

MOTIVATION, ENGAGEMENT, AND STUDENT VOICE: PROFESSIONAL DEVELOPMENT SERIES

SELF-REGULATION MODULE

MARCH 2015

INTRODUCTION

This professional development module was created as part of a partnership between [Students at the Center](#), a [Jobs for the Future](#) initiative, and the [Connecticut Association of Public School Superintendents](#). Six Connecticut high school teachers worked closely with researcher and lead author of “Prioritizing Motivation and Engagement” in [Anytime, Anywhere: Student-Centered Learning for Schools and Teachers](#), Dr. Eric Toshalis, and Jobs for the Future staff to engage in a learner-centered development process resulting in a PD curriculum designed to be delivered in a learner-centered manner. The completed PD series consists of four modules of 3-4 lesson hours each, totaling around two full days of PD.

The full professional development series includes:

> **Motivation Module**

In this module, participants will explore how teacher behaviors can affect student motivation. The module includes an exploration of the malleability of student motivation, explores teacher best practices for motivating students, and compares reward/punishment or praise motivation to intrinsic motivation.

> **Engagement Module**

In this module, participants will explore definitions and personal experiences with student engagement, review and apply research-supported strategies to increase engagement, learn to identify and evaluate engagement, and make adjustments to lesson plans and classroom practice to increase student engagement.

> **Self-regulation Module**

In this module, participants will learn to identify and support students who struggle with self-regulation. Participants will leave these sessions with a teacher-generated document to bring back to the classroom and use with their students in support of self-regulation.

> **Student Voice Module**

In this module, participants will assess how much student voice is cultivated in their school or district, identify ways to support and encourage student voice within the class and school, and define potential barriers to student voice.



FUSING SKILL AND WILL

LESSON 1

By Chris Willems, with Eric Toshalis and Tobie Baker-Wright

MARCH 2015

LEARNING OUTCOMES

At the end of this unit, participants will be able to:

- > Describe the habits of a self-regulated learner
- > Identify and empathize with struggling (low self-regulation) learners
- > Advocate for strategies which support learners in their development of self-regulation

ESSENTIAL QUESTIONS

- > To what extent do my classroom practices encourage development of self-regulation strategies?
- > How might I best support learners who are in need of self-regulation strategies?

MATERIALS & RESOURCES

- > [Slides](#) and projector
- > [“Self-Regulated Learning and Academic Achievement: An Overview”](#) article handout
- > [“Classroom Applications of Research on Self-Regulated Learning”](#) article handout
- > Index cards

TOTAL TIME

- > 1 hour 10 minutes



ENGAGE: BUILDING CONNECTION AND PURPOSE

Time	Facilitator Steps
15 minutes	<p>Ahead of time, consider how participants should be grouped. They can be grouped either by grade/subject, or purposely in cross subject/grade groups.</p> <p>Explain: <i>You will be shown a paragraph. Please do your best to make sense of it. It may be challenging, but given your education and experience, you will be prepared to bring insight to the reading and add to the discussion following.</i></p> <p>Display this (or a similar) reading using the provided slides, or print on a blackboard or poster:</p> <p>"In the process of decoding, [students] externalize their thematic and thereby make explicit their 'real consciousness' of the world. As they do this, they begin to see how they themselves acted while actually experiencing the situation they are not analyzing, and thus reach a 'perception of their previous perception.' By achieving this awareness, they come to perceive reality differently; by broadening the horizon of their perception, they discover more easily in their 'background awareness' the dialectical relations between the two dimensions of reality. By stimulating 'perception of the previous perception' and 'knowledge of the previous knowledge,' decoding stimulates the appearance of a new perception and the development of new knowledge. The new perception and knowledge are systematically continued with the inauguration of the educational plan, which transforms the untested feasibility into testing action, as potential consciousness supersedes real consciousness." –Paolo Freire</p> <p>Display the reading, watch participants carefully and note the behaviors you see, but stay serious (you may have to communicate the expectations again).</p> <p>Typically, behaviors will include: laughter, side-talk, folks getting up to do something else, checking their phones, giving up and talking with others instead, making fun of or rejecting the activity, saying the reading is dumb or impossible or opaque, while a few may be leaning in and focusing and trying to read and re-read the text as they attempt to tune out the others who are "distracting" them or who appeared to have "given up."</p> <p>Depending on your familiarity with the group, you can walk around and make comments similar to:</p> <ul style="list-style-type: none"> > "Why don't you care about this reading?" > "Why don't you care about your professional development? This is important!" > "Johnny is reading it. Good job, Johnny. Johnny wants to contribute professionally—I like that." > "This is from a very important leader of education, a world famous teacher and philosopher. Show some respect." > "No talking. Off-task behavior is disrespectful to me, to your colleagues, and to yourself."



Students at the Center author Eric Toshalis on self-regulation research.



Piloting teachers grouped participants in such a way that got them working across departments, across grade levels, and across roles/professions.



The key here is to use "teacher language" to misidentify the problems in the room and to blame the students for their bad attitudes or poor motivation. Doing this well will set up the rest of the lesson.

ENGAGE: BUILDING CONNECTION AND PURPOSE CONTINUED

Time	Facilitator Steps
	<p>This step is crucial. To really drive home how often and how quickly we can misread problems with self-regulation, the facilitator needs to really circulate and “ham it up” here.</p> <p>After a few minutes, transition to the next slide which displays the following:</p> <ul style="list-style-type: none">> What thoughts or feelings did you notice in yourself?> What did you do to remain focused while reading? What strategies did you employ?> If you were unsuccessful at remaining focused, why? What did you do and not do?> What did I do as your instructor? How successful were my encouragement strategies? Did what I said and did help you to initiate and sustain focus?

DEEPENING KNOWLEDGE

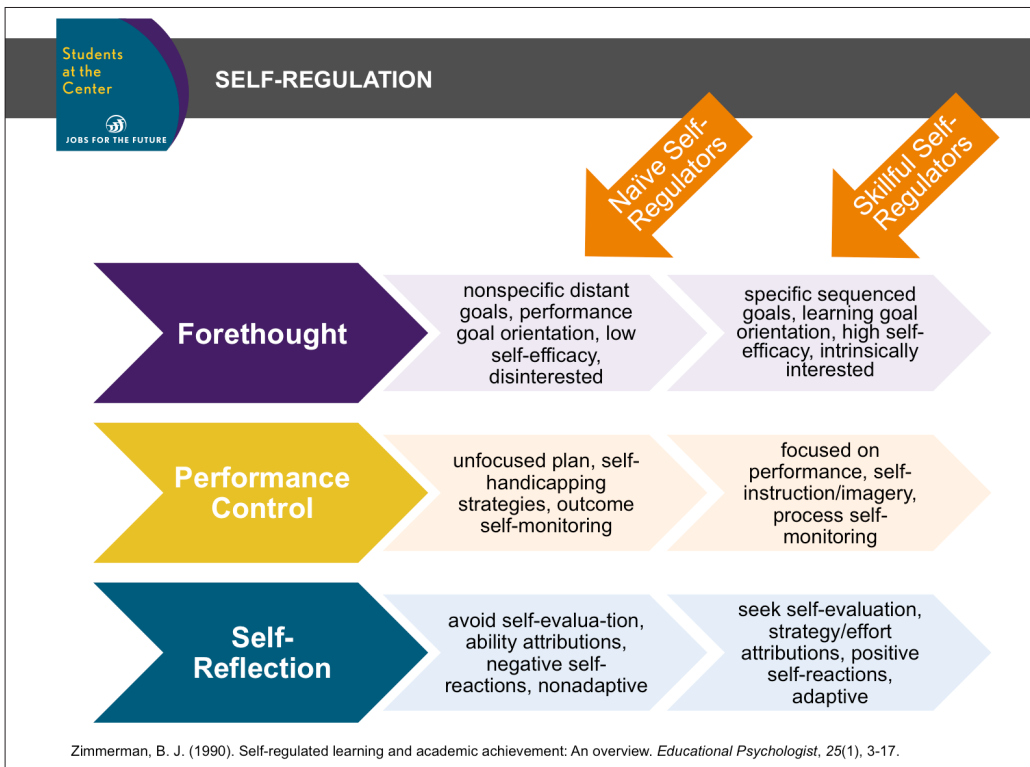
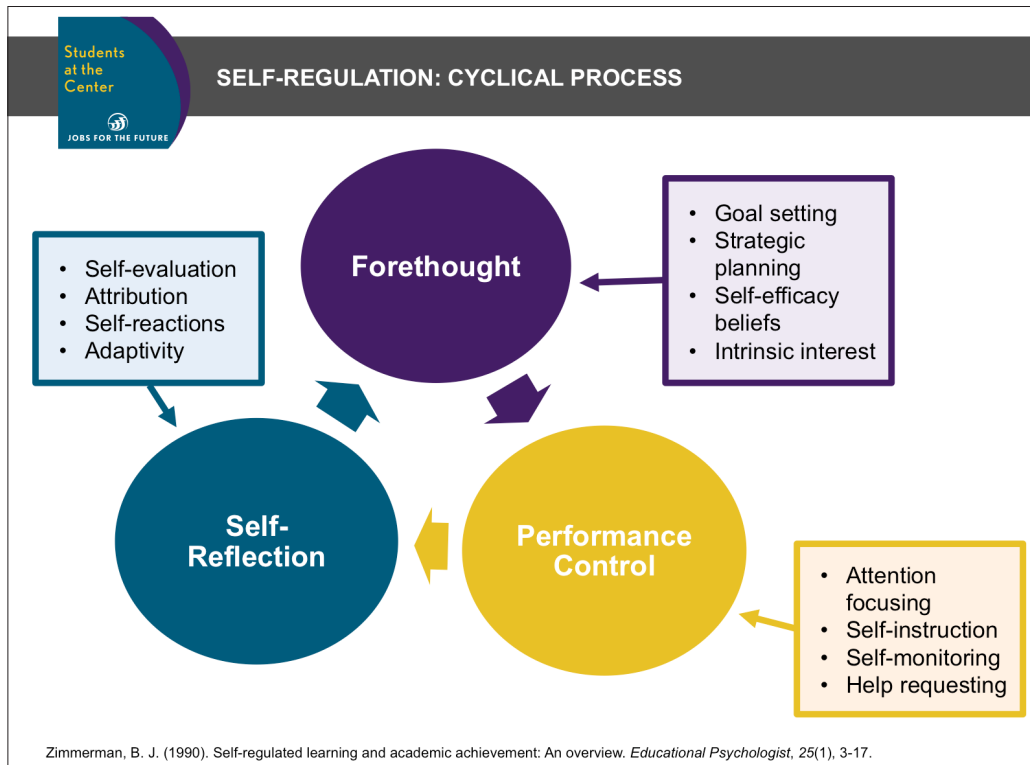
Time	Facilitator Steps
30 minutes	<p>Ask participations to write their own definition of “self-regulation” on provided note cards.</p> <p>Display the “official” definition on PowerPoint slide (or poster, flipchart, board):</p> <ol style="list-style-type: none">1. Self-regulation is the planning, goal-setting, organizing, self-monitoring, and self-evaluating all learners do in the process of building new knowledge.2. It is a skill-set that is learned incrementally over time, developing only when contexts support it.3. It is often misread and misunderstood by even the best educators. <p><i>Compare this definition with your personal definition.</i></p> <p>Display two slides that depict the three phases of self-regulation and then the differences between naïve and skilled self-regulators, as per Zimmerman’s “Self-Regulated Learning and Academic Achievement: An Overview” article.</p> <p>Instruct participants to think of three challenging students.</p> <p><i>Ask: Does this give you any insight into their behavior? Turn and talk to a neighbor.</i></p>

PROCESS & SYNTHESIS

Time	Facilitator Steps
25 minutes	<p>Give participants a handout of slides 6 and 7. Next, project slide 8, "(Mis) Reading Self-Regulation." Divide participants into groups (ideal group size is 4 or 5) and assign one quote or two quotes per group (depending on the size of the gathering).</p> <ol style="list-style-type: none"> 1. Ask participants to discuss what might be going on for a student who says one of these quotes, based on self-regulation theory. 2. More specifically, ask participants: <i>How might the students' behaviors and statements be read as an issue of self-regulation? If it is an example of problems with self-regulation, what effect might a misreading of the behaviors have on the teacher-student relationship, on the student's motivation, on their achievement?</i> 3. Give groups 3-4 minutes to discuss, then have each report out. Invite discussion and clarifying questions. <p><i>We may often misunderstand student (mis)behavior and off-task activity as an attitude problem or a lack of motivation when it may be more accurate to understand the behavior as a symptom of a skill deficit in self-regulation.</i></p> <ol style="list-style-type: none"> 4. Probe for understanding and push for precision in applying self-regulation theory to classroom behaviors. <p>Closure</p> <p>Have each participant choose one student he/she will follow in the span of time between this professional development lesson and the next. The student they choose should be one they suspect needs to develop her/his self-regulation skills. Over the observation period, participants will note the sort of behaviors they have observed in the student and the extent to which self-regulation may be a contributing factor.</p> <p>Ask them to come prepared to share their observations and inferences.</p> <p>Assign the Paris and Paris article, "Classroom Applications of Research on Self-Regulated Learning," as a way of deepening their knowledge of identifying and addressing naïve self-regulators, and enriching their thinking. Emphasize reading this article before the next session, and consider sending an email reminder.</p>



SLIDES 6 & 7 HANDOUT



“MISBEHAVIOR” MAY BE MISUNDERSTOOD AND MISLABELED

LESSON 2

By Chris Willems, with Eric Toshalis and Tobie Baker-Wright

MARCH 2015

LEARNING OUTCOMES

At the end of this unit, participants will be able to:

- > Identify the central ideas of self-regulation theory
- > Enumerate what teachers can do to support self-regulation in students

ESSENTIAL QUESTIONS

- > How often do we mislabel misbehavior?
- > Is self-regulation something teachers can teach?

MATERIALS & RESOURCES

- > Copies of handouts ([Self-Regulation Graphic organizer, with strategies](#))
- > Flip charts (enough paper for small groups to record on)
- > Markers
- > Paris, S.G., & Paris, A.H. 2001. “[Classroom Applications of Research on Self-Regulated Learning.](#)” *Educational Psychologist*, Vol. 36, No. 2, p. 89-101.

TOTAL TIME

- > 1 hour



ENGAGE: BUILDING CONNECTION AND PURPOSE

Time	Facilitator Steps
15 minutes	<p>Have the opening prompt displayed when participants enter the room:</p> <p><i>"Think of a student in your class that has created a classroom management issue. Take three minutes to record details on his/her behavior, describing the behaviors as much as possible."</i></p> <p>Ask participants to save these vignettes.</p> <p>Invite participants to take out their Paris & Paris (2001) reading assigned for homework in the last PD lesson.</p> <p>Then present the following case on screen/poster/board:</p> <p>"Sarah is a vivacious, enthusiastic and socially-connected 9th grade student. Sarah frequently arrives to class five or six minutes tardy. At this point, most of the class is engaged in the first activity of the period. After she arrives, she checks in with her friends, and sometimes tours the classroom. She usually needs to obtain a writing utensil and other necessary supplies from another member of the class or the teacher. Her grades were in the high 80s in the first semester, but have fallen to the low 70s by the middle of the year. She says she is not interested in the class and frequently distracts her classmates with off-task behaviors during lesson activities."</p> <p>Think, Pair, Share</p> <p>Before the pairs and group discussion, reframe self-regulated learning:</p> <p><i>Self-regulation is how we goal-set and control our actions to initiate and sustain focus; it's how we get things done amid competing attractions & distractions. When we self-regulate, we deal with inevitable distractions and then go back to work. (Note: It's OK to be distracted. You have an active mind that you are not always in control of.)</i></p> <p>Remind participants of the definition of self-regulation provided in Lesson 1 via a slide or flip chart with the following:</p> <ol style="list-style-type: none"> 1. Self-regulation is the planning, goal-setting, organizing, self-monitoring, and self-evaluating all learners do in the process of building new knowledge 2. It is a skill-set that is learned incrementally over time, developing only when contexts support it 3. It is often misread and misunderstood by even the best educators <p>Pair-share: Project the following questions and ask partners to discuss:</p> <ol style="list-style-type: none"> 1. How might self-regulation theory apply to Sarah's actions? 2. When might a lack of self-regulation lead to "misbehavior"? 3. If you were Sarah's teacher, what might you do to support the development of more sophisticated self-regulation strategies for Sarah and her classmates? <p>If there's time, ask one partner from each group to share their responses.</p> <p>After the discussion, thank participants for taking risks as they think about student behavior—and their understanding of it—in new ways. "Reading" and teaching self-regulation may be a new approach for even experienced teachers.</p>



Students at the Center author Eric Toshalis

explains why teachers are important in the self-regulation process.



Poor self-regulators inevitably act out in

the classroom: this is a crucial point to hit early and often.

DEEPENING KNOWLEDGE

Time	Facilitator Steps
30 minutes	<p><i>Now we will work as a group to look at some of the strategies researchers have identified that promote self-regulation. You will review the strategies in more depth, and create an overview of the strategy, translating it into classroom language and practice.</i></p> <p>There are ten core strategies used for this activity, one that is used as a model. Group participants by the remaining nine strategies, counting off one to nine. Group size will vary depending on the number of participants. For larger groups, strategies can be repeated.</p> <p>Hand out the graphic organizers for each strategy, ensuring that all strategies are represented.</p> <p>Think Aloud</p> <p>Display the self-appraisal graphic organizer. Think aloud through the following sections.</p> <ul style="list-style-type: none"> > Read quote from research that highlights the strategy: “Self-appraisal leads to a deeper understanding of learning. Analyzing personal styles and strategies of learning, and comparing them with the strategies of others, increases personal awareness of different ways of learning” Paris & Winograd (2003). > Explain the strategy as if you were talking to a parent, including why it is helpful to develop self-regulation. In order for students to take ownership of their learning, it is helpful for them to know how they learn best. This allows them to advocate for options that meet their needs. It can also help them learn strategies and supports when they need to engage in a situation that uses a learning style that may not come easy for them. > What are examples of concrete tools, structures or practices that could be used to support this self-regulation strategy? <ul style="list-style-type: none"> » A learning strategy survey » Four corners opening activity using different learning strategies. » Practice/role playing asking teachers for assistance or for alternatives that better meet their learning needs. <p>Read-Reflect-Share</p> <p>Have participants read the strategy.</p> <p>First, give a few minutes for independent work to complete the graphic organizer.</p> <p>Next, in smalls groups, have participants share ideas and create a collaborative version of the graphic organizer on chart paper. For consistency, the headings of the collaborative work should match the graphic organizer.</p>



Model with
the self-
appraisal
strategy

either via handouts, on
an overhead, or using
chart paper.

PROCESS & SYNTHESIS

Time	Facilitator Steps
15 minutes	<p>The goal now is to have educators identify specific techniques they could use to support self-regulation development in middle and high school students.</p> <p>Gallery Walk</p> <p>After groups have created their self-regulation strategy summary, have the group post the charts around the room.</p> <p>Give each participant three post-it notes. As they “walk the gallery” they will select three strategies that stand out, e.g.:</p> <ul style="list-style-type: none"> > this could be a strategy they would like to incorporate immediately; > a strategy that creates an ah-ha; or > a strategy that offers an idea for a current challenge in their classroom. <p>They will place a post-it by that strategy.</p> <p>Whole Group Discussion</p> <p>Ask the group to share:</p> <ul style="list-style-type: none"> > What strategies resonated with you? > Which ones might support a current situation with a student? <p>If there is time, the group can also revisit the essential questions for this workshop:</p> <ul style="list-style-type: none"> > How often do we mislabel misbehavior? > Is self-regulation something teachers can teach? <p>Closure</p> <p>For the next session, ask participants to try out selected strategies and be prepared to share results.</p> <p>Let participants know that they will co-creating tools and resources to support self-regulation in the final session.</p>



These posters will be used in the “create your own specific tool” section of Lesson 3. Post for each ensuing lesson. Using chart paper with a sticky back will help with reposting for the final session.



If you’re tight on time or participants have been sitting a long time, have them do the turn & talk while still standing around the flip charts.



GRAPHIC ORGANIZER FACILITATOR EXEMPLAR

SELF-APPRAISAL

"Self-appraisal leads to a deeper understanding of learning. Analyzing personal styles and strategies of learning, and comparing them with the strategies of others, increases personal awareness of different ways of learning." Paris and Winograd (2003)

Clear explanation of strategy and why it is helpful in developing self-regulation.

In order for students to take ownership of their learning, it is helpful for them to know how they learn best. This allows them to advocate for options that meet their needs. It can also help them learn strategies and supports when they need to engage in a situation that uses a learning style that may not come easy for them.

Concrete examples of tools, structures or practices that could be used to support this self-regulation strategy.

- > A learning strategy survey
- > Four corners opening activity using different learning strategies.
- > Looking at strategies when working "across learning styles" (e.g., a graphic organizer can be used for a kinesthetic learner who has a long and challenging reading, having a student who may struggle with long series of directions learn to request a written copy, etc.)
- > Practice/role playing in asking teachers for assistance or alternatives that better meet their leaning needs.



GRAPHIC ORGANIZER SELF-APPRAISAL

SELF-APPRAISAL

"Self-appraisal leads to a deeper understanding of learning. Analyzing personal styles and strategies of learning, and comparing them with the strategies of others, increases personal awareness of different ways of learning." Paris and Winograd (2003)

Clear explanation of strategy and why it is helpful in developing self-regulation.

Concrete examples of tools, structures or practices that could be used to support this self-regulation strategy.



GRAPHIC ORGANIZER GOAL SETTING

GOAL SETTING

"Students learned strategies that would facilitate goal attainment by helping them coordinate processes that involved generation, evaluation, and incorporation of target elements into their essays. Students who learned the goal-setting strategy wrote longer papers, included more supporting reasons, and produced quantitatively better essays than students in the control condition." Paris and Paris (2001) page 92

"Experts plan learning efforts using powerful strategies and self-observe their effects, such as a visual organizer, for filling in key information." Zimmerman (2002) page 69

"Theorists are in agreement that students have the capability to make use of standards to direct their learning, to set their own goals and sub-goals ... achievement effects are mediated by the self-regulatory activities that students engage to reach learning and performance goals." Boekaerts and Corno (2005) page 201

Clear explanation of strategy and why it is helpful in developing self-regulation.

Concrete examples of tools, structures or practices that could be used to support this self-regulation strategy.



GRAPHIC ORGANIZER RECIPROCAL TEACHING

RECIPROCAL TEACHING

"[Reciprocal teaching includes] direct explanation of writing strategies and modeled use, daily writing with topics usually selected by students, use of procedural facilitation, in the form of think-sheets, peer review, and feedback, frequent writing conferences, and publication of student papers." Paris and Paris (2001) page 92-93

"In reciprocal teaching, students observe their teacher who thinks out loud while reading text, and then asks students to do the same." Boekaerts and Corno (2005) page 218

Clear explanation of strategy and why it is helpful in developing self-regulation.

Concrete examples of tools, structures or practices that could be used to support this self-regulation strategy.



GRAPHIC ORGANIZER SELF-INSTRUCTION STRATEGIES

SELF-INSTRUCTION STRATEGIES

"They taught self-instructional tactics to promote self-regulation such as identifying the problem, focusing on the task, applying the strategies, evaluating performance, coping with anxiety and maintaining self-control, self-reinforcement, goal-setting, self-assessment, and self-monitoring...strategy use will suffer if SRL components are neglected." Paris and Paris (2001) page 93

"... conveying knowledge of reading and writing strategies does not improve acquisition unless self-monitoring and related decision-making procedures are taught specifically." Zimmerman (1990) page 10

"... teachers need to share specific strategy information that is required for students to become aware of how, when, and where to apply strategies." Paris and Paris (2001) page 93

Clear explanation of strategy and why it is helpful in developing self-regulation.

Concrete examples of tools, structures or practices that could be used to support this self-regulation strategy.

IN A DISTRACTING WORLD, SELF-REGULATION TO THE RESCUE

LESSON 3

By Chris Willems, with Eric Toshalis and Tobie Baker-Wright

MARCH 2015

LEARNING OUTCOMES

At the end of this workshop, participants will be able to:

- > Confidently apply a menu of strategies to classroom practice that will support student's self-regulation
- > Share out their work to other groups and reflect on their process
- > Bring a teacher-generated document back to their classrooms to use with their students in support of student self-regulation

ESSENTIAL QUESTIONS

- > What resources might help educators deepen their support for self-regulation?
- > How much time, energy, and resources should we shift to new practices that support self-regulation?

MATERIALS & RESOURCES

- > Flip chart and markers or black/white board
- > [Slides](#) and projector
- > Sticky notes
- > Paris, S.G., & Paris, A.H. 2001. "[Classroom Applications of Research on Self-Regulated Learning](#)." *Educational Psychologist*, Vol. 36, No. 2, p. 89-101.
- > Index cards
- > Copies of [Ten Minute Work Time](#) template handout

TOTAL TIME

- > 1 hour 15 minutes



ENGAGE: BUILDING CONNECTION AND PURPOSE

Time	Facilitator Steps
20 minutes	<p>Display question as participants enter:</p> <p><i>What will be most useful for your support of self-regulation strategies in class starting this week? What tool or resource could support this work?</i></p> <p>Ask participants to respond to the prompt. Have them think through the following considerations:</p> <ul style="list-style-type: none"> > <i>Based on our work together over the previous sessions (including the readings, activities, and student role-plays) what are the top three strategies classroom teachers could employ in order to help students become better self-regulators?</i> <ul style="list-style-type: none"> » <i>Please list each strategy on a separate sticky note.</i> > <i>We are going to work together to co-generate tools we can use immediately in our classrooms. What could these tools be? Please brainstorm three tools you feel would be worthwhile to develop during today's workshop.</i> The tool may be a graphical concept map, short video, mnemonic devices, guide sheet, time tracker, etc. <ul style="list-style-type: none"> » <i>Please list each tool on a separate sticky note.</i> <p>After participants have brainstormed strategies and tools, begin a quick debrief with the outcome of grouping sticky notes together and transitioning to the work time.</p> <p>If additional time remains, this debrief can be extended into a discussion;</p> <ul style="list-style-type: none"> > Why did you surface these strategies as important? > Which strategies would support the greatest number of students? Which would support specific, but struggling or disruptive, self-regulators? <p>With small groups, each participant can share out the strategies and the tools. With a larger group, after several strategies and tools have been shared, ensure that only new strategies and tools are surfaced, rather than repeated. This is to keep the workshop to an hour.</p> <p>Place the sticky notes representing tools far enough apart that at the end of the debrief participants can gather at the tool they would like to co-develop during the workshop.</p> <p>Thank the participants for their great ideas and explain: <i>We will create these tools in small groups. Please choose one tool that you would like to devote your focus and energy on today. Groups should be balanced, so if one group is very large, please move to another.</i></p> <p><i>I will post some of our prior work around the room as a resource for you as you work.</i></p>



Students at the Center author Eric Toshalis

introduces the concept of naïve self-regulators.



Invite participants to write any other

pressing concerns, questions or ideas on sticky notes for a "parking lot."



Post the charts from earlier workshops.

DEEPENING KNOWLEDGE

Time	Facilitator Steps
35 minutes	<p>Create Your Own Tool</p> <p><i>How will you apply self-regulation theory to your group work time today? What strategies will you employ to create a useful tool in 30 minutes?</i></p> <p>Hand out the Ten-Minute Work Time template as a way for participants to record their goals for the work time.</p> <p>During the work time, it is often helpful to begin a “conference and questions” list in a visible place. As participants have questions or need assistance, they write their name on the list. Facilitators can then ensure each participant gets individualized and equitable support by working down the list in order.</p> <p>Remind participants of available resources:</p> <ul style="list-style-type: none"> > “Techniques to use Tomorrow”: Paris & Paris (2001) 12 principles to apply in classroom (page 97) > “Ten Minute Work Time” template for this working session (3 x 10 minute work “bursts”) <p>As participants work, facilitators can circle the room and provide support. In addition, every ten minutes set a cue to assist groups in managing their limited time.</p>



Note: The [Ten-Minute Work Time](#) is a

graphic organizer for participants to structure their work time for this session (and also is a model of breaking down longer work periods as a way to structure and teach self-regulation for students).



“Techniques to use Tomorrow” is part

of the article that offers suggestions for practice. Given how dense the article is, it may be helpful to highlight the part most useful to the work of tool creation.

PROCESS & SYNTHESIS

Time	Facilitator Steps
20 minutes	<p>After the allotted work time, participants should separate and share their tools with other groups. The format of this will depend on the number of participants.</p> <p>For a small group, each tool could be highlighted.</p> <p>For a larger group, participants can separate to share their tool in smaller groups, similar to an article jigsaw.</p> <p>Have groups both share the products created and also profile the learner the tool may support.</p> <p>If there is time, bring the group together for a concluding discussion.</p> <p>Concluding Discussion (optional)</p> <p>Review specific student histories and contexts from previous hours. Project and discuss the following questions:</p> <ul style="list-style-type: none"> > Why might specific students have underdeveloped self-regulation skill sets that hinder their ability to focus and sustain effort? > What strategies have been suggested to support development of self-regulation? > How will we concretely apply our new understanding of self-regulation theory to these particular learners? What scaffolding and tools can we employ in our instruction to support these learners? <p>Exit Activity</p> <p>Thank your participants for their energy and risk-taking in the last three sessions.</p> <p>Chose one of the following quick reflections for an exit ticket. Have participants record their thoughts on a 3x5 index card.</p> <ul style="list-style-type: none"> > I used to think, but now I think... > The idea most useful to support my students in developing self-regulation was . . . <p>Collect the exit tickets.</p> <p>Have participants email tools to a central contact, so they can be posted or sent out to the group.</p>



SELF-REGULATION, LESSON 3

TEN MINUTE WORK TIME

During the first 10 minute work block, I am going to work on:

In this first 10 minute work block, I accomplished:

2 MINUTE BRAIN BREAK!

During the second 10 minute work block, I am going to work on:

In this second 10 minute work block, I accomplished:

2 MINUTE BRAIN BREAK!

During the final 10 minute work block, I am going to work on:

In this final 10 minute work block, I accomplished:

Students at the Center synthesizes and adapts for practice current research on key components of student-centered approaches to learning that lead to deeper learning outcomes. Our goal is to strengthen the ability of practitioners and policymakers to engage each student in acquiring the skills, knowledge, and expertise needed for success in college and a career. The companion volume [Anytime, Anywhere: Student-Centered Learning for Schools and Teachers](#) (2013) is now available from Harvard Education Press. This Jobs for the Future project is supported generously by funds from the Nellie Mae Education Foundation.



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