

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.



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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