

DATE: October 14, 2005

STUDY SKILLS

RESPONSIBILITY:

Superintendent, Director of Curriculum and Instruction, Curriculum Supervisors, Principals, Classroom Teachers

PROCEDURES:

- I. **CURRICULUM PLANNING:** As each curriculum proceeds through the five-year curriculum cycle, the steering committee will evaluate curriculum for integration of Study Skills.
- II. **CURRICULUM WRITING:** Curriculum Supervisors and teachers who work on curriculum writing and revision assignments will refer to the New Jersey Core Curriculum Content Standards as well as current research in multiple intelligences, brain-based learning, learning styles, etc. Special attention should be given to the New Jersey Core Curriculum Content Standards for Technological Literacy and Career Education and Consumer, Family, and Life Skills.
- III. **IMPLEMENTATION:** Administrators plan and provide staff development that emphasizes the following principles:
 - Study skills instruction should be integrated into all curricular areas.
 - Instructional strategies must acknowledge the multiple intelligences/learning styles.
 - Design instruction that “releases responsibility” to the students and requires “active participation” on the part of the pupil.
 - Create instruction that facilitates multi-tasking using reading, writing, speaking, listening, and viewing to accomplish problem solving and decision-making.
 - Train students to explore meta-cognitive (thinking about your thinking) strategies.
 - Minimize the focus on discrete, out-of-context skills.

IV. INSTRUCTIONAL ASSESSMENT

- A. Instructional objectives should address the **cognitive** (what student needs to know), **affective** (how students feel toward a topic), and **meta-cognitive** (thinking about thinking) domains. These objectives coupled with specified goals for **computer skills** and **emergent technologies** will offer students a meaningful study skill foundation.

- B. Develop scoring criteria and rubrics that assess and evaluate student performance in using Study Skills.