



Project CRISS
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Project CRISS®

*CR*eating *I*ndependence *th*rough *S*tudent-owned *S*trategies

We Do Staff Development.

We Do It Right!

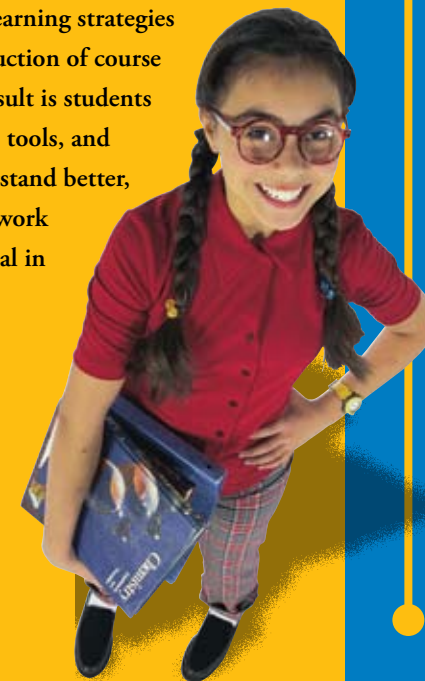


Helping Teachers Teach and Learners Learn

The most important thing any student can learn is how to learn.

We've all seen students struggle in classes. And usually we think it's because they don't have a handle on the subject. But, believe it or not, it has less to do with the subject than how the subject is approached. To put it simply, most students don't know how to learn. The reason for this is simple—no one has ever taught them. That is why Project CRISS was created.

CRISS stands for **CR**eating **I**ndependence **th**rough **S**tudent-owned **S**trategies. It's a flexible system that allows teachers to incorporate active learning strategies easily into the instruction of course content. The end result is students who have strategies, tools, and techniques to understand better, to organize, and to work with content material in all of their classes.



Transforming students into strategic learners.

Project CRISS teachers are trained how to incorporate learning strategies into their regular classroom instruction. It becomes a natural process. As teachers teach their courses, they also directly teach the techniques of more active learning by showing, telling, modeling, demonstrating, and explaining. As students progress through the year, they gradually assume more and more of the responsibility for learning by using the techniques which work most effectively for them.



Project CRISS advocates active, multi-sensory, and metacognitive teaching and learning. Accordingly, CRISS transforms the traditional "lecture and test" classroom into a stimulating, dynamic learning environment. Recent advances in brain-compatible learning substantiate the merits of this philosophy and help explain the project's success, longevity, and national proliferation.

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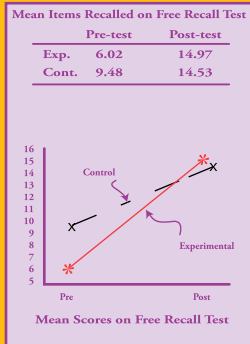


Project CRISS®, just like the students who use it, receives high marks.

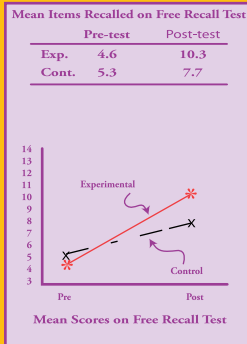
Project CRISS has been recognized as an Exemplary Educational Program and validated as effective by the U.S. Department of Education and the Joint Dissemination Review Panel. In 1985, 1989, and again in 1993, Project CRISS was approved as a National Diffusion Network program. The project continues to be revised to incorporate new techniques and research about learning processes. Extensive data show that students of all levels and abilities who have been taught with Project CRISS methods are able to remember more information and use a greater variety of learning strategies than students who received no CRISS instruction.

Project CRISS has been proven successful with all students, from basic to advanced, in school systems across the United States and around the world.

Spokane, Washington – Grade 8



Aurora, Colorado – Grade 8



How It Works

The first step is for teachers to learn the Project CRISS principles and strategies. This occurs over a two to four day period of in-service training at your school. This begins to prepare teachers and administrators to implement Project CRISS principles and instructional strategies within their own curriculum. Through a direct, explicit instruction model, participants learn ways to teach their students how to interact with text, understand text structure, have productive discussions, engage actively in learning processes, organize for learning, write to learn, write reports and essays, and learn new vocabulary.

Next, teachers learn how to guide their students to become more reflective (metacognitive) about their learning processes. Students begin to see how they can apply strategies in a flexible manner and how to monitor their own learning.

The final step for successful implementation is follow-up. The CRISS team works with the trained staff members to provide support and guidance. Each school adopting the project is encouraged to have their own site-based certified trainer. This allows the school more flexibility with how they conduct follow-up and future CRISS professional development.



Why It Works

Project CRISS research-based strategies and techniques are designed to help all students become more thoughtful and confident readers, writers, and learners. The CRISS approach takes advantage of more than 25 years of research and study focused on understanding the processes that lead to more effective reading and learning. The key principles of this research are the foundation of Project CRISS.

Metacognition. Good readers are metacognitive. They monitor their reading and learning and know what to do if they are not comprehending.

Background Knowledge. The key to comprehension is the ability to integrate new information with prior understandings and to identify faulty background knowledge and correct it.

Purpose Setting. Having a purpose for reading and learning allows students to focus on the important information and organize it in a meaningful way.

Active Learning. When students are purposefully engaged in the process of learning through discussion, writing, and transforming information, their comprehension will be greater.

Discussion. Student-centered discussions, as opposed to teacher-led conversations, cultivate an exchange of ideas while developing higher-level reading skills and comprehension.

Writing. Writing helps students make sense of what they are learning. If they can explain ideas through writing, students can claim the knowledge as their own.

Organization. If students can effectively organize information from text, they will learn and remember it better. Having a collection of organizing strategies from which to choose enables students to take notes from all text structures and for a variety of writing tasks.

Author's Craft. Strong research supports the idea that knowledge of expository and narrative text structures plays an important role in comprehension.

Teaching for Understanding. Teaching for understanding goes beyond knowing the information. It is being able to do a variety of thought-demanding activities with a topic such as explaining, finding examples, producing evidence, generalizing, and representing the ideas in a new way.



To learn more about our proven learning strategies or to set up an in-service training, call (406) 758-6440, or visit us online at www.projectcriss.com.