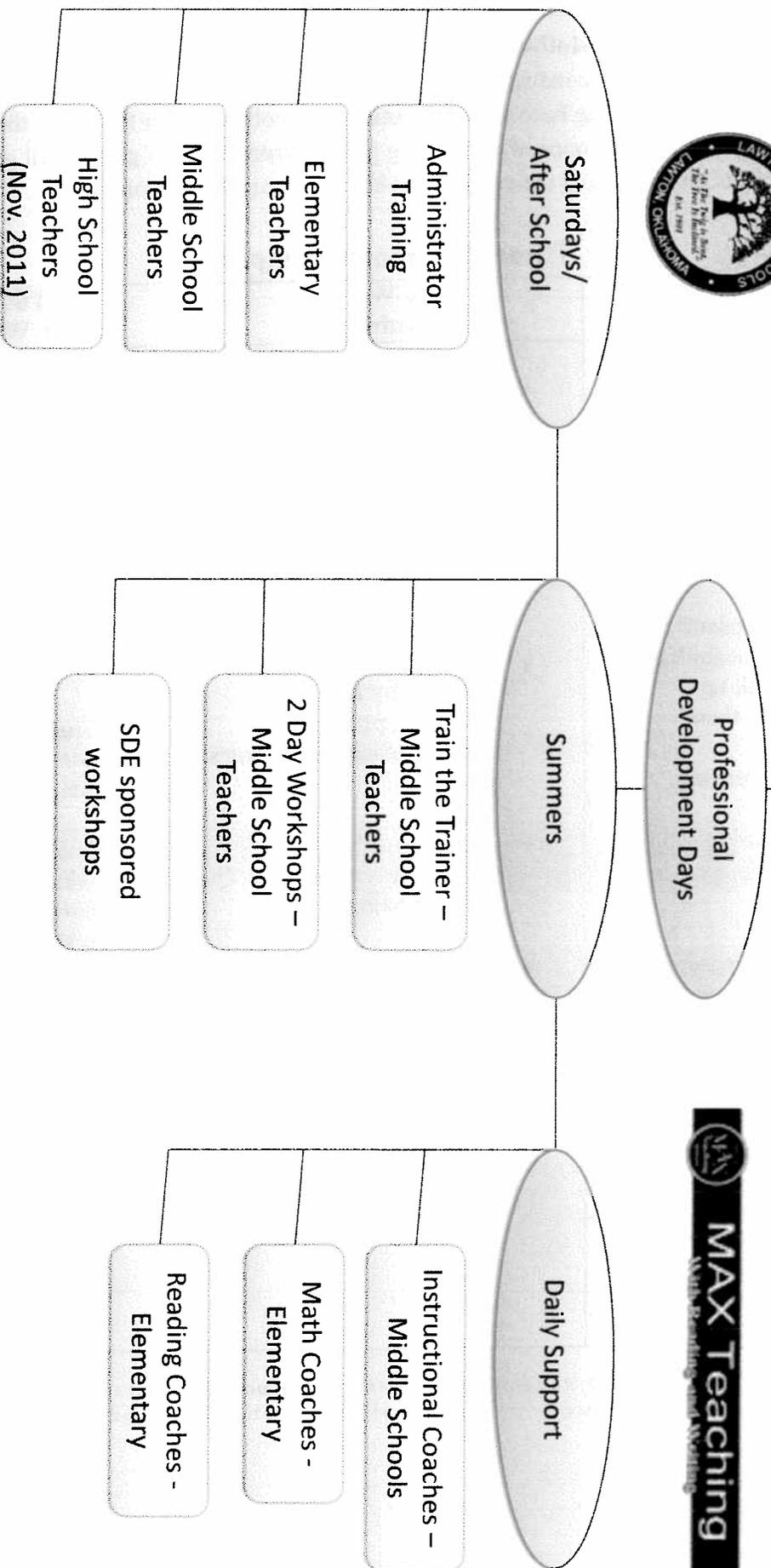


Lawton Public Schools

MAX Teaching Training provided by the Oklahoma State Department of Education
 attended by 2 middle school principals in June 2009



Teachers Trained
 (including planned workshops
 through 11/14/11)
 Elementary – 180 Middle School – 200
 High School - 180 Administrators - 50

Workshops funded
 through
 Title I, Title II, and
 School Improvement
 Monies

Trainers include
 Dr. Mark Forget (SDE workshops)
 Todd Luke, VP of MAX Teaching
 Andrew Pinney, MAX Teaching consultant
 LPS Instructional Coaches –
 Kelli Angley & Jennifer Lamb
 LPS teachers who attended Train the Trainer

MAX Teaching with Reading and Writing

MAX is an acronym that stands for Motivation, Acquisition, and eXtension. MAX Teaching provides a framework for teachers to use when conducting lessons. “The goal of a teacher who uses MAX Teaching is to create a situation in which the reading becomes the solution to a problem rather than have the reading by the problem.” MAX Teaching utilizes cooperative learning groups where students go to small group with a written commitment, come to a consensus, and then continue with large group discussions.

Three Classrooms Compared

The Way It Shouldn't Be	The Way It Sometimes Is	The Way It Is With MAX
<ul style="list-style-type: none"> • Students have no connection to what they are to learn because they did not read the homework assignment and they do not connect to their prior knowledge. • Teacher has students copy down 15-20 vocabulary words and look up definitions for them. • Round-robin reading. • Students are told to copy down notes the teacher has provided. • Students fill in spaces on worksheets created by textbook publisher. • Students are told that this material will be on the test on Friday. • Little or no verbal interaction occurs, and no one learns very much, but the class is quiet and orderly. 	<ul style="list-style-type: none"> • 10-20% of students have completed the assigned reading. • Most students have no clue about the assignment or the concepts they should have learned from the text. • Teacher attempts to teach concepts by lecture, questions, probes for understanding, video, notes, etc. • All students have some level of conceptual understanding. • None have improved their learning skills. The teacher did all the work! • The hidden message is that students don't have to read – the teacher will tell them all they need to know. 	<ul style="list-style-type: none"> • Teacher helps students link prior knowledge to the day's lesson. • Students establish their purpose for learning. • Students actively probe text in an attempt to satisfy their need for understanding. • Students help one another construct understanding of subject matter. • Intelligent discussion occurs with all students having complete knowledge base with which to work. • All students use the vocabulary of the discipline. • Students perform meaningful reflection for homework.