Why homework time can be one of stress or one of pleasure?
Why your children approach a task in different ways?
The Let Me Learn Process® reflects the most current knowledge in teaching, learning, and staff development. This Advanced Learning System empowers educators to connect their learning to what they teach and fosters a school culture wherein teachers and students continuously strive for improvement. Most importantly, this approach to professional development helps teachers identify meaningful ways to assist students and parents as they grow in partners of learning.

The Let Me Learn Process® is a theoretically grounded, nationally and internationally field-tested approach to having teachers and students understand their learning processes and use them with intention. Through the Let Me Learn Process® both teachers and students grow in their ability to communicate more effectively, respond to classroom and standardized assessments more successfully, engage in team building more positively, and make life plans and career choices more intentionally.
Learning Combination

• We use an instrument to unlock our learning combinations

• We all have different combinations

• We need to use all of the patterns to become successful learners
Learning Connections Inventory (LCI)
The Purpose of the LCI
To measure the degree to which each learner uses each of the patterns, these individuals have administered the Learning Connections Inventory (LCI), a 28 item self-report instrument. It is the use of the LCI which has provided a learner-specific focal point for teachers to talk to students about their learning. The written responses found in Part II of the LCI give “voice,” a place to begin dialogue between learner and teacher. This is the place where students and teachers have been able to establish mutual understanding and respect–to hear their joint or individual concerns and struggles–to separate them from issues of personality and misperceptions of lack of motivation to learn. Here is a place to start within a comfort zone of the learner and to move into more challenging assignments with a new confidence and awareness of how to attack the challenges of learning in a manner which creates Awareness, Insight, Understanding, and Change.
The Four Learning Patterns

- Sequential
- Precise
- Technical
- Confluent
Sequential Pattern

• Keeps room neat and organized
• Likes to wear matching clothing
• Draws pictures with shapes and patterns that are symmetrical
• Follows directions and rules
• Is frustrated when the plan is not followed
Sequential Pattern

I often need to……..

• Review and revisit directions
• Seek a sample
• Take time to make a plan
• Practice and rehearse
• Reorganize for neatness
• Stick to the plan or schedule
Sequential Pattern

But sometimes I........

• May have difficulty completing timed tests
• Have trouble ‘getting started” without the plan
• Spend too much time focusing on directions
• May spend too much time planning, leaving too little time for the task
• Have difficulty deviating from the plan
• Spend too much time practicing and reorganizing
Precise Pattern

• Likes to read factual information
• Enjoys trivia
• Responds to your statement with “Actually.....”
• Likes to argue/debate their position
• Shares information about what was learned in school or from other resources
Precise Pattern

I often need to ..........

• Check for accuracy and additional details
• Seek additional information
• Need to verify information
• Seek extra details to support the accuracy of the work
• Look for assurance of accuracy in my notes
Precise Pattern

But sometimes I...........

• Spend too much time checking for information
• Get lost in the details and miss the main issues
• Never feel as though there is enough information to complete the task comfortably
• Ask too many questions
• Agonize over every question and response
• Cannot accept that my work is incorrect
Technical Pattern

- Likes to take things apart to see how they work
- Would rather visit the zoo than read about it
- Likes practical play
- Prefers to play independently
- Takes time in doing a writing task or when coming up with words to express thoughts
Technical Pattern

I often need to ......

- Work independently
- Find relevance or logical connections in the assignment
- Communicate knowledge 1:1 instead of in writing
- Construct projects to show skills or knowledge

Be a problem solver or else work on my own

- Use my mechanical ability
Technical Pattern

But sometimes I....

• Find group work difficult
• Require relevance to focus and retain information
• Find lengthy written assignments difficult
• Need frequent physical activity
• Do not value grades and academic awards
• Have no need to share my knowledge
• Cannot pay attention to long lectures
Confluent Pattern

- Makes up songs, poems, and original stories
- Will readily use imagination
- Likes to make up their own games and rules when playing
- Will say, “Oh, I have an idea...”
- Will be open to sharing thoughts and opinions, without prompting
Confluent Pattern

I often need to ........

• Begin the task and ask for directions later
• Seek freedom to take a unique approach
• Collect many novel ideas before starting
• Start over many times with yet another new idea
• Brainstorm novel ideas
• Do a skit or public performance rather than write or take a test
Confluent Pattern

But sometimes I …

• May be on the wrong track from the start
• Am frustrated by rigid requirements
• Use too much time by starting over many times
• Am easily distracted and move to another task, forgetting to complete
• Find that my train of thought wanders to related ideas
• Use up most of the time generating ideas leading to incomplete assignments
Learning Combination
What Does It Look Like?

ASHLEY's Learning Combination

| 35 | I use this pattern first |
| 30 | I use this as needed |
| 25 | I avoid this pattern |

Sequential | Precise | Technical | Confluent
Learning Combination
What Does It Mean?

25 – 35 Use First

18 – 24 Use As Needed

7 – 17 Avoid
A Study of the Impact of the Let Me Learn Process®, an Advanced Learning System, on Third Grade Students NJASK Literacy Achievement Levels, 2009-2011

In September, 2009, the Let Me Learn Process®, an Advanced learning System, was introduced to an administratively selected group of 1st, 2nd, and 3rd grade classrooms within Glassboro School District’s Bullock Elementary School.

The Let Me Learn Process® uses the Becoming a Learning Detective skills book with 3rd grade students to reveal each learner’s interactive learning Processes and provide a learning profile to help teachers work with students to increase and focus the use of their learning Processes to learn more effectively and respond more accurately on assessments.

This document reports the effect of student exposure to the Let Me Learn Process® on the NJASK literacy scores for non-classified 3rd grade students. Further it compares student NJASK results on the basis of classrooms in which the LML Process® was implemented with fidelity versus 3rd grade classrooms in which students had no exposure to the Let Me Learn Process®.

Secondly this study reports the carry over effect of exposure to the Let Me Learn Process® on the following year’s 4th Grade NJASK literacy scores even though no 4th grade classrooms used the LML Process® in the following year.

Finally, this report presents data that indicate a multiplier effect by which students exposed to the Let Me Learn Process® for more than one year exhibit an enhanced level of performance on the Literacy portion of the NJASK.
Research Study 1

A K-12 school district in Gloucester County began the implementation of the LML Process® in its third grade two years ago. Teachers elected to use the process on a voluntary basis the first year. The following is a chart of the Spring 2010, NJASK3 Language Arts Literacy scores comparing the scores of students who were instructed with the LML Process® to those who were not.

<table>
<thead>
<tr>
<th>2010 (DFG B District)</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Adv. Prof.</th>
<th>Total Prof.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB District Gr 3</td>
<td>40.96%</td>
<td>57.83%</td>
<td>1.20%</td>
<td>59.03%</td>
</tr>
<tr>
<td>LML Classrooms 2010</td>
<td>22.58%</td>
<td>74.19%</td>
<td>3.23%</td>
<td>77.42%</td>
</tr>
<tr>
<td>Non-LML Classrooms 2010</td>
<td>51.92%</td>
<td>48.08%</td>
<td>0.00%</td>
<td>48.08%</td>
</tr>
</tbody>
</table>

Seventy-seven percent of students instructed with the LML Process® scored in the proficient or advanced proficient range in LAL compared to 48% of students who were not instructed using the LML Process®.
Research Study II

The following is a chart of the Spring 2009, NJASK3 Language Arts Literacy scores comparing the scores of students who were instructed with the LML Process® to those who were not. (DFG J District in Mercer County, NJ)

<table>
<thead>
<tr>
<th>2009 DFG J District Mercer County</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Adv. Prof.</th>
<th>Total Prof.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1 (LML K-3)</td>
<td>10.90%</td>
<td>72.10%</td>
<td>17%</td>
<td>89.1%</td>
</tr>
<tr>
<td>School 2 (Non-LML K-3)</td>
<td>33.00%</td>
<td>64.30%</td>
<td>2.70%</td>
<td>67.00%</td>
</tr>
<tr>
<td>School 3 (Non-LML K-3)</td>
<td>40.30%</td>
<td>50.00%</td>
<td>9.70%</td>
<td>59.97%</td>
</tr>
<tr>
<td>School 4 (Non-LML K-3)</td>
<td>52.9%</td>
<td>45.70%</td>
<td>1.40%</td>
<td>47.10%</td>
</tr>
</tbody>
</table>

A Pre-K –12 school district in Mercer County began the implementation of the LML Process® with fidelity seven years ago. The table above depicts data from the 2009 administration of the NJASK 3 LAL, comparing the LML Process® school with the three schools that did not implement LML. These data were also compared within and between two subgroups; males and students of low socio-economic status. Again, the findings demonstrated statistical significance in the performance of students in the subgroups for students in the LML Process® School over the other three. In fall 2010, that same district began to implement the LML Process® in the remaining three K-3 buildings.
What Every School Administrator Should Know About LML

If you’re an administrator who has not heard about Let Me Learn before, here’s a short introduction that we hope will whet your appetite to find out why an increasing number of schools in the United States and abroad are getting involved and improving their learning communities.

1. Let Me Learn is a results-oriented Advanced Learning System.
   Unlike general concepts such as learning styles and multiple intelligences, the Let Me Learn Process is predicated on brain-mind research that can provide your educators with very practical tools and strategies to help students take charge of their learning and to enhance their academic achievement.

2. Let Me Learn is appropriate for all students at any grade level.
   Let Me Learn is based on universal aspects of learning that children, pre-teens, young adults—and their classroom teachers—can apply to virtually any content or subject area. In fact, we offer multi-faceted instructional strategies that can be particularly useful for teachers with struggling students.

3. Let Me Learn taps the power of differentiated instruction.
   The Let Me Learn Process helps teachers work with their students to develop a personalized learning plan for each student so that he/she feels empowered to succeed both academically and socially.

4. Let Me Learn Professional Development is easy to schedule and cost-effective.
   Let Me Learning workshops and courses are available at different times of the school year (and during the summer) at different locations—including on-site school training and off-site distance learning—so that you can schedule professional development when it is most convenient for you and your faculty.
For More Information

Visit our web site

www.letmelearn.org