Fusion Reading
Provided by Fusion Learning, LLC

Our Purpose
Fusion Learning partners with districts, schools and teachers who have purchased the McGraw-Hill Fusion Reading Program to provide quality professional development and coaching.

Our Goal
Our goal is to ensure high fidelity of implementation of the Fusion Reading program.

Professional Development & Coaching Opportunities
A variety of professional development and coaching opportunities are available to meet your specific Fusion Reading program implementation needs.

For more information contact:
Irma Brasseur-Hock      Michael Hock
ibrasser@ku.edu         mhock@ku.edu
785-760-4069

Professional Development/Coaching Options

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Coaching</th>
<th>Combination</th>
</tr>
</thead>
<tbody>
<tr>
<td>On site learning</td>
<td>Onsite</td>
<td>Create your own</td>
</tr>
<tr>
<td>Online learning</td>
<td>Virtual</td>
<td></td>
</tr>
</tbody>
</table>
Who are we?

Drs. Michael F. Hock and Irma Brasseur-Hock are two of the authors of the Fusion Reading Program.

Dr. Michael F. Hock

is director of the Center for Research on Learning at the University of Kansas. His research involves the development and validation of reading and student motivation interventions that respond to the needs of districts or agencies as well as the needs of academically underprepared adolescents and adults. Dr. Hock is also an associate research scientist at the University of Kansas. He has directed research and development efforts for literacy-based programs for adolescent and adults, and his interests include the design and validation of instructional strategies and practices for improving student outcomes for adolescents who struggle with learning. He and his colleagues developed and validated a high school reading program for struggling adolescent readers called Fusion Reading. His interests also include staff development and the change process.

Dr. Irma Brasseur-Hock

is a research associate at the Center for Research on Learning at the University of Kansas. Her research interests include adolescent literacy, coaching, instructional technology, and instructional sustainability. She has coordinated several federally funded research projects, including a study that developed a reading skill profile of struggling adolescent readers. Together with her colleagues, she developed and validated Fusion Reading, a high school reading program for struggling readers. Dr. Brasseur has extensive experience as a special education teacher and is highly regarded for her skills as a professional development specialist, particularly in the area of adolescent literacy.