial purchase of at least one curriculum package	\$29.99/ea.	\$29.99/ea.	\$49.99/ea.



Susan Kruger, M.Ed. is a certified learning specialist and former struggling student. She was shocked when she simplified a few study skills in college - and graduated with a 3.9 GPA! Since then, she's taught thousands of students how to get the same sense of accomplishment and confidence with study skills. Susan is the author of the international best-selling book, *SOAR® Study Skills*, Education Expert for ADDitude Magazine, Premier Instructor for The Learning Annex, and developer of the break-through model, The Brain Circuit™. In 2014, she was the 1st-place winner of the Oakland County Executive's "Elite 40 Under 40" award. Microsoft Partners in Learning University has called her a "Global Expert in Education Innovation." Her curriculum materials are used by over 2000 schools nation-wide and are in 17 countries worldwide. She's married to a fellow educator and mom to two dynamic children with ADHD and dyslexia.

HOW can the 80/20 Principle simply my life?

How do we help our students **SOAR?**

What is the **REAL** reason **FINLAND & GERMANY** are kicking our class?

How does the Principle **80/20** simplify Common Core?

What are the **TWO**, research-based ways proven to raise test scores?

WHY are study skills essential for students with **ADHD and LD?**

Why reinvent the wheel?

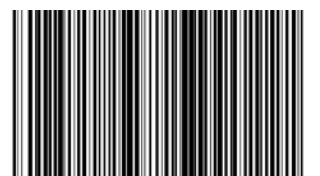
How do I get out from under all of this **pressure?**

HOW CAN WE TRANSCEND ALL BARRIERS TO LEARNING, INCLUDING POVERTY, CULTURE, AND RACE?

What is the one fatal **FLAW** of every education initiative?



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