

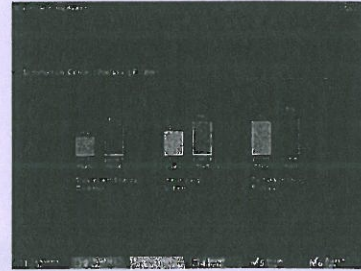


### The Anchoring Table

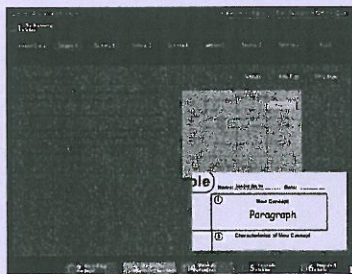
Anchoring Table		
1. Anchor Concept		2. New Concept
3. Characteristics of Existing Concept	4. Characteristics of New Concept	5. Characteristics of New Concept
6. Understanding of the New Concept		

1. Anchor Concept   2. New Concept   3. Characteristics of Existing Concept   4. Characteristics of New Concept   5. Characteristics of New Concept   6. Understanding of the New Concept

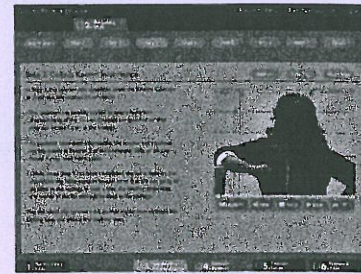
### Results screen



### Lesson 1: The Anchoring Table

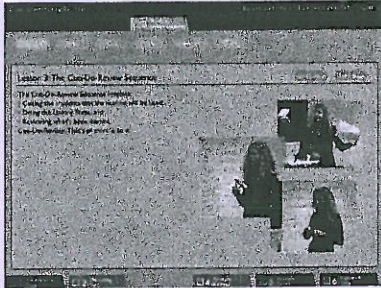


### Lesson 2: The Linking Steps

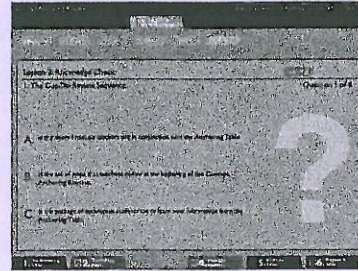




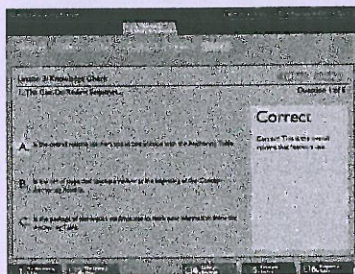
### Lesson 3: The Cue-Do-Review Sequence



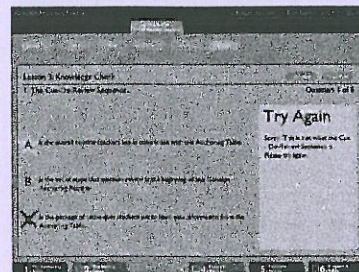
### Lesson 3: Knowledge Check



### Example Correct Response

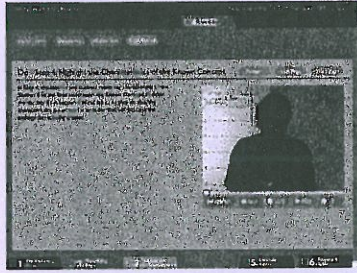


### Example Incorrect Response

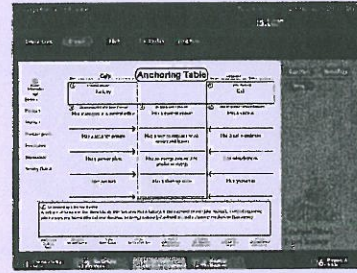




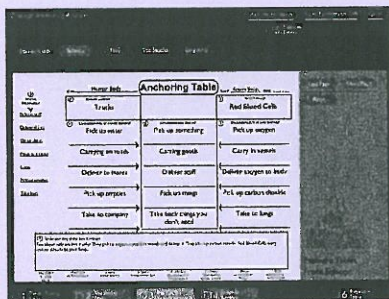
### Lesson 4: Example Routines



### Lesson 5: Example Tables



### Lesson 5: Example Table



### Lesson 6: Prepare a Table

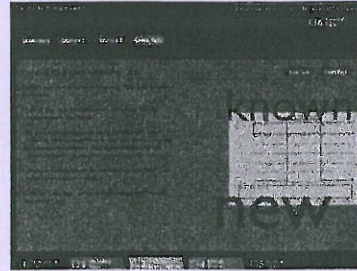




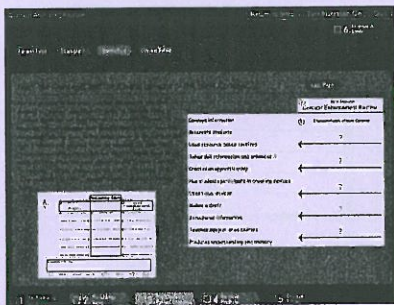
### Prepare an Anchoring Table on White Blood Cells



### Creating Your Own Anchoring Table



### Creating an Anchoring Table



### Study 1

#### Inservice Teachers

- 12 Experimental
- 12 Control

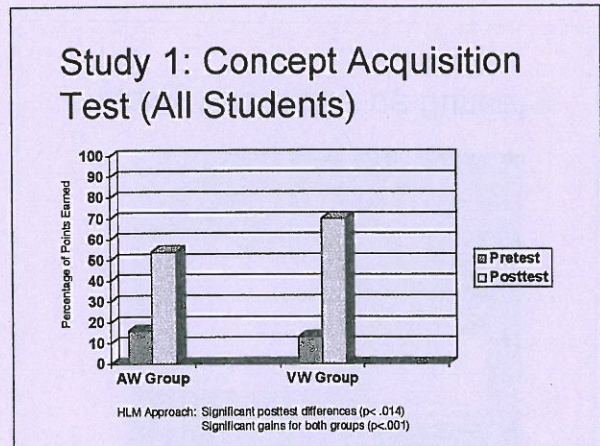
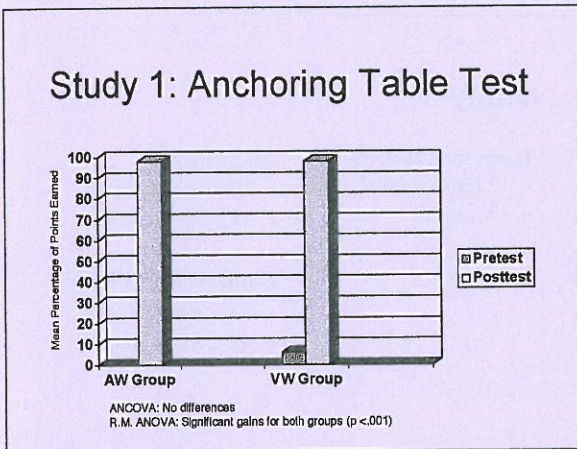
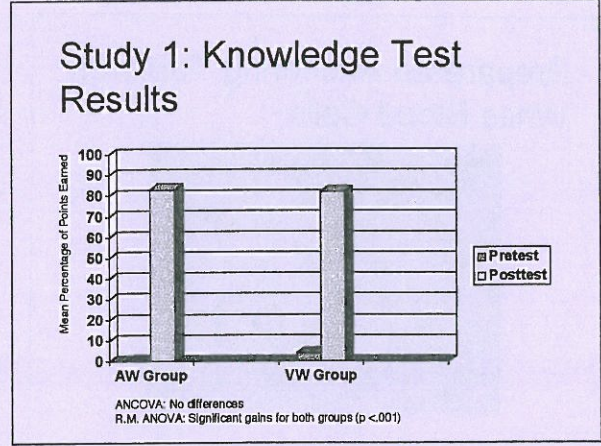
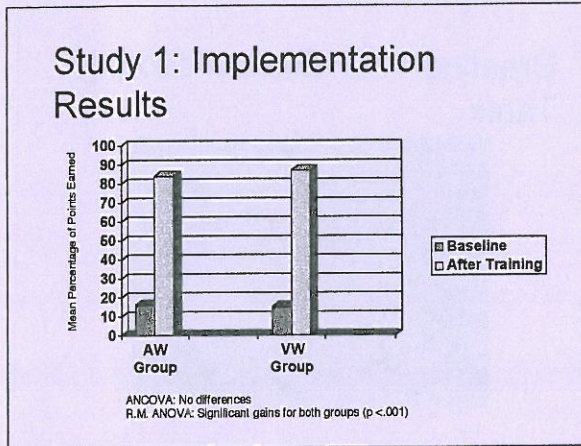
#### All Students

- 154 Experimental
- 142 Comparison

#### Students with LD

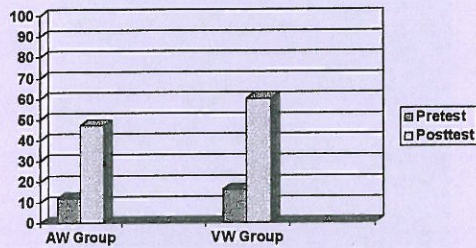
- 33 Experimental
- 42 Comparison





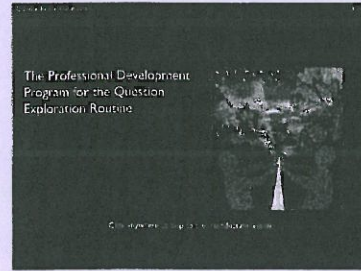


### Study 1: Concept Acquisition Test (Students with LD)



HLM Approach: No significant differences between groups  
Significant gains for both groups ( $p < .001$ )

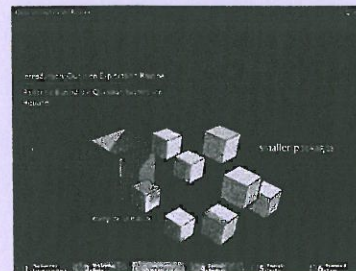
### The Question Exploration Routine Professional Development Program



### Purpose of the Question Exploration Routine CD

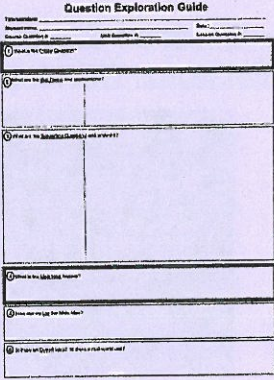
- To demonstrate how to effectively use the Question Exploration Routine with a diverse group of students

### Unpacking the Critical Question





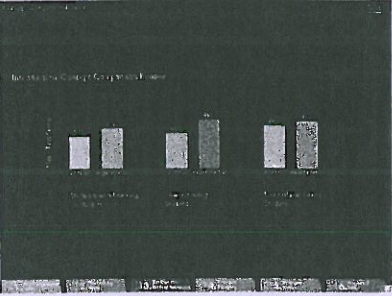
### The Question Exploration Guide



The screenshot shows a form titled "Question Exploration Guide" with several numbered sections for user input:

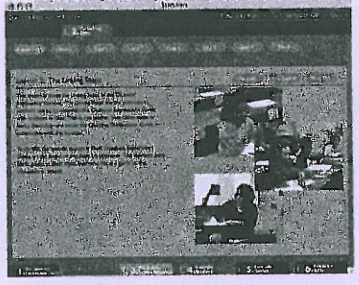
- 1. What is the **QUESTION**?
- 2. What are the **ISSUES** related to the question?
- 3. What are the **QUESTIONS** related to the issues?
- 4. What are the **ISSUES** related to the questions?
- 5. What are the **QUESTIONS** related to the issues?
- 6. What are the **ISSUES** related to the questions?
- 7. What are the **QUESTIONS** related to the issues?

### Research Results



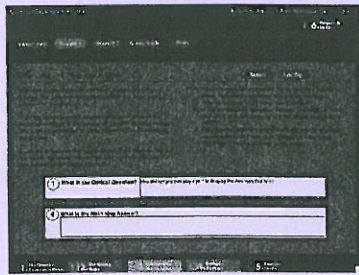
The screenshot displays a bar chart with five bars of varying heights. The x-axis is labeled with categories, and the y-axis represents a numerical value. The chart is set against a dark background.

### QER Linking Steps



The screenshot shows a presentation slide with the title "QER Linking Steps". The slide contains text and a small image of a person sitting at a desk.

### Making Your Own Guide

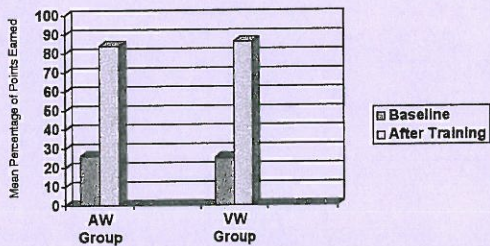


The screenshot shows a form titled "Making Your Own Guide" with two numbered sections for user input:

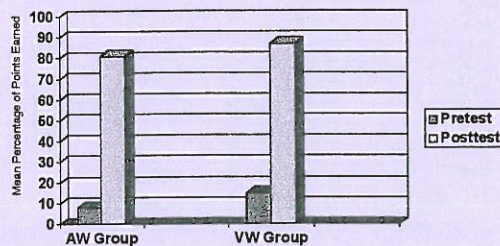
- 1. What is the **QUESTION**?
- 2. What are the **ISSUES** related to the question?



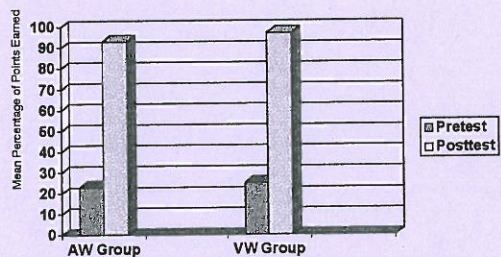
Study 1: Implementation Results



Study 1: Knowledge Test Results



Study 1: Question Exploration Table Test



Study 1: Content Acquisition Test (All Students)

