

# 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 <a href="#">slides</a>, 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"> <li>&gt; “Why don’t you care about this reading?”</li> <li>&gt; “Why don’t you care about your professional development? This is important!”</li> <li>&gt; “Johnny is reading it. Good job, Johnny. Johnny wants to contribute professionally—I like that.”</li> <li>&gt; “This is from a very important leader of education, a world famous teacher and philosopher. Show some respect.”</li> <li>&gt; “No talking. Off-task behavior is disrespectful to me, to your colleagues, and to yourself.”</li> </ul>



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"><li>&gt; What thoughts or feelings did you notice in yourself?</li><li>&gt; What did you do to remain focused while reading? What strategies did you employ?</li><li>&gt; If you were unsuccessful at remaining focused, why? What did you do and not do?</li><li>&gt; 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?</li></ul>

## DEEPENING KNOWLEDGE

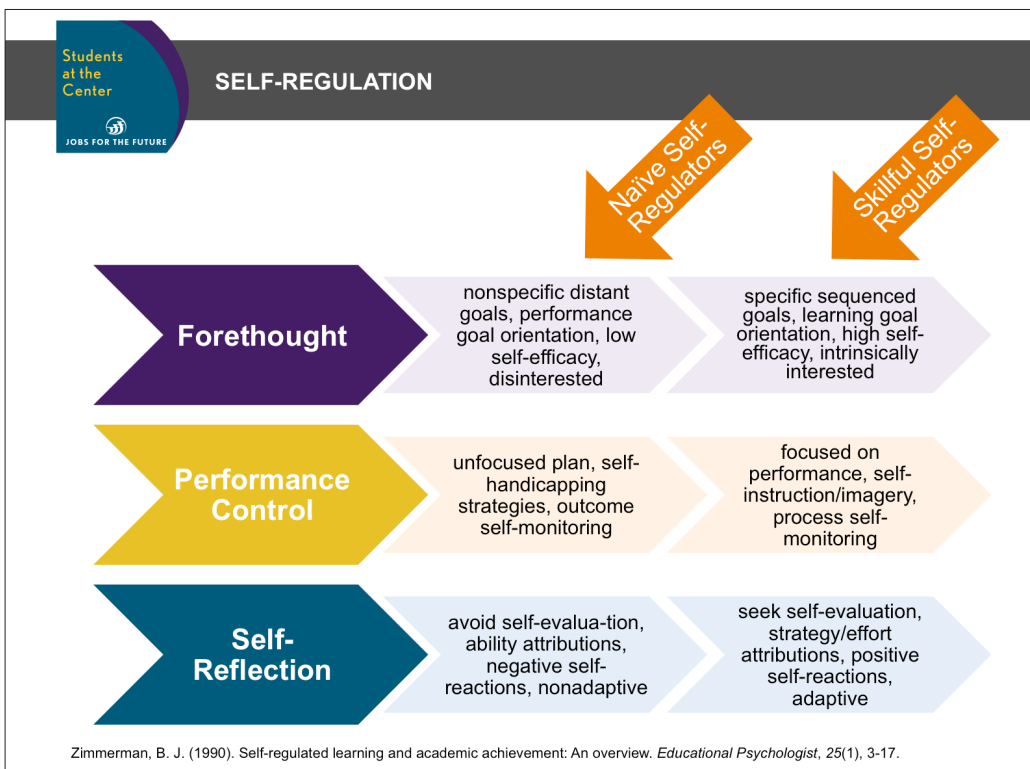
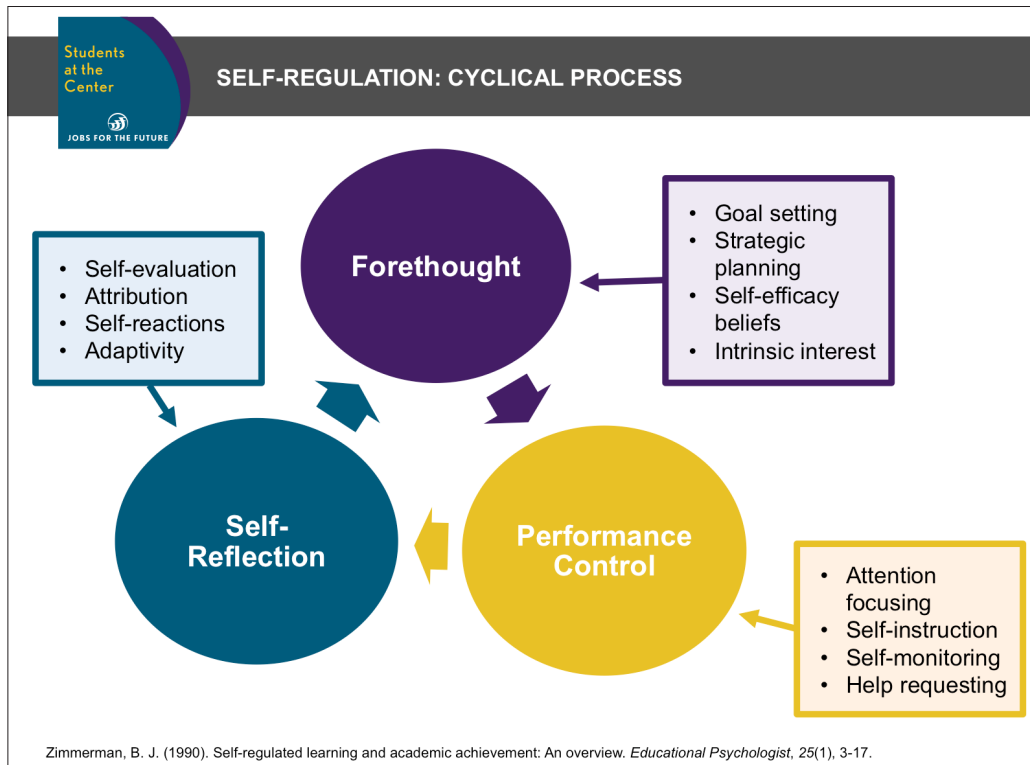
Time	Facilitator Steps
30 minutes	<p>Ask participations to write their own definition of “self-regulation” on provided note cards.</p> <p>Display the “official” definition on PowerPoint slide (or poster, flipchart, board):</p> <ol style="list-style-type: none"><li>1. Self-regulation is the planning, goal-setting, organizing, self-monitoring, and self-evaluating all learners do in the process of building new knowledge.</li><li>2. It is a skill-set that is learned incrementally over time, developing only when contexts support it.</li><li>3. It is often misread and misunderstood by even the best educators.</li></ol> <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 “<a href="#">Self-Regulated Learning and Academic Achievement: An Overview</a>” 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 <a href="#">handout of slides 6 and 7</a>. 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"> <li>1. Ask participants to discuss what might be going on for a student who says one of these quotes, based on self-regulation theory.</li> <li>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></li> <li>3. Give groups 3-4 minutes to discuss, then have each report out. Invite discussion and clarifying questions.</li> </ol> <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"> <li>4. Probe for understanding and push for precision in applying self-regulation theory to classroom behaviors.</li> </ol> <p><b>Closure</b></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, "<a href="#">Classroom Applications of Research on Self-Regulated Learning</a>," 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



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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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