

# 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.



# “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 <a href="#">Paris &amp; Paris</a> (2001) reading assigned for homework in the last PD lesson.</p> <p>Then present the following case on <a href="#">screen</a>/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><b>Think, Pair, Share</b></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 &amp; 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 <a href="#">slide</a> or flip chart with the following:</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>Pair-share: <a href="#">Project</a> the following questions and ask partners to discuss:</p> <ol style="list-style-type: none"> <li>1. How might self-regulation theory apply to Sarah's actions?</li> <li>2. When might a lack of self-regulation lead to "misbehavior"?</li> <li>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?</li> </ol> <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 <a href="#">graphic organizers</a> for each strategy, ensuring that all strategies are represented.</p> <p><b>Think Aloud</b></p> <p>Display the self-appraisal graphic organizer. Think aloud through the following sections.</p> <ul style="list-style-type: none"> <li>&gt; 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 &amp; Winograd (2003).</li> <li>&gt; 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.</li> <li>&gt; 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"> <li>» A learning strategy survey</li> <li>» Four corners opening activity using different learning strategies.</li> <li>» Practice/role playing asking teachers for assistance or for alternatives that better meet their learning needs.</li> </ul> </li> </ul> <p><b>Read-Reflect-Share</b></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><b>Gallery Walk</b></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"> <li>&gt; this could be a strategy they would like to incorporate immediately;</li> <li>&gt; a strategy that creates an ah-ha; or</li> <li>&gt; a strategy that offers an idea for a current challenge in their classroom.</li> </ul> <p>They will place a post-it by that strategy.</p> <p><b>Whole Group Discussion</b></p> <p>Ask the group to share:</p> <ul style="list-style-type: none"> <li>&gt; What strategies resonated with you?</li> <li>&gt; Which ones might support a current situation with a student?</li> </ul> <p>If there is time, the group can also revisit the essential questions for this workshop:</p> <ul style="list-style-type: none"> <li>&gt; How often do we mislabel misbehavior?</li> <li>&gt; Is self-regulation something teachers can teach?</li> </ul> <p><b>Closure</b></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

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**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.**

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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.



## **JOBS FOR THE FUTURE**

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